

Voices of Courage and Vulnerability: Teaching English in a Society at War Ukraine 2022-2023



CALL FOR PROPOSALS

Volume Editors:

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Education has been shown to be one of the sustainable sources to reducing wars (Watt, 2015) but at the same time a source of conflict (Kester, & Chang, 2022). Despite all the efforts of peacebuilding in post-World War II Europe, 2022 brought a major challenge. Russia's full-scale aggression and its devastating war against Ukraine have drastically changed the lives of Ukrainians, including English language teachers and their students. Providing quality education during the war is a formidable challenge. Daily exposure to trauma may impact teachers' relationships with students, job performance and satisfaction, personal happiness, and health (Brown, 2014; Berger, et al., 2012; Lavrysh, et al., 2022; Oleksiyenko, et al., 2021; Ophir, et al. 2016; Sharifian & Kennedy, 2019;). Yet, a life-challenging time may also bring out the best in humanity. Resilience and creativity are born in the midst of despair. Modern teaching tools are implemented in distance learning classes to increase motivation and investment (Banyoi, et al., 2023).

This volume provides a forum for English language teachers in institutions of higher education in Ukraine to share their stories that highlight the challenges, rewards, and complexities of teaching English in the midst of military aggression and propaganda.

We seek contributions from English language teachers working in Ukraine at the post-secondary level. We also invite those who were forced to flee Ukraine and were displaced but continue teaching and working with students in Ukraine. We welcome stories that reflect on a wide range of experiences, from the practical and logistical difficulties of teaching English in an emergency and disrupted environment, to the emotional, professional, and ethical dilemmas of teaching and learning in the midst of a society at war.

Proposals may be autobiographical in nature, based on interviews with other teachers, and based on specific English language teaching and learning situations in in-person or virtual environments and dilemmas faced. Contributors may also reflect on their own pedagogical approaches and teaching philosophies and how these were adapted or challenged by the war.

Possible topics include but are not limited to:

- The impact of war and propaganda on English language teaching in Ukraine
- Strategies for teaching English in a time of emergency, conflict, or crisis
- Supporting students who have experienced trauma through English language teaching
- Fostering peacebuilding, intercultural communication, and conflict resolution through English language teaching
- Challenges and the healing power of professional development in the time of war
- Trauma-informed and conflict-sensitive pedagogy, assessment, and learning
- Identity, agency, resilience, vulnerability, knowledge, and power in English language teaching
- The role of the English language in building peace, social justice, and sustainable development in (preparation for) the post-war period

The volume is intended for a broad audience of English language educators, administrators, and policymakers, as well as other interested readers.

It is anticipated that the proposed volume will be published by Sunshine TESOL PRESS.

If you are interested, please submit a proposal including a tentative title, author list, abstract document (300-word max), and a short (30-word max) bio by May 15th, 2023. Proposals should be submitted to: <https://forms.gle/SfVJwobXk83jFoAX8>

Prospective authors will be notified on May 31, 2023.

Please contact the editors if you have further questions:

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Proposed timeline:

- May 15, 2023: Abstract due (300 words)
- May 31, 2023: Notification of acceptance
- July 31, 2023: Full drafts submitted to editors (2,000 words)
- September 25, 2023: Text revisions and final submissions
- January 2024: Publication

We look forward to receiving your proposals.

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