

# Call for Chapter Proposals

## *New Perspectives on Material Mediation in Language Teaching and Learning*

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Despite the ubiquity of materials in language classrooms, there remains a deficit in the collective body of research literature on materials use and the role of material mediation in second language teaching and learning. The little previous research on language materials use has shown that materials can have vast and sometimes unexpected impacts on the teaching/learning and interaction that occurs in language classrooms (e.g., Canagarajah, 1993; Guerrettaz & Johnston, 2013; Jakonen, 2015). However, the field is lacking in comprehensive frameworks for understanding how language materials serve as mediating resources in the classroom.

This book will focus on new perspectives on the role of **material mediation** in approaches to language teaching and learning. Offering a diversity of language teaching contexts and learner populations, this book will address the impact of materials on ecological resources of the classroom, the ways materials mediate human action in the classroom, and the materials' roles in the co-construction of classroom discourse. We invite scholars to submit proposals for original chapters that contribute to the nascent field of research on materials in the language classroom.

The present volume distinguishes *materials* and *material mediation* in specific ways. A **key requirement** for authors submitting manuscripts is that the writing be firmly anchored in these definitions:

- **materials:** artifacts introduced by the teacher and having an immediate and particular underlying pedagogic purpose
- **material mediation:** the bidirectional processes as participants in the classroom ecology (i.e., teachers and learners) engage and interact with the materials and as the materials themselves shape the curriculum, the related planning phase, and the final enactment of teaching and learning in the classroom ecology

Organized by the theoretical frameworks and perspectives of sociocultural theory (Vygotsky, 1978; Wertsch, 1991), classroom ecology (van Lier, 1996, 2004), and mediated or multimodal discourse analysis (e.g., Norris, 2004; Scollon, 1998), chapters of this volume explore the ways in which teachers and learners are impacted by the affordances and constraints of the materials while at the same time they bring their own (evolving) resources, identities, beliefs, and expertise to modify and adapt the materials to better suit their local context(s) in the language teaching and learning environments. **Contributing authors are asked to frame the scope of their chapters within the parameters of the following guiding research questions:**

- How do materials serve as artifacts that mediate human action?
- How do materials serve as semiotic resources in the ecology of the classroom?
- How do materials influence and mediate interaction with the course curriculum and/or the classroom discourse?

- How do materials and their embedded activities teach, help, and/or facilitate language development or afford learning opportunities in the language classroom?

### **How to submit**

Submit an abstract of your proposed book chapter in 300-500 words (excluding references). In your proposal, please state clearly the following:

- The theoretical framework
- The context of your research (country, language taught, student population)
- How your contribution offers rigorous, original, and significant work
- Implications of your research on the field of **materials research** and/or **practice** in language teaching and learning

### **Timeline**

Submission of book chapter proposal: **August 1, 2019**

Notification of acceptance for proposed book: **September 1, 2019**

**Submit your proposal via the form here:** <https://z.umn.edu/submit-a-proposal>

**Learn more about the book by visiting our site:** <https://z.umn.edu/material-mediation>

### **Publisher**

This book is in consideration to be published in the **Springer Educational Linguistics Series** (series editor Francis M. Hult); all accepted book chapters will be **peer reviewed**. For additional information regarding the series please visit: <https://www.springer.com/series/5894>

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