

Call for Book Chapters

TESOL Teacher Education in a Transnational World

Edited by

Osman Barnawi & Sardar Anwaruddin

As a profession and as a multidisciplinary field of scholarly study, TESOL—Teaching English to Speakers of Other Languages—is fundamentally concerned with various aspects of English language education, including pre-service teacher education and in-service teachers’ professional learning and development. In 1996, Karen Johnson called on TESOL teacher education programs to “find ways to situate learning about teaching within authentic contexts” so that teachers could make sense of their professional knowledge and act upon it “within the context of real teaching” (p. 770). Since the time of Johnson’s writing, the contexts of *real teaching* have changed so much! One of the changes with a significant impact on teaching and learning of the English language is the transnational mobility of people, ideas, and cultural practices. The contexts of teaching are no longer defined and negotiated primarily by nation states and their priorities. Additionally, recent advancements in information and communication technologies (ICTs) have added a new dimension of “virtual mobility” to an already mobile world. While issues of transnational mobility of language, identity, culture, ideology, curriculum, and pedagogy have come to the fore within the contemporary scholarship of TESOL and Applied Linguistics (e.g., De Fina & Perrino, 2013; Duff, 2015; Warriner, 2017), the intersection of transnationalism and TESOL teacher education remains under-explored at theoretical, historical, and practical levels.

This book aims to frame and examine TESOL teacher education in relation to transnationalism. One way of conceptualizing transnationalism is to contrast it with internationalism: “while the international involves interactions, treaties, travels, and exchanges of goods between national governments, the transnational denotes sustained linkages (e.g. cultural and political ties), relationships (e.g. with family members), and practices (e.g. religious activities) of non-state actors across national borders” (Toukan, Gaztambide-Fernandez, & Anwaruddin, 2017, p. 2). Transnational practices in language teacher education (LTE) may occur in various domains including practicum in multi- and cross-cultural settings, study abroad programs, online teacher education, professional development courses, borrowing and lending of LTE curricula and pedagogies, interactions in virtual communities of teachers, professional learning on social media platforms, and transcultural flow of professional knowledge.

We invite you to critically examine transnational practices in contemporary TESOL teacher education. We are particularly interested in explorations of how the learning of teaching, the content, and the discourses of language teacher education are taking place in today’s transnational world. What sorts of curricular and pedagogical innovation are needed for TESOL teacher education in transnational spaces? In what ways the issues of LTE pedagogies, identities, and different forms of capital (i.e., cultural, linguistic, social, symbolic or economic) are negotiated in such spaces? By featuring works from diverse educational contexts, this volume will shed light on “the design,

enactment, and consequences of language teacher education... in order to meet the needs of current and future English language teachers in an increasingly diverse, mobile, unequal, and globalized world” (Johnson & Golombek, 2018, p. 1).

We welcome submissions in any of these categories: conceptual essays, reflective essays, empirical studies, and theory-into-practice papers.

Important dates:

- **December 31, 2018:** Chapter abstracts (300 – 500 words) and an author bio statement (approx. 100 words) sent to: Osman Barnawi, albarnawim@hotmail.com & Sardar Anwaruddin, anwaruddin.sm@gmail.com
- **January 31, 2019:** Notification of abstract acceptance/rejection sent to authors
- **May 31, 2019:** Full chapter manuscript due
- **July 31, 2019:** Editorial decisions (acceptance/revision/rejection) communicated to authors
- **September 30, 2019:** Revised chapters due
- **November 30, 2019:** Complete book manuscript sent to publisher¹

About the Editors:

Osman Barnawi (PhD, Indiana University of Pennsylvania) is Associate Professor at the Royal Commission Colleges and Institutes, Yanbu, Saudi Arabia. His research interests include the intersection(s) of language and political economy, social and education policy studies, the cultural politics of education, multilingual and multicultural studies, second language writing, and transnational education. His works have appeared in journals such as *Language and Education*, *Critical Studies in Education*, and *Language and Literacy*. His recent books are *Neoliberalism and English Language Education Policies in the Arabian Gulf* (New York: Routledge, 2017), and *Writing Centers in the Higher Education Landscape of the Arabian Gulf* (London: Palgrave Macmillan, 2017). He is currently co-editing a special issue on Mobilities and English Language Education for *Transitions: Journal of Transient Migration*.

Sardar Anwaruddin (PhD, University of Toronto) teaches in the English Department of Glendon College at York University. His articles have appeared in journals such as *Educational Philosophy and Theory*, *Professional Development in Education*, *Discourse, Reflective Practice*, *Teaching in Higher Education*, *Educational Studies*, *Curriculum Inquiry*, *International Journal of Leadership in Education*, *International Journal of Research and Method in Education*, and *The Brazilian Journal of Applied Linguistics*. He was a co-editor of *Curriculum Inquiry*'s special issue on Global Migration and Transnationalism. Sardar's forthcoming edited book is *Knowledge Mobilization in TESOL: Connecting Research and Practice* (Leiden: Brill, 2019).

¹ Once chapter abstracts are shortlisted, the editors will prepare a proposal to publish the book with a leading academic publisher such as Routledge or Multilingual Matters.

Some Useful References:

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