

## **Call for Proposals**

*Collaborations and Communities:  
Global Perspectives on Building a Culture of Research in TESOL*

### **Editors**

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We have been invited by a major publisher to submit a proposal for an edited volume based on the TESOL Research Professional Council Colloquium for 2022, *Global Perspectives on Building a Culture of Research in TESOL*.

Over the past decade we have seen a building momentum for teaching-research collaborations in the field of TESOL (Rose, 2019), and in critical and liberatory approaches to English teaching such as translanguaging (Tian & Shepard-Carey, 2020) and decolonizing pedagogies (López-Gopar et al., 2021). Such collaborations center teachers' knowledge of their educational contexts and aim for bi-directional teaching-research relationships in which research informs teaching and teaching informs research.

Reflective and agentic TESOL practitioners are concerned not only with researching instructional issues but investigating social realities that permeate language classrooms. Yet language teachers experience challenges to engaging in research (Dikilitaş & Griffiths, 2017). In the field of TESOL, these include time, restrictive language policies, ideologies, and curricula, as well as bifurcation of teaching from research in university structures. To overcome these difficulties, McKinley (2019) proposed collaborations between TESOL researchers and teachers to create a *teaching-research nexus* embedded in practice, and a teaching identity as a “holistic TESOL professional” (p. 879). The proposed volume considers how teachers, teacher educators, teacher candidates, and researchers develop such collaborations, blurring the lines between these identities and promoting classroom-based and teaching-informed research in TESOL.

We believe that this edited volume will be an opportunity to draw from collaborations across national and educational contexts and illustrate empowering and agentic teacher-researcher relationships that facilitate educational change in the direction of equity and inclusion in English language teaching. This edited volume welcomes empirical and reflective chapters that explore these topics as they relate to teacher candidates and in-service teachers as researchers in their classrooms:

- Transforming teacher education and professional development design for building a culture of research in TESOL.
  - Educating pre-service teacher-researchers.
  - Supporting in-service teacher-researchers in K-16 contexts.
- Exploring methodological and ethical considerations in building teacher-researcher relationships.
  - Initiating and sustaining equitable collaboration and engagement among stakeholders in classroom-based inquiry.
  - Developing transnational and cross-cultural collaborations.
- Envisioning a language education policy that supports a culture of research in TESOL.
  - Critically identifying stated and unstated language education policies.
  - Empowering teacher-researchers to be policymakers.
- Discussing the role of professional organizations (e.g. ACTFL, AERA, CARN, IATEFL, ILA, TESOL, etc.) in building a culture of research.

**Proposal Format:** If you are interested in contributing a chapter to the book, we invite you to submit an abstract of 500 words, with a short list of selected references. We look forward to receiving proposals by February 15, 2022 and responding with acceptances by March 15, 2022. Please provide abstracts with references and author information (email and institutional affiliation) here, <https://forms.gle/tuLwLjGXdJBvDBmq8>, and direct questions to [ustukozg@msu.edu](mailto:ustukozg@msu.edu) and [jessie.curtis@gse.rutgers.edu](mailto:jessie.curtis@gse.rutgers.edu).

**Chapter Format:** 7,000-10,000 words. We would like to emphasize stakeholders' perspectives on practitioner-scholar collaborations, so we ask that you include a short section in which all (co)authors reflect on the research process (e.g., defining the research question(s), design, or collaboration) as it unfolded in classroom-based inquiry. We anticipate providing final manuscripts to the publisher in the 4th Quarter of 2023.

### References

- Dikilitaş, K., & Griffiths, C. (2017). *Developing language teacher autonomy through action research*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-50739-2>
- López-Gopar, M. E., Schissel, J. L., Leung, C., & Morales, J. (2021). Co-constructing social justice: Language educators challenging colonial practices in Mexico. *Applied Linguistics*. <https://doi.org/10.1093/applin/amab047>
- McKinley, J. (2019). Evolving the TESOL teaching–research nexus. *TESOL Quarterly*, 53(3), 875–884. <https://doi.org/10.1002/tesq.509>
- Rose, H. (2019). Dismantling the ivory tower in TESOL: A renewed call for teaching-informed research. *TESOL Quarterly*, 53(3), 895–905. <https://doi.org/10.1002/tesq.517>
- Tian, Z. & Shepard-Carey, L. (2020). (Re)imagining the future of translanguaging pedagogies in TESOL through teacher–researcher collaboration. *TESOL Quarterly*, 54(4), 1131-43. <https://doi.org/10.1002/tesq.614>