



*The Electronic Journal for English as a Second Language*

## **Special issue for TESL-EJ for August 2023**

### **Editors:**

Mohammad N. Karimi, Kharazmi University, Tehran, Iran

Foad Behzadpoor, Azarbaijan Shahid Madani University, Tabriz, Iran

Behzad Mansouri, Lakeshore Foundation, Birmingham, AL

## **Advances in Research on Language Teacher Cognition**

Concerned with the invisible side of language teachers' professional performance, language teacher cognition began to attract investigative attention in the mid-1990s after being eclipsed by a long-standing focus on public observable instructional activities in language classes. Ever since, research on the construct has been ardently pursued in applied linguistics. Central to this line of research has been a focus on how teachers' thoughts, beliefs, assumptions, knowledge and, more recently, emotions interact with the state of "being" and the process of "becoming" a language teacher. Each of these components of language teacher cognition has received its fair share of research attention from a wide array of theoretical or analytical perspectives and through a variety of methodological approaches. This vibrant tradition of research has yielded a substantial knowledge base for the construct and has granted a distinct identity to teacher cognition as a now-well-established and fully-fledged domain of inquiry in applied linguistics, which has contributed substantially to our understanding of language teachers' professional performance. Despite the significant contributions of this research tradition to our more effective understanding of teachers' pedagogical reasoning, there are still unexplored avenues within the line of inquiry, which must be examined to help deepen our understanding of the interplay between cognition and instructional practice even further and widen the scope of the field.

To provide a platform for a more focused dissemination of cutting-edge research on language teacher cognition and broadening its scope in teacher education research, this Special Issue calls for original papers that address aspects of teacher cognition drawing on diverse theoretical and methodological perspectives. The authors are strongly advised to adhere to the purpose advertised for the Issue and contribute papers that truly advance our understanding of language teacher cognition or report on innovations in methodological approaches for investigating language teacher cognition. Purely conceptual papers are expected to present clear suggestions on advancing theoretical underpinnings of teacher cognition research and present prospective directions for this line of research. Methodological papers are also expected to present concrete and detailed proposals on alternative ways to pursue research on teacher cognition.

The Issue, more specifically, welcomes articles on the following areas (NB: Submissions on topics other than the ones listed below are also welcomed as far as they relate to language teacher cognition):

- *Critiques of current methodological approaches in teacher cognition and presenting alternatives*
- *Behavioral manifestations of cognitions and the associated variables*
- *Teachers' pedagogical knowledge base*
- *Cognitions informing specific language skills/components*
- *Teacher cognitions in emerging instructional contexts (e.g., online pedagogical contexts)*
- *Cognition-emotion interactions*
- *Cognition-identity interactions*
- *Cognition-agency interactions*
- *Cognition and teacher learning*
- *Transdisciplinary perspectives on teacher cognition*
- *Promoting teacher cognition*
- *Language teacher cognition antecedents*
- *The interplay between student variables and language teacher cognitions*
- *Post-structural approaches to language teacher cognition*
- *The interplay of language teacher cognitions and educational policies*
- *Socio-political influences on language teacher cognition*

### **Information on manuscript submission:**

Interested authors are required to submit an abstract (maximum 500 words) to the editors for initial evaluation with regard to suitability of topic/focus. The abstracts must be accompanied by a title page that includes authors' affiliation information, address(es) for correspondence and a brief bio-data for each author (100 words maximum). Authors of accepted abstracts will be contacted to submit their full-length papers (NB: Initial acceptance of an abstract does not guarantee final acceptance of the full-length paper). Papers will undergo rigorous blind review by at least two experts in the field.

Address for queries and submissions: [lrc.special.issue@gmail.com](mailto:lrc.special.issue@gmail.com)

### **Expected Timeline:**

Deadline for proposals: June 1, 2022

Notification of proposal decisions: August 1, 2022

Submission of first full draft: October 1, 2022

### **Review process**

Deadline for revisions: March 1, 2023

Completed papers to Journal: June 1, 2023

Publication date: August 1, 2023