

CALL FOR BOOK CHAPTERS

English Education in Southeast Asian Contexts: Policy, Practice, and Identity

EDITORS

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Located between South Asia, China, and the Pacific Region, Southeast Asia (SEA) is home to eleven independent nations, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. With a population of over 600 million speaking more than 1200 languages (Kosonen, 2017; Lewis, Simons & Fennig, 2016), SEA is often characterized by its “historical, political, ethnic, cultural and linguistic diversity where English serves as a means for intra- and international communication” (Low & Ao, 2018, p. 132). English has been used not only as a medium of communication with people outside of SEA, but also as a lingua franca among different groups within the region. The spread of English to SEA has been attributed mainly to the forces of colonization, international trade, and religion. Over the past few decades, however, it has been intensified by the forces of globalization, particularly in countries such as Cambodia, Indonesia, Laos, Thailand, and Vietnam. The privileging of English was further augmented by the adoption of English as the official working language of the Association of Southeast Asian Nations (ASEAN) in 2009 (Kirkpatrick, 2017).

For the past few decades, Southeast Asia has been an economic and socio-cultural powerhouse due in part to the strong partnerships among the ASEAN nations and to English being perceived as the gateway to modernization and globalization. Given the special role of English, it is no surprise that English has been the most widely taught foreign language, and all the countries in SEA except Indonesia introduce English as a foreign language at some point in elementary education – or use English as a language of instruction (Kirkpatrick, 2012, 2017). In SEA, English is generally classified into two broad groups. The first includes the varieties of English used in the Outer Circle countries (i.e., Brunei, Malaysia, the Philippines and Singapore) that were formerly colonies or protectorates of an English-speaking power while the second includes the varieties of English used as foreign languages in the Expanding Circle countries such as Cambodia, Indonesia, Laos, Myanmar, Thailand, Timor-Leste, and Vietnam (Low & Hashim, 2012). To date, there has been a growing body of research on English and English language teaching (ELT) in SEA. However, much of this research has been focused on English in the Outer Circle countries. Moreover, while the literature on English and ELT in SEA is available in

a variety of forms (e.g., conference papers, proceedings, monographs, and journal articles), there is oftentimes inadequate representativeness in these existing publications because many submissions are normally received from one or two countries while few or none are received from some others (see, e.g., Kirkpatrick, 2014, 2017; Low & Hashim, 2012; Wee, Goh, & Lim, 2013).

The proposed volume tentatively titled, *English Education in Southeast Asian Contexts: Policy, Practice, and Identity*, aims to provide a comprehensive account of English and ELT in Southeast Asian countries. Given the relative paucity in the literature on/about the Expanding Circle countries and the uniqueness of each Southeast Asian country, we aim for a wide range of contexts and educational levels, and are especially interested in current, original studies on underrepresented contexts in SEA. Potential chapters are invited to present scholarship which deals with issues related to policies, practices, and identities and their relations to English language teaching. Topics may include, but are not limited to, the following areas of focus:

- Teaching methodology
- Teacher education
- World Englishes
- English as a lingua franca
- English as an international language
- English-Medium Instruction (EMI)
- Translanguaging, bilingual/multilingual practices
- Computer-assisted language learning (CALL)
- Language planning and policy
- Linguistic landscape
- Language ideologies
- Language identities
- Language anxiety, motivation, and/or self-efficacy
- Literacy, reading, and writing
- Testing and assessments (e.g., TOEFL, TOEIC, GRE)

Guidelines for the abstract:

- Length: 300-400 words, single-spaced (not including references, no more than 3 or 4 key references).
- Use Times New Roman, 12-point font.
- Include a short bio (max 100 words).
- You are welcome to submit an abstract for a single- or co-authored chapter. Guidelines for the full chapter draft will be sent with the acceptance notifications.
- Please send your abstract to sovicheth.boun@salemstate.edu.

Planned timeline:

- **July 15, 2019:** Chapter abstracts due
- **August 30, 2019:** Notification of acceptance
- **January 31, 2020:** Full chapter manuscripts submitted to volume editors (no more than 7000 words, including references, notes, and tables)
- **April 30, 2020:** Completion of peer reviews and editorial decisions (acceptance/revision/rejection) communicated to author(s)
- **June 30, 2020:** Revised chapters completed
- **October 2020:** Completed volume submitted to the publisher

If you have any question, please feel free to contact Sovicheth Boun at sovicheth.boun@salemstate.edu or Chatwara Suwannamai Duran cduran4@uh.edu.

About the editors:

Sovicheth Boun, PhD, is Assistant Professor of ESL & Literacy in the Department of Secondary and Higher Education, Salem State University. He has been involved in EFL/ESL teaching and training for over 10 years both in Cambodia and the U.S. His research interests include second/foreign language education, bi-/multilingual education, the global spread of English, language ideologies, language teacher identities, language/educational experiences of Southeast Asian American students, and critical discourse analysis. His work has appeared in *TESOL International Journal*, *Bilingual Review*, and *Critical Inquiry in Language Studies*, among others. His most recent book is the *Handbook of Bilingual and Multilingual Education* (2017 [paperback]), co-edited with Wayne E. Wright and Ofelia Garcia.

Chatwara Suwannamai Duran, PhD, is Associate Professor of Applied Linguistics in the Department of English, University of Houston. Utilizing ethnographic methods, Duran has worked with multilingual, yet minoritized individuals and communities to explore language ideologies and literacy development in transnational and migratory contexts. Her work has been published in the *Journal of Language, Identity, and Education*, *Linguistics and Education*, and several edited volumes. Her first book *Language and Literacy in Refugee Families* (2017) elucidates contested language ideologies and emerging transnational literacies among Karenni families originally from Burma/Myanmar living in the United States. Currently, Duran examines how multilingual scholars, who use English as an additional language, are positioned in English-dominant academia.

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