

## Call for Abstracts

*TESOL Quarterly* Special-Topic Issue, September 2011

### Narrative Research in TESOL

Gary Barkhuizen, Editor

*TESOL Quarterly* announces a call for abstracts for the 2011 special-topic issue on narrative research in TESOL. In TESOL, as in other fields, there exists a wide range of conceptualizations regarding what narrative is, how it is studied, and why it is important to do so. Sometimes the focus of inquiry is particular past episodes or events that happened to the narrator, or it may be the broader experiences, both lived and imagined, of individuals or groups. More recent research has examined co-constructed narratives that are generated by people in conversation. In all cases, stories are the central concern of narrative research, variously referred to as narrative inquiry, narrative study and narrative analysis. Stories perform a range of functions such as to inform, teach, remember, challenge, mobilize, resist, and mislead. Narrative researchers not only analyze the content of these stories (i.e. what they are about), they also interrogate the form they take, the language storytellers use, the sociopolitical contexts in which stories are told, and the audience of the stories. In TESOL, narrative researchers working within diverse conceptual frameworks have focussed their inquiries on a range of topics, including: the professional development of second/foreign language teachers and teacher educators; pedagogical practices and experiences, specifically stories of English teachers' lived realities in schools, classrooms and other teaching/learning settings; language learning in diverse sociocultural contexts; and the negotiation and construction of teacher and learner identities.

Contributions will draw on narrative data to focus on issues related to narrative research in TESOL. Authors will consider the role and place of narrative in English language teaching pedagogy and research practices using narrative data to exemplify the particular issues under scrutiny. Specifically, the editor seeks articles which focus on one or more of the following complex and interrelated themes:

1. Methodological and theoretical issues governing narrative research: the nature of narrative data; approaches to narrative analysis; the purposes of narrative research; combining narrative research with other methodologies; defining and delimiting narrative research in TESOL.
2. Challenges involved in conducting narrative research in TESOL: dealing with competing research paradigms, training narrative researchers, encouraging participation and collaboration in narrative inquiry projects, reporting and publishing narrative research findings.
3. The benefits and limitations of narrative research for knowledge-making in TESOL: the type of knowledge narrative research generates; the usefulness and relevance of this knowledge to practitioners, policy makers, and other narrative researchers.
4. The politics of narrative research: reasons why narratives (and stories) and narrative inquiry are sometimes marginalized in our field, ethical concerns in narrative research, obtaining funding for narrative research, and critical perspectives on narrative inquiry.

Abstracts should describe previously unpublished work with implications for a variety of TESOL professionals. In addition to full-length articles, the editor seeks empirical papers for Brief Reports and Summaries, and issues papers for the Research Issues and Forum sections. Contributions from all regions of the world are encouraged.

Please send a 600-word abstract for a full-length article, and a 300-word abstract for a Brief Report, Research Issues, or Forum piece. For all submissions, send copies of the abstract without author(s) names. On a new page, but in the same file, include each author's name, affiliation, mailing address, e-mail address, telephone number, and a 50-word biographical statement.

Please send abstracts and inquiries to the editor:

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**The deadline for abstracts is December 31, 2009.**