



Call for Abstracts for the 2023 Special Issue
Teaching English in a Time of Resurgent Nationalism

Guest editors: Kyle McIntosh and Paul McPherron

This special issue will examine the impact that a global rise in **neo-nationalism**, which Eger and Valdez (2015) described as a 21st century hybrid of far-left anti-establishment populism and far-right desires for “traditional values” and “law and order” (p. 127), is having on the teaching of English to speakers of other languages around the world. Specifically, we are seeking qualitative and quantitative empirical studies that investigate how learners and teachers interact with neo-nationalist policies and rhetoric in English language classrooms, as well as the ways in which such policies are transforming the use of the language in schools, workplaces, and other communities. We are also interested in studies that explore the belief systems, economic conditions, and sociopolitical milieu underlying a resurgence in nationalism as it relates to language education.

Aim: The central questions the special issue will ask are: 1) how has neo-nationalism affected the teaching of English to speakers of other languages in different countries, particularly those where it is the dominant language, an official language, a lingua franca, and/or a required subject in school?; and 2) how might the field of TESOL, which has benefited from globalization even while critiquing it, meet the challenges posed by a world in which more governments are withdrawing from international agreements, reinforcing their borders, and inciting xenophobia among the populace? This special issue will highlight work that responds to these questions and offers insights into issues such as race, class, gender, and linguistic injustice that are involved with teaching English in a time of resurgent nationalism.

Areas of inquiry: Drawing on The Douglas Fir Group’s (2016) transdisciplinary framework of language learning and teaching as a theoretical and pedagogical departure point, this special issue is interested in articles that provide specific insights regarding a range of topics including but not limited to:

1. **Micro level of social activity:** How have English language policy makers and English teachers and learners around the world responded in the classroom to contemporary nationalist policies and rhetoric, and what do their responses suggest about the state of TESOL in the current geopolitical era?
2. **Meso level of sociocultural institutions and communities:** How have various nationalist leaders and movements affected English education at different levels, from primary school to graduate school, and how are institutions and local communities responding?
3. **Macro level of ideological structures:** Is the teaching and use of English as an international language increasingly viewed as a threat to certain national languages and identities? By contrast, is rising nationalism in the United States lending support to the “English-only” movement?

We request a *600-word abstract* for a **Full-length Article** (based on empirical research), or a *300-word abstract* for a **Brief Research Report** (to discuss preliminary findings), **Teaching Issue** (to discuss practical challenges and effective approaches in the classroom), or **Research Issue** (to discuss methodologies). For specific guidelines on each type of contribution, see the [TESOL Quarterly Author Guidelines](#). 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. Please note that acceptance of an abstract does not indicate acceptance of the manuscript, which will be sent out for peer review.

To submit an abstract: In an email to tesol2023si@gmail.com, 1. **Indicate** in the subject field if you are submitting for a “Full-length article,” “Brief research report,” “Teaching issue,” or “Research Issue” 2. **Attach** a PDF file of the abstract without the names of the author/s; 3. **Attach** a separate PDF file that includes the abstract title, name(s) of the author(s), institutional affiliation, mailing address, email address, and telephone number. The deadline for abstracts is **January 31, 2022**. We will notify you of our decision by **February 28, 2022**. If your abstract is accepted, you will have until **July 15, 2022** to submit a complete manuscript.