

Call for Abstracts TESOL Quarterly 2025 Special Issue

TESOL Teacher Educators in a Time of Flux and Transformation

Guest Editors: Rui Yuan (University of Macau) & Icy Lee (Nanyang Technological University)

TESOL teacher educators represent a varied and heterogeneous group coming from diverse backgrounds and possessing different types and levels of expertise. Despite a consensus on the pivotal role of TESOL teacher educators in shaping language teaching and teacher education, research on their professional practice and continuing development is limited. Given the present circumstances in the post-COVID era, which is marked by a contested social climate characterized by the resurgence of nationalism and the rapid advancements in technology, specifically the emergence of artificial intelligence (AI), it is critical to explore how TESOL teacher educators navigate the inevitable changes and challenges and seek continuing improvement in their teacher education practices. To this end, this Special Issue (SI) invites research contributions, from diverse geographical settings and informed by different research approaches (e.g., qualitative, quantitative, action research, and self-study), to provide conceptual/empirical insights into how TESOL teacher educators practice and develop as agentive, thinking, and feeling beings in their everyday work. The SI features the investigation and discussion of TESOL teacher educators' professional lives in a time of **flux**, characterized by a persistent state of uncertainty and instability, and **transformation**, marked by the possibility for reflection, innovation, and improvement at both individual and community levels. Some potential topics include, but are not limited to:

- Motivations towards and routes of becoming a TESOL teacher educator
- TESOL teacher educators' cognitive learning (e.g., knowledge building and belief change)
- TESOL teacher educators' emotional expression, management, and regulation
- TESOL teacher educators' identities, agency, resilience, and wellbeing
- TESOL teacher educators' engagement with educational technology (e.g., the rise of AI)
- TESOL teacher educators' engagement with critical pedagogy

Both conceptual and empirical research papers are welcome. Full-length articles should have a word count between 7,000 to 8,500 words. We also welcome submissions for other sections of the journal, such as Brief Research Reports, Research or Teaching Issues, or Book Reviews, each with a maximum word count of 3,400 words. Interested contributors need to submit a 500-word abstract for a full-length article or a 300-word abstract for Brief Research Reports, Research or Teaching Issues, or Book Reviews. A title page that includes the author(s)'s affiliations, mailing addresses, e-mail addresses, telephone numbers, and a 50-word biographical statement should also be attached. Please send your abstract and any inquiries to the lead editor, Rui Yuan (ericruiyuan@um.edu.mo) and Icy Lee (icy.lee@nie.edu.sg). The tentative timeline is as follows:

- Deadline for abstract submission: January 31, 2024
- Invitations for full paper: February 15, 2024
- Full papers due: August 1, 2024
- Reviews sent to authors: October 31, 2024
- Final revisions due: January 1, 2025