

Special Issue of *International Journal of TESOL and Learning*

on Study Abroad and International Service-Learning Experiences in the TESOL/Bilingual Education Field

Call for Contributions

[International Journal of TESOL and Learning \(IJTL\)](#) invites manuscripts to be considered for a special issue on the topic of study abroad and international service-learning (ISL) in the TESOL/bilingual education field to appear in spring/summer 2018. IJTL is an international, blind, peer-reviewed journal published by [Untested Ideas Research Center](#). The journal is dedicated to publishing investigations on new and untested ideas and disseminating research findings that make original and significant contributions to different areas of TESOL and learning.

The aim of this special issue is to present the latest theoretical, empirical, and pedagogical developments in study abroad and ISL programs related to the TESOL/bilingual education field. Currently, only a small number of studies exists in TESOL and bilingual education literature that discusses the impact of such programs on their participants. Potential topics for submission include, but are not limited to:

- Ways and examples of study abroad and ISL set-ups for TESOL/bilingual education;
- Alternative approaches to and practices for study abroad and ISL;
- Research that examines experiences of pre- and in-service teachers and/or faculty involved in study abroad and ISL;
- Experiences and research that investigate local/host communities/schools/students/teachers in such programs.

Research and practice-based manuscripts are all welcome.

Please submit a 300-word abstract with a working title in Microsoft Word to the co-editors of this special topic issue: Dr. Burcu Ates, co-guest editor, ates@shsu.edu, and Dr. Soonhyang Kim, editor of IJTL, tesolkim@gmail.com. Include the following author information: coordinating leading author, co-authors, institutional affiliation, phone number, and email address.

Our anticipated timeline is as follows:

- June 1, 2017: Tentative title and abstract
- June 15, 2017: Notification to authors
- September 15, 2017: Manuscripts due (submission does not guarantee publication)
- Between October and December 2017: Blind review, feedback to authors, and revision
- Mid-February, 2018: Final drafts due to editors
- Spring/Summer 2018: Special issue release

The co-guest editor of this special topic, Burcu Ates, Ph.D., is an assistant professor of TESOL education at Sam Houston State University, Huntsville, Texas, USA. Her research interests include pre- and in-service teachers' professional development, international service-learning/study abroad, nonnative English-speaking professionals, and World Englishes. She has led various study abroad and ISL programs.

Soonhyang Kim, Ph.D., editor of IJTL and co-editor of this special topic issue, is the ESOL/TESOL coordinator and an assistant professor of TESOL in the Department of Childhood Education, Literacy, and TESOL at the University of North Florida, Jacksonville, Florida, USA. Her professional goal is to prepare teachers at P-16 Plus levels in all subjects to serve culturally, linguistically diverse students and English language learners and to promote internationalization of higher education.