

## Special Issue

# Between Indisposition and Perseverance: Disrupted Language Teacher Identities in Times of Uncertainty

### Guest Editors

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The **times of uncertainty** refer to the transitions and changes en masse that were brought to TESOL in the recent decades, including but not limited to the war, pandemic, political and economic instability, and the changes in international mobility. This special issue dives into the sense-making processes of teachers, researchers, and teacher educators in TESOL amid the **unpredictable global changes in the new reality**.

**Aim:** The central aim of this special issue is to offer a space for ELT professionals—teachers, researchers, and teacher educators—to reflect in a humanizing and collaborative space. We intend to amplify the voices of all ELT professionals grappling with indispositions from social, historical, political, economic, and emotional dilemmas in times of uncertainty to find ways to persevere.

**Areas of inquiry:** With this aim in mind, the three areas of inquiry drawn from prominent theories and research were established. Acknowledging the strong influence of global changes, we are interested in studies that focus strongly on social, cultural, historical, political, and economic contexts, and examine the ways in which TESOL professional can be given a seat at the proverbial table.

- **Macro level of ideological structures:** How are language teacher identities situated within belief systems, cultural values, political values, religious values, and economic values?
- **Discourse-in-context:** How are language teacher identities shaped and determined by discourse in education, teacher education, professional development, political activities, and institutions?
- **Multifaceted and transformative identities:** How are language teacher identities shifting and transforming as emotionality, personal identities, agency, and sense of belonging are embedded in the sociohistorical process?

Please send a 300-word abstract for a full-length research article (conceptual pieces or based on empirical research). Also, book reviews are encouraged (entailing the submission of an abstract of 150 words). Contributions from all regions of the world are encouraged. Based on the review of the abstracts, authors will be invited to submit papers for possible inclusion in the special issue.

To submit: In an email to [hyunjinjinnak@gmail.com](mailto:hyunjinjinnak@gmail.com) and [huysal9@gmail.com](mailto:huysal9@gmail.com), 1. **Indicate** in the subject field if you are submitting a “Research Article” or “Book Review.” 2. **Attach** a PDF file of the abstract without the names of the author/s; 3. **Attach** a separate PDF file which includes the abstract title, the name(s) of the author(s), institutional affiliation, mailing address, email address, telephone number. As indicated in the timeline below, the deadline for abstracts is **April 1, 2023**.

### **Timeline:**

**Feb 1, 2023:** Announcement of the special issue in TESL-EJ

**April 1, 2023:** Deadline for abstract submissions

**April 15, 2023:** Announcement of accepted abstracts

**Oct 31, 2023:** Initial submission of the full manuscript

**Dec 17, 2023:** Return of manuscripts to authors with comments for final rewrite

**Jan 21, 2024:** Final version due

**Feb. 1, 2024:** Official notification of acceptance