** CALL FOR CHAPTER PROPOSALS**

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Proposal Submission Deadline: 15 May 2015

Handbook of Research on Digital Tools for Self-Directed Language Learning

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Introduction

According to Holec (1981), 'autonomy' is defined as the ability to take charge of one's own learning. The ability of taking charge of one's own learning is not inborn but must be acquired either by 'natural' means or by formal learning. This learning may be done with or without the help of a teacher, with or without the use of teaching aids. And taking charge of learning in this way by the learner is self-directed, which implies an 'autonomous learner', or undertaken on an autonomous basis. When we examine the importance of autonomy in relation to the theories of Second Language Acquisition, it is aligned well with constructivist theory of cognitive approaches, which views effective learning as 'active' learning. According to Burner's constructivist theory (Ryder, 2004), learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge and experience. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. As said, constructivism is a cluster of approaches which support that 'knowledge cannot be taught but must be constructed by the learner' (Benson, 2001, p.35). Therefore, we can see that self-directed language learning is equivalent to effective language learning.

In order to provide a comprehensive handbook of research on digital tools for self-directed language learning, there exists a need for an edited collection of articles in this area.

Objective

This volume on self-directed language learning will offer an in-depth description of concepts and application, and cases related to (guided) independent language learning and explore its processes, explanations, and implications in language teaching and learning. The implications and conclusions reached could also provide useful clues for effective self-directed language learning, and suggest possible further research.

Target Audience

The book will be a great teaching and learning resource material for teachers and students in a wide range of academic disciplines all over the world, and independent researchers and people who are interested in self-directed language learning or autonomous language learning. The targets can improve their own knowledge, skills, and attitudes. Some chapters will help teachers to enrich the contents of their courses while others will shed light on the choice of teaching methods and strategies.

Recommended Topics

Given the broad theme of this volume, contributing authors may determine their own research topics and send their chapter proposals to the editor for consideration for inclusion in the volume. This volume intends to address all pertinent issues and concerns in learning outcomes and opportunities in the digital age. Recommended topics include, but are not limited to, the following:

- Addressing Self-directed Language Learning and Outcomes in the Digital Age
- Assessment of Self-directed Language Learning
- Cases of Self-directed Language Learning
- Creating Self-directed Learning Opportunities through Technology
- Learning Theories of Self-directed Language Learning
- Lifelong Learning and Technology
- New Brain Research and Learning
- Self-directed Language Learning in various schools, colleges or institutions
- Self-directed Language Learning and Cultures
- Self-directed Language Learning and Globalization
- Self-directed Language Learning and MOOCS
- Self-directed Language Learning Opportunities and Outcomes
- Teaching Theories of Self-directed Language Learning

Submission Procedure

Researchers and practitioners are invited to submit on or before **March 30, 2015**, a chapter proposal of 1,000 to 2,000 words clearly explaining the mission and concerns of his or her proposed chapter. Authors will be notified by **May 30, 2015** about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by **July 30, 2015**. All submitted chapters will be reviewed on a double-blind review basis. Contributors may also be requested to serve as reviewers for this project.

Note: There are no submission or acceptance fees for manuscripts submitted to this book publication, *Handbook of Research on Digital Tools for Self-Directed Language Learning*. All manuscripts are accepted based on a double-blind peer review editorial process. All proposals should be submitted to the editor directly.

Important Dates

April 30, 2015: Proposal Submission Deadline

May 30, 2015: Notification of Acceptance

July 30, 2015: Full Chapter Submission

October 15, 2015: Review Results Returned

November 30, 2015: Final Chapter Submission

Inquiries & Submissions

*Inquiries and submissions can be forwarded **electronically** (Word document) to:*

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