

Call for Book Chapters

Language Teaching in Europe in the 21st Century: Values, Skills and Methodologies

Editor:

Assoc. Prof. Dr. Ahmet Acar (Dokuz Eylül University, Turkey)

Publisher:

Cambridge Scholars Publishing, Newcastle upon Tyne, UK.

The aim of the edited book:

With the ever-increasing integration of European countries, European society in the 21st century has become more and more multilingual and multicultural, requiring individuals to be equipped with the necessary knowledge, skills, attitudes and values that will enable them to live together harmoniously and even further, to make society together based on citizenship values despite their differences. Besides, the qualification requirements of companies in Europe have become more demanding as the complexity of tasks has increased, which has led to a greater need for the knowledge, skills, attitudes as well as values for individuals to work together effectively, manage complex tasks, and meet the requirements of the companies in Europe in the 21st century. In line with these developments, the foreign language teaching field in Europe has also evolved to meet the new demands of the multilingual and multicultural European society and workplace in the 21st century. Education in Europe, in general, and foreign language teaching, in particular, are on the way to keeping up with these developments. Accordingly, the Council of Europe (CoE) particularly emphasises democratic citizenship education in its several publications such as the *reference framework of competences for democratic culture*, and, within the framework of foreign language teaching, the *common European framework of reference for languages and its companion volume* (CEFR, 2001; CEFR CV, 2018, 2020). This document, on the other, outlines the components of general competences of an individual as knowledge (*savoir*), skills and know-how (*savoir-faire*), existential competence (*savoir-être*), ability to learn (*savoir apprendre*). Accordingly, education for democratic citizenship, citizenship values in particular and other values and attitudes in general, the skills necessary for the individuals to succeed in their educational and occupational careers well as the methodology to promote them in foreign language teaching are the key issues that concern the foreign language teaching in Europe in the 21st century.

In this context, European countries are trying to develop language policy and curricula, language textbooks as well as methodologies and classroom activities to equip their learners with these knowledge, skills, attitudes, and values for them to live together harmoniously and act together effectively in the multilingual and multicultural European society and workplace in the 21st century. The main aim of this edited book is to investigate how these knowledge, skills, attitudes, and values are addressed in language policies, curriculum and textbook development studies in the field of foreign language teaching in Europe and to offer innovative solutions for effective language teaching methodologies and classroom activities that promote the development of these knowledge, skills, attitudes, and values in learners.

Target audience: The target audience for this book is researchers, language policy makers curriculum developers, textbook writers, foreign language teachers, and graduate students.

Recommended topics include:

- 21st-century skills and language teaching in Europe
- Language-cultural diversity in language teaching in the 21st century Europe
- The plurilingual and pluricultural approach in language teaching in the 21st century Europe
- Multimethodological and plurimethodological approaches in language teaching in the 21st century Europe
- The action-oriented approach in language teaching in the 21st century Europe
- Language curriculum and textbook development in the 21st century Europe
- Values education in language teaching in the 21st century Europe
- The Council of Europe and language teaching for education for democratic citizenship
- The Council of Europe and language policy in the 21st century
- Digital technologies in language teaching in the 21st century Europe

Fee:

Authors are not charged any publication fee.

Submission Procedure:

Please submit your chapter proposal (abstract) as an email attachment to the following email:

ahmet.acar@deu.edu.tr

The abstracts should include **the title of the book chapter, the names, affiliations, short bios, and email addresses of the contributors.**

Abstracts of 200-300 words in Microsoft Word format should be sent by June 30, 2025. The authors will be notified by July 20, 2025, about the status of their proposals and sent chapter guidelines. Full chapters are required to be submitted by September 1, 2025. The book is expected to be published by December 15, 2025. All submitted proposals will be reviewed on a double-blind review basis. Authors should only submit original work that hasn't appeared elsewhere or is not under consideration for any other publication. Chapters accepted for publication will be expected to be around 5000-10000 words. The formatting and referencing style that must be used is the APA 6th edition.

Send inquiries and submissions to:

Assoc. Prof. Dr. Ahmet Acar: ahmet.acar@deu.edu.tr
Dokuz Eylül University, Buca Faculty of Education
Department of English Language Teaching / Buca / İzmir / Turkey

About the editor:

Ahmet Acar is an associate professor at the Department of English Language Teaching, Buca Faculty of Education at Dokuz Eylül University. He has been to Syracuse University (New

York) with a Fulbright scholarship, where he studied TESOL, sociolinguistics and theoretical linguistics. Acar served as a reviewer of Foreign Language Annals and the TESOL Journal, senior associate editor of the Journal of English as an International Language, and associate editor of the Asian EFL Journal. Ahmet Acar has recently coauthored the book with Christian Puren: *The Social Action-oriented Approach in Language Teaching: From Social Goals to Practices*.

Articles:

- Acar, A. (2005). The “communicative competence” controversy. *Asian EFL Journal*, 7(3), 55-60.
- Acar, A. (2006). Models, norms and goals for English as an international language pedagogy and task-based language teaching and learning. *Asian EFL Journal*, 8(3), 174–191.
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- Acar, A. (2010). On EIL competence. *Journal of English as an International Language*, 5(11)-26.
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- Acar, A. (2019d). A comparison of the 2013 and 2018 primary and secondary schools ELT curricula in Turkey: An analysis of 7th-grade syllabi. *Milli Eğitim Dergisi*, 48(224), 299-325.
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- Acar, A. & Çavaş, B. (2020e). The effect of virtual reality enhanced learning environment on the 7th-grade students' reading and writing skills in English. *Malaysian Online Journal of Educational Sciences*. 8(4), 22-33.
- Acar, A. (2020f). The implementation of educational projects in social action-based learning. *Turkish Online Journal of Qualitative Inquiry*, 11(4), 599 – 617. <https://doi.org/10.17569/tojq.767559>
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- Acar, A. (2021a). The methodological bases of Turkish ELT curricula for basic education from 1991 to 2018. *International Journal of Progressive Education*, 17(1), 111-128. <https://doi.org/10.29329/ijpe.2021.329.8>
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- Acar, A. (2021e). Updating the English textbook *Upswing English* in line with the action oriented approach. *Journal of Kazım Karabekir Education Faculty*, 43, 395-407. Doi: 10.33418/ataunikkefd.861075
- Acar, A. (2022). Syllabus design in the action-oriented curriculum. *Educational Policy Analysis and Strategic Research*, 17(1), 28-39. doi: 10.29329/epasr.2022.248.2
- Acar A & İpek, İ. (2023a) Blending different methodologies in the action-oriented approach. *European Journal of English Language Teaching*. 8/4, 75-87, 2023
- Acar, A. (2023b). The implementation of projects in communicative textbooks and action-oriented textbooks. *English Scholarship Beyond Borders*, 9(1), 23-34.
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Books:

- Acar, A. & Puren C. (2024). *The social action-oriented approach in language teaching: from social goals to practices*. Cambridge Scholars Publishing.

Edited books:

- Acar A. (ed.) (2021). *Training social actors in ELT*, Ankara: Akademisyen Publishing House.
- Acar A. & Peker, B. (ed.) (2024). *Developing and designing materials for English language teaching and learning*. Cambridge Scholars Publishing.

Book Chapters:

- Acar, A. (2016). Developing a Textbook Evaluation Checklist for Evaluating EIL Textbooks. In M. Prashant, M. Binold, P. Kira (Eds.), *Vital Issues in English Language Teaching* (pp. 167-177). Y-King Publishers, Jaipur.
- Acar, A. (2021a). An Analysis of the English Textbook *İngilizce 6* in Terms of Social Action-based Learning. In A. Acar (Ed.), *Training Social Actors in ELT* (pp. 167-177). Ankara: Akademisyen Publishing House.
- Acar, A. (2021b). Cultural Competence in Social Action-based Learning: Theoretical and Pedagogical Perspectives. In A. Acar (Ed.), *Training Social Actors in ELT* (pp. 155-166). Ankara: Akademisyen Publishing House.
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- Acar, A. & Puren, C. (2024b). Integrating Language Activities through the Mini-projects of Language Textbooks. In B.G. Peker & A. Acar (Ed.), *Developing and Designing Materials for English Language Teaching and Learning* (pp. 64-80). Cambridge Scholars Publishing.

Projects:

1. The Effect Of Virtual Reality Enhanced Learning Environment On The 7th-Grade Students' Reading And Writing Skills in English. Project manager. Project funded by Dokuz Eylül University Scientific Research Projects Unit with the Project number: 2018.KB.EGT.005.
2. School Networks Alert Citizens protection, Project worker. Project manager: Prof. Dr. Bülent ÇAVAŞ, 2018-1-EL01-KA201-047847, EU Project. 2018 -2021