



## A PALGRAVE MACMILLAN BOOK SERIES

---

### **New Language Learning and Teaching Environments**

We are excited to announce a new book series, published by Palgrave Macmillan, on 'New Language Learning and Teaching Environments'. Books in this series are dedicated to recent developments in learner-centred approaches and the impact of technology on learning and teaching inside and outside the language classroom. We are now inviting submissions for full-length manuscripts and edited books.

Aims and scope:

- To publish cutting-edge research into current developments and innovation in language learning and teaching practice.
- To publish applied accounts of the ways in which these developments impact on current and future language education.
- To encourage dissemination and cross-fertilisation of policies and practice relating to learner-centred pedagogies for language learning and teaching in new learning environments.
- To disseminate research and best practice in out-of-class and informal language learning.

### **RATIONALE**

Recent years have seen a shift of attention away from the teacher and onto the learner and the ways in which the learning process, both inside and outside the classroom, can best be supported. The use of virtual learning environments, blended learning, self-access centres, and work-based learning initiatives, are only some of the manifestations of the desire to broaden language development beyond the formal institution and into learners' lives. Technology has played an important role in facilitating a reconceptualisation of the ways in which information can be delivered and shared, not just from teacher to learner, but also between learners themselves. Technology has also increased our understanding of the importance of informal learning processes in education and has led to a recognition of the key role of the wider environment, including the classroom, the school, the community, and informal networks, in the language learning process. Related to this, in recent years there has been a growing recognition of the importance of developing in learners the ability to draw on this wider environment, and in this way to support their opportunities for lifelong learning.

At the same time, it is clear that both teachers and learners are not always ready to develop this capacity. More research is needed to establish how learning can best be supported and how learners can best be prepared for taking responsibility for their own learning. Similarly, not much research exists that investigates what happens outside formal education. It is unclear how learners manage their own learning before and after

taking courses, in their workplace, and their daily lives, and what the role of technology is in these. New, innovative methodologies need to be developed to better understand the specific needs of learners, their learning preferences, and the ways their learning can be enhanced.

New Language Learning Environments is a term that has recently started to be used (cf. Alford & Pachler 2007, Conacher & Kelly-Holmes 2007, White 2007) to encapsulate all of these developments. It refers to both the environments for learning and teaching as well as to the (changes in) pedagogy needed to sustain them. Research in New Language Environments is growing rapidly and there is an urgent interest from practitioners who at present are often unsure about their implementation. Contributions can be in one of the following areas, but are not limited to only these subjects:

Virtual learning environments

Learner Autonomy

Self-access centres

Blended learning

Distance learning

Self-directed learning

Content and Language Integrated Learning

Work-based learning

Community initiatives

Self-study

Mobile learning

New Literacies

Situated learning

Language Support

## **SUBMITTING A PROPOSAL**

We are inviting proposals for full-length and edited manuscripts. It is important that proposals are written to take account of the intended readership and format of the series, as outlined below.

### **Readership**

This series will appeal to informed teachers, teacher educators, and researchers interested in applied studies. It will include theoretically solid, edited and single-authored books that make clear practical and pedagogical connections with learning and teaching. The intended readership for this series includes:

- Informed teachers: individual titles should appeal to practising language teachers. Its focus on learner-centred approaches to teaching will sit well with current thinking about language education, and its applied nature will make the individual titles important resources for teachers who wish to improve their teaching by, for example, fostering learner autonomy, incorporating blended learning in their courses, or developing self-study materials through a Virtual Learning Environment, but who are unsure how to start, or who wish to better understand their theoretical foundations.

- Similarly, certain titles are expected to hold special appeal for teacher educators who could draw on them as resources for theoretical background and practical ideas on (to name just a few examples) such topics as 'supporting out-of-class learning', 'language teaching in Second Life', or 'Developing self-access resources'.
- Although not the main intended audience, individual titles may be used for upper-undergraduate or graduate courses in Language Teaching or Applied Linguistics. Especially titles related to online learning environments may be useful for the increasing number of courses on 'language teaching online', or similar topics.

## **Format**

As the book will appeal to practitioners with a theoretical interest, it is important that individual titles in the series strike a careful balance between theory and practice. The format and design of all individual titles will reflect this:

- Overall book length will be kept to a maximum of about 75,000 words.
- Authors will be asked to work to a format that introduces theoretical background in the first part of the book, followed by a more practical section that applies the findings from research. For example, a book on self-access learning would first introduce self-access as a concept and present research into its efficacy, before (for example) showing how these findings can help to establish, plan, deliver and monitor the use of self-access support.
- Authors are encouraged to use practical examples, case studies, or scenarios, and the publisher will use typographical means to set these apart from the main text (e.g. in the form of text boxes).
- Authors are encouraged to use 'mini-summaries' throughout the text (either in the side margins or in some other way easily recognisable within the text) that draw out the main findings and implications for learning and teaching practice.
- Contributors are asked to include 'recommendations for further reading', in addition to regular references.

The overall aim of this format is to present topics grounded in theory in way that makes their connections with teaching and learning practice as transparent as possible. The tone we are aiming for is 'seriously friendly' and 'critically practical', resulting in books that give readers more than just superficial summaries, but that at all times also keep the realities of teaching and learning, both inside and outside of the language classroom, in mind.

## **Contact**

To submit a proposal or to discuss a possible title, contact the series editor, Hayo Reinders by email on [info@innovationinteaching.org](mailto:info@innovationinteaching.org)

Please download and complete the Palgrave proposal form:  
[www.innovationinteaching.org/Palgrave\\_proposal\\_form.pdf](http://www.innovationinteaching.org/Palgrave_proposal_form.pdf)

In addition, please include the following information:

- 1) How your proposed title fits in with the aims and scope of the book series.
- 2) How you will ensure the book appeals to the readership of the series.
- 3) How, both in terms of content and presentation/format, you aim to strike a balance between theory and practice.

### **About the series editor - Hayo Reinders**

Dr. Hayo Reinders ([www.innovationinteaching.org](http://www.innovationinteaching.org)) is Head of Language and Learning Support at Middlesex University in London, and Adjunct Professor at the University of Groningen. He was previously founding Director of the English Language Self-Access Centre at the University of Auckland in New Zealand, and Visiting Professor at Meiji University in Tokyo. He has published widely in the areas of learner autonomy, computer-assisted language learning, language teaching research, and SLA. He has published over a dozen books for academics, language learners, and language teachers, including four books with Palgrave Macmillan, most recently 'Key Concepts in Second Language Acquisition' (with Shawn Loewen) and 'Beyond the Language Classroom' (with Phil Benson). He is Editor of Innovation in Language Learning and Teaching, an international peer-reviewed journal dedicated to learner-centred approaches in language education and Convenor of the AILA Research Network on CALL and the Learner.