

Building language learners' and teachers' self-efficacy beliefs: Research, reflection and practice

Mark Wyatt and Farahnaz Faez

We have been invited to submit a book proposal for an edited volume on language learners' and teachers' self-efficacy beliefs by a major publisher.

Self-efficacy beliefs, i.e. can-do beliefs in one's abilities to fulfil specific valued tasks in particular domains and contexts, have been the subject of much research in the last 20 years, in both language learning and language teaching. This research interest reflects the importance of these beliefs in shaping behavior and influencing outcomes.

Much of the research to date has appeared in journals, with treatment in book form rare. We feel it is time for an edited volume that both consolidates recent developments in the field, drawing on work from different national contexts, and points towards the future. We are particularly interested in how transformative change can be effected in the language self-efficacy (LSE) beliefs of learners and teachers.

The proposed edited volume focuses on areas such as the following:

- Methodological considerations in researching LSE beliefs (using quantitative, qualitative and mixed methods designs)
- LSE beliefs and related psychological constructs (e.g. self-esteem, self-concept, self-determination)
- LSE beliefs in language learning (e.g. development in language learning strategies, skills relating to reading, writing, listening and speaking, knowledge areas such as grammar, pronunciation and vocabulary)
- LSE beliefs and language proficiency (and issues such as the legitimization of world Englishes, the valuing of bilingualism, social justice for marginalized groups, and the focus in teacher preparation courses on the language needed for teaching rather than global linguistic competence)
- LSE beliefs and language teaching (in pre- and in-service contexts, considering teachers' context-specific concerns and challenges, sometimes in difficult circumstances, and educational innovation)
- LSE beliefs, reflective practice, knowledge growth, cognitive change and mentoring
- LSE beliefs and practitioner research (e.g. action research, exploratory practice)
- LSE beliefs in adapting to a rapidly changing world (e.g. in using technology)

If interested in contributing a chapter to the book, we would like to invite you to submit an abstract of 300-500 words, together with a short list of references. You would be welcome to focus on any of the above themes. Chapters may include primary data, but this is not a requirement. Reflective accounts would be welcome, as would syntheses of the literature in a particular area or context. We would like the volume to be forward-looking, so implications for research and pedagogy should be emphasized.

Please contact mark.wyatt@ku.ac.ae or ffaez@uwo.ca if you have any questions. Please submit your 300-500 word abstract to us by email. The deadline is 10 January 2022. Thank you ☺