

Innovation in Language Learning & Teaching: Research-Practice Partnership

The book project

This book brings together reports and reflections on research-practice partnership projects that aim to improve the teaching and learning of languages. Such projects are referred to by different names: impact or public engagement, knowledge mobilisation and translation, research-practice dialogue, research-practice partnership, and others. Stakeholders in such partnerships can include researchers working in academia, in industry, or in third sector (i.e., charity organisations), teachers, teacher educators, administrators, senior leaders, policymakers, instructional designers, and parents, among many others.

This book starts from the assumption that the traditional researcher-led approach to research-practice collaborations can be improved through a more collegial, dialogic, sustainable, inclusive ecology where all stakeholders contribute equally and learn together.

The research-practice partnership initiatives in this book cover all aspects of languages education, from early childhood through tertiary level, in both private and public education, to adult learning settings, as well as innovations at local, national, regional, and international levels. Issues that are of particular relevance to this book include ways to foster evidence-informed language teaching and learning in different contexts, the roles played by stakeholders (especially teachers and researchers) when generating and using research evidence in languages education, and the values of practitioner research.

Some of the questions this book answers include:

- Where does the impetus for research-practice partnerships originate?
- Who are the stakeholders in and drivers of such

partnerships?

- Why are some partnership activities implemented successfully, whereas others fail?

Call for Chapters

We are inviting chapters for inclusion in this book project. Chapters will be between 5000-7000 words in length and address an innovation of research-practice partnership activities in the context of languages education. All aspects of research-practice partnership projects at all levels and settings (primary to tertiary, private and public, on-ground and online) will be considered.

Topics that must be covered in each chapter include:

- The area of innovation
- 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 250-300 words are due by 31 May, 2024. Following an initial review, invitations are then sent out by 28 June, 2024 with full chapters due by 2 December, 2024. Feedback will be sent out by 3 March, 2025 with revised, final chapters due by 1 May 2025. The manuscript is then expected to go into production. 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	31 May, 2024
Abstract Acceptance/Rejection Notification	28 June, 2024
Chapter Submission Deadline	2 Dec, 2024

Review Results to Chapter Authors
Revised Chapter Submission
Production starts

3 March 2025
1 May 2025
July 2025

Please submit abstracts using [this link](#).

For questions about this project, please contact Sin-Wang Chong (swc5@st-andrews.ac.uk), Hayo Reinders (info@innovationinteaching.org) or Qi Liu (ql35@st-andrews.ac.uk).

Editors

Sin-Wang Chong (Ph.D., SFHEA, FRSA) is Director of Impact and Innovation at the International Education Institute, University of St Andrews. Concurrently, he is Professor, Head of Evidence Synthesis, and Chair of Research Ethics at the National Institute of Teaching in England. Sin-Wang is Editor of Review of Education (Wiley) and Associate Editor of Innovation in Language Learning and Teaching, and Higher Education Research & Development (Taylor & Francis). Sin-Wang is Chair of the Scottish Association for Teaching English as a Foreign Language.

Hayo Reinders is TESOL Professor and Director of Research at Anaheim University in the US and Professor of Applied Linguistics at KMUTT in Thailand. He founded the Institute for Teacher Leadership (www.teacherleadership.ac) to empower teachers and learners with research and leadership skills. He is Editor of Innovation in Language Learning & Teaching and edits a book series on “New Language Learning & Teaching Environments” for Palgrave Macmillan.

Qi Liu is a fully-funded PhD student at the University of Leicester. She is a Committee Member in the Research Synthesis in Applied Linguistics Special Interest Group of the British Association for Applied Linguistics (BAAL). She is a Research Assistant at the National Institute of Teaching in England and an Honorary Research Assistant at the University of St Andrews in Scotland. She is the Social Media Editor for the SSCI-indexed journal, Innovation in Language Learning and Teaching.