Innovation in Language Learning & Teaching
The Case of the
Middle East & North Africa

Editors

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Proposed to: Palgrave Macmillan, in the series *New Language Learning and Teaching Environments*, series editor: Hayo Reinders.

The book project

It is said that innovation does not exist until it is implemented in practice. This book therefore investigates the ways in which new developments in areas of language teaching practice, such as policy-making, planning, methodology and the use of educational technology, spread globally and are

adopted, rejected or adapted locally, in the Middle East and North Africa (MENA). By looking at the drivers, stakeholders, obstacles and affordances in one particular national context, it is possible to gain a deeper insight into the ways in which processes of change occur. This will help anyone involved in language development, from curriculum reform to materials development, and from programme evaluation to the setting of assessment standards.

The chapters in this book cover all aspects of language education in the region, from early childhood through tertiary level, in both private and public education to adult learning settings, as well as innovations at local, national and regional levels.

The book will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs.

The region is responding to a large number of significant challenges, including large migration streams, the effects of globalisation and the need for lifelong learning, as well as concerns about the quality of its language education system.

Local responses to these changes have been varied and dynamic. Areas that have seen particularly significant changes are those that will be familiar to readers from many contexts around the world, including the integration of technology, the search for more effective teaching methodologies, the benchmarking of language education outcomes against global indicators, and the significant increase in the number of bilingual and international schools and programmes, at all levels from primary to tertiary education.

These changes have prompted intense debate and a fundamental reconsideration of the roles and forms of language education, with both uncertainty and promise for the future. As many countries have experienced

similar changes in recent years, the well-documented experiences and lessons learned from this fast-changing region will provide invaluable information to better plan, implement and support developments elsewhere.

Therefore, some of the questions this book answers include:

Where does the impetus for educational change in the region originate?

Why do some changes gain traction while others do not?

Who are the stakeholders in and drivers of these changes?

And why are some changes implemented successfully, whereas others fail?

Call for Chapters

We are inviting chapters for inclusion in this book project. Chapters will be between 4000-7000 words in length and address an innovation in the context of language education in the MENA (Middle East & North Africa) region, or the teaching of learners from the region overseas. All aspects of language education will be considered, at all levels. We are particularly interested in including the experiences of researchers and teachers working in the private sector, as well as those working with younger learners.

Topics that must be covered in each chapter include:

The area of innovation (e.g. 'Technology')

Impetus for the innovation

Information about the specific context

What worked and what did not?

Lessons learned

Each chapter is followed by a number of discussion questions to encourage readers to make links with other chapters in the book and to develop a clear understanding

of the drivers of innovation.

Practical information

Abstracts of between 200-300 words are due by February 28 with final chapters due by October 10th. Our aim is to publish the book in the 'new language learning and teaching environments' series edited by Hayo Reinders and published by Palgrave Macmillan. Please note that the book project is subject to review by the publisher. Also note that acceptance of your abstract does not mean acceptance of your full chapter.

Anticipated timetable:

Abstract Submission Deadline	28 Feb 2017
Abstract Acceptance/Rejection Notification	17 March 2017
Final Chapter Submission Deadline	10 Oct 2017
Review Results to Chapter Authors	31 Oct 2017
Revised Chapter Submission	30 Nov 2017
Publication (Anticipated)	April 2018

For questions about this project, please contact
Hayo Reinders (info@innovationinteaching.org)

Editors

Dr. Hayo Reinders (www.innovationinteaching.org) is Professor of Education and Head of Department at Unitec in New Zealand and Tesol Professor/Director of the doctoral programme at Anaheim University in the United States. Hayo has worked in Japan on many occasions. He is Editor-in-Chief of the journal 'Innovation in Language Learning and Teaching'. Hayo's interests are in educational technology, learner autonomy, and out-of-class learning. He has published over 20 books, of which the most recent ones are on teaching methodologies, digital games, and second language acquisition. He edits a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan.

Dr Andrew Littlejohn (www.AndrewLittlejohn.net) has around 20 years' experience of working in the Middle East, including Bahrain, Qatar and, most recently, at Sultan Qaboos University in Oman. He is the author of numerous texts in English language teaching, mostly published by Cambridge University Press, particularly in the area of school-based language teaching. He is also the co-editor of a number of landmark volumes in applied linguistics, including *Classroom Decision-Making* (CUP), and *Language Studies: Stretching the Boundaries* (CSP). His main research areas are materials design and task analysis, and the investigation of learner perspectives on classroom task processes.

Dr Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently on the English faculty of Dubai Men's College. Christine is co-editor/author of numerous professional volumes on areas like assessment, research, leadership and task-based teaching and learning. Her most recent publications include *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press), and *The Cambridge Guide to Research in Language Teaching and Learning* (Cambridge University Press, 2015). Christine's forthcoming books are on evaluation in the MENA, professionalism in ELT and life skills education. Christine has lived and worked in the Gulf for the past 25 years. In this capacity, she has served as the President and Conference Chair of TESOL Arabia and as TESOL International Association President (2011-2012). Her most recent honor was being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years."

Dara Tafazoli is doing his PhD in Language and Culture at the University of Cordoba in Spain. Before this, he taught English at several universities and language institutes in Iran for eight years. He is also Managing Editor of the "International Journal of Language and Applied Linguistics". His research interests are in educational technology and cross-cultural studies related to language learning and teaching. Dara has published nine books, of which the most recent ones are "Language & Technology: Computer Assisted Language Learning (edited with S. Chirimbu, 2013)", "Game-Assisted Language Learning" (with P. Aqaee, 2014), "Multiculturalism & Technology-Enhanced Language Learning" (edited with M. Romero, 2017), and "General Englishes" (with Z. R. Eslami, 2017, in press).