

Enhancing the International Relevance of Your Research: The Challenge for Asian Researchers to Get Published

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In recent years, there has been a dramatic increase of submissions to international journals from Globe South, especially Asian countries such as China, India, Thailand, etc. This is also a new phenomenon in the field of international academic publishing. Although the journals, including Teaching and Teacher Education (TATE), welcome the submissions from Globe South countries and strive to promote the internationality of the journal, the authors from Globe South often face extra challenges to get their work published in international journals. This is particularly challenging for Asian researchers who usually carry out their studies in the sociocultural contexts saliently different from those in Globe North where most influential academic publishers locate.

According to my experience being an author and editor, one of the major challenges for Asian researchers to publish in international journals is to clarify and enhance the international relevance of their work. In my opinion, Asian researchers need to pay extra attention to making their research comprehensible and attractive for international readers. To cope with this challenge, I suggest the researchers in Globe South, especially in Asian countries, to formulate and strengthen two types of international relevance of their work, namely contextual relevance and theoretical relevance. Through a study on Teaching-Research Officers (*jiayoyuan*) in China, I would like to show an example how to facilitate Asian researchers to get published by enhancing the international relevance of the study.

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