

**International Journal of TESOL Studies**  
**English in a Changing Globalized, Multilingual World**  
**Special Issue Call for Papers**

**Guest Editors**

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**Aims and Scope**

Teaching English in multilingual contexts is the norm in countries around the world. Patterns of superdiversity (Li et al., 2021) have led to the learning of English (1) as integral to the process of becoming multi-lingual (and not just bi-lingual) and (2) being part of a complex constellation of identities and contexts.

In this special topic issue, we want to explore how English language teaching and learning is being transformed in multilingual contexts in response to global developments, including but not limited to the pandemic. Specifically, we are interested in qualitative studies that critically examine how opportunities for English teaching and learning have changed in response to increasingly diverse contexts and under unprecedented conditions (pandemic, geopolitical tensions, and migration). We intend to examine what English language teaching (ELT) dimensions have been impacted, for whom, how, and what mediating conditions have supported or constrained access to ELT. Articles in this special topic issue would address this intersection between diversity, ELT, and global developments from different perspectives, including students, teachers, and administrators.

*Under unprecedented conditions and current global developments, articles in this issue would examine,*

- how do learners access and engage in traditional and new opportunities to learn and use English?
- how do English language teacher candidates access opportunities to teach English as an additional language?
- what role does technology play in mediating superdiversity in ELT contexts?
- how do school and district/state leaders provide leadership for quality ELT programs?

- how do English language teachers and English learners negotiate superdiversity (cultural, economic, racial, and linguistic) in their local context?
- how can pedagogical practices in English language teaching support the goal of multilingualism?
- how do English language teachers support and value the construction of diverse identities?

## **Important Dates**

Abstract submission: July 15<sup>th</sup>, 2022

Notification of acceptance: July 30<sup>th</sup>, 2022

Full manuscript due: November 15<sup>th</sup>, 2022

Revised manuscripts due: February 28<sup>th</sup>, 2023

Anticipated publication date: June, 2023

## **Submission guidelines**

Submissions should follow the guidelines below:

- Submit a 250-word abstract with a short bio of 50 words;
- Submit your manuscript in Word format with text of no more than 7,000 words (including tables, figures, and references);
- Format your manuscript as required by the journal's style guide ([https://www.tesolunion.org/style\\_guide/](https://www.tesolunion.org/style_guide/));
- Email abstracts and full manuscripts to [Specialissue23@gmail.com](mailto:Specialissue23@gmail.com).

## **Reference**

Li, G., Anderson, J., Hare, J., & McTavish, M. (Eds.). (2021). *Superdiversity and teacher education: Supporting teachers in working with culturally, linguistically, and racially diverse students, families, and communities*. Taylor & Francis Group.