

CALL FOR CHAPTER PROPOSALS

Critical Dialogic TESOL Teacher Education: Preparing Future Advocates and Supporters of Multilingual Learners

Editors

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In this new edited volume, we aim to showcase how teacher educators around the world engage with critical and dialogic approaches to prepare TESOL professionals. Language teachers are at the forefront of supporting the academic and social needs of increasingly ethnically and linguistically diverse student populations around the globe, and preparing critical and dialogic TESOL teachers with social justice orientations is essential to helping language learners fulfil their academic and linguistic potential. We are particularly interested in submissions that engage with critical and dialogic theories in education. For example, Kibler et al. (2020) recently introduced the concept of Critical Dialogic Education (CDE) which promotes “equity-focused classroom pedagogies that are dialogic, critical, and inclusive” (p. 2). Although CDE endorses the traditional view of dialogic approaches to education (e.g., Dewey, 1916; Freire, 1973) where learning is seen as a joint co-construction of knowledge through classroom discourse (e.g., Haneda, 2017; Mercer et al., 2019), its focus lies in questioning power structures that govern classroom dialogue and bringing equitable pedagogies to life. To implement such an agenda, Kibler et al. (2020) invited teachers to re-envision teaching and learning on four fronts: the curriculum, language pedagogies, the roles of students, and the roles of teachers. For example, Karam (2021) documented how one ESOL teacher was able to engage her immigrant and refugee-background students in classroom talk about social justice issues such as slavery and civil rights through designing and implementing her own original virtues-based curriculum and adopting critical and dialogic approaches to teaching.

Although more experienced TESOL teachers may be able to agentively implement critical and dialogic approaches to instruction, we know little about what TESOL teacher educators do to help train and prepare language teachers who can do exactly that. As such, we invite TESOL educators from various international contexts to share their experiences on how they engage with critical and dialogic approaches to reimagine TESOL teacher education. We specifically seek empirically-based chapters utilizing a variety of research methods and addressing topics that include but are not limited to:

- how TESOL teacher education coursework can include opportunities for critical and dialogic engagement among teacher candidates and facilitate their use of and reflection on such pedagogies as teachers themselves;
- how current understandings of language and language pedagogies need to be re-envisioned using critical and dialogic perspectives to prepare teacher candidates to fulfil multilingual learners’ academic and linguistic potential;
- how TESOL field placements can have critical and dialogic dimensions;
- how TESOL online courses incorporate critical and dialogic opportunities to teacher education; and
- how a critical and dialogic approach to preparing TESOL candidates can influence the roles, identities, and positionalities of TESOL teacher educators, candidates seeking TESOL certification, and the multilingual students they intend to educate and advocate for.

Submission Procedure

This edited volume is intended to be part of the Bloomsbury series: “Critical Approaches and Innovations in Language Teacher Education”. The editors are coordinating with Bloomsbury and the series editor to finalize a list of abstracts and chapter authors that can potentially appear in this volume. Following the initial selection of proposals, a full book proposal will be sent to the publisher for review. Upon acceptance, chapter authors will be sent detailed guidelines, including specifications for images and other multimedia.

Potential authors should provide a tentative chapter title, a 50-100 word biography for each author, and a 500-word abstract that addresses some aspect of *critical and dialogic approaches to TESOL teacher education*. Proposals (due January 1, 2022) should be saved as a single Microsoft Word document and emailed to the editors: Fares Karam (fkaram@unr.edu) and Amanda Kibler (amanda.kibler@oregonstate.edu). Chapters must be original and should not be submitted for publication elsewhere. All chapters will be double-blind peer reviewed (contributors may also be asked to review).

Anticipated Timeline

January 1, 2022	Chapter proposals due
February 1, 2022	Notifications of acceptance
August 1, 2022	Chapter drafts due
October 1, 2022	Initial feedback from editors sent to authors
November 1, 2022	Authors resubmit revised chapters for peer review
January 1, 2023	Feedback from peer-review sent to authors
February 1, 2023	Final chapters due (to be followed by editorial revisions)
April 1, 2023	Submission of a complete manuscript to Bloomsbury

Volume Editors

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