



CALL FOR BOOK PROPOSALS:

GRADUATE STUDIES AND PROFESSIONAL DEVELOPMENT IN APPLIED LINGUISTICS

Series Editors

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About *Graduate Studies and Professional Development in Applied Linguistics*

Graduate Studies and Professional Development in Applied Linguistics explores and demystifies multiple facets of graduate education and professional development in applied linguistics, including the experiences of master's students, doctoral students, doctoral candidates, postdoctoral scholars, and early-career scholars and professionals. Following the diamond open-access publication model, this international series aims to 1) open up more inclusive and equitable ways to help graduate students and early-career scholars and professionals, the next generation of our field, navigate and thrive in graduate school, professional contexts, and beyond, and 2) cultivate scholarship and practical guides that address methodological, emotional, practical, ethical, professional, and other challenges and dilemmas that these individuals experience as they enter, navigate, transition from, and contribute to graduate school and professional life.

This series welcomes a variety of methodological, theoretical, empirical, and practice-oriented contributions that help graduate students and early-career scholars and professionals navigate the challenges, rewards, and supports of academic and professional life. We are particularly interested in works featuring reflective and autoethnographic accounts that combine rich narratives with strong analytical frameworks. The primary audience this series aims to reach includes graduate students and early-career scholars and professionals working inside and outside academia, but volumes may also appeal to graduate faculty, advisors, administrators, program directors, and mid- or late-career scholars and professionals, as well as anyone committed to finding better and more motivating ways to support emerging members of the field.

Under the diamond open-access publication model, authors in the series publish their work free of charge, and readers can freely access, download, and read them on the Applied Linguistics Press website (<https://www.appliedlinguisticspress.org/>). Membership, institutional affiliation, or login information is not required.

**Topics of Interest**

We will consider any topic of broad interest to graduate education and professional development in applied linguistics. Below is a list of potentially significant topics; each is open to broad interpretation.

- Navigating and Thriving in Applied Linguistics Graduate Programs (e.g., Second Language Acquisition, Second Language Writing, Language Assessment, TESOL)
- Research Literacy Practices in Graduate Education and Beyond (e.g., Finding Your Way into Qualitative/Quantitative/Mixed-Methods Research in Applied Linguistics; Funding Your Applied Linguistics Research; Planning, Conducting, and Managing Your Research Project; Writing in Graduate School)
- Behind the Curtain of Academic Socialization and Publication in Graduate School and Professional Contexts (e.g., Navigating and Thriving in Academic Associations; Publishing/Reviewing/Editing in Applied Linguistics; Serving and Leading in Applied Linguistics; Making the Most of Academic Conferences in Applied Linguistics)
- Working in and Beyond Graduate School (e.g., Navigating and Thriving as a Graduate Teaching/Research Assistant; Pursuing and Thriving in Applied Linguistics Internships; Transitioning from Graduate Student to Faculty; Doing Postdoctoral Work in Applied Linguistics)
- Applied Linguistics Careers Beyond the Academy: Pathways, Transitions, and Possibilities (e.g., Translating Applied Linguistics Expertise into Curriculum Development; Building Careers in Educational Technology and Generative AI; Working in Language Testing and Assessment Organizations; Working in Governmental and Nonprofit Language Programs)
- Mentorship and Collaboration in Graduate Education and Professional Contexts (e.g., Collaborating Across Institutions and Disciplines; Navigating Coauthorship and Collaborative Writing; Mentoring Graduate Students and Early-Career Scholars and Professionals; Navigating Informal Mentorship Opportunities in Applied Linguistics)
- Intersectionality and Structural Inequities in Graduate Education and Professional Development (e.g., Supporting First-Generation Graduate Students in Applied Linguistics; Navigating Graduate Education as International Students and Multilingual Scholars; Creating More Equitable Professional Development Opportunities; Addressing Raciolinguistic Issues in Graduate Education and Professional Development)
- Social Justice and Advocacy in Applied Linguistics Graduate Education and Professional Development (e.g., Advocating for Multilingual Students and Communities; Engaging in Public Scholarship and Community-Based Work; Promoting Linguistic Justice in Applied Linguistics Graduate Programs; Bridging the Research-Practice Divide for Social Justice)
- Inclusive Graduate Education and Professional Development in Applied Linguistics (e.g., Supporting Disabled, Neurodivergent, and Minoritized Graduate Students and Professionals; Developing Inclusive Mentorship and Professional Development



Programs; Supporting Graduate Student Well-Being and Belonging; Promoting Accessibility in Graduate Education and Professional Events)

- Graduate Education and Professional Development in Applied Linguistics in the Age of Generative AI (e.g., Preparing Applied Linguists for Generative AI-mediated Professional Contexts; Using Generative AI Ethically in Graduate-Level Research and Writing; Developing Critical AI Literacy in Applied Linguistics; Rethinking Mentorship in the Age of Generative AI)

Publication Types

We welcome proposals for single-authored, multiple-authored, or edited volumes to extend conversations and scholarship in graduate studies and professional development in applied linguistics. Authored volumes may be practice-oriented and brief, serving as concise pocket guides (10,000–30,000 words) or Quick Reference Guides (7–8 pages).

Pocket guides and Quick Reference Guides are most appropriate for topics that authors find important but might be challenging to develop into full monographs or edited volumes. Aiming to provide practical and realistic guidance and an accessible entry point, pocket guides should be accompanied by a list of reflection and discussion questions. Quick Reference Guides, on the other hand, should present essential information, make practical recommendations, and suggest topic-specific resources in a compact, accessible, and visually organized format, with four to five panel headings. For edited volumes, we recommend the following organization structure: an introduction chapter from the editor(s), eight or more chapters from the contributing authors, and a conclusion chapter from the editor(s). Including a Foreword and/or Afterword composed by established scholars will also be welcomed and encouraged.

Regardless of the publication type, authors should pay particular attention to making their language accessible to readers who might not have extensive disciplinary background knowledge and consider the applicability of their recommendations and reflections in international contexts.

Proposal Submission Guidance

Interested authors should prepare their proposals using the standard [template](#) from Applied Linguistics Press. Informal inquiries are welcome before the submission of a full proposal, and proposals are reviewed and accepted on a rolling basis.

We particularly welcome graduate students to partner with their advisors to propose volumes and compose chapter manuscripts. We are also interested in supporting collaborative partnerships among doctoral students, doctoral candidates, and early-career scholars and professionals.



We are committed to working closely with authors/editors in the series to shape their ideas-in-formation, discuss their proposals, and improve their manuscripts. We believe such close collaboration and partnership can allow emerging members of the field to navigate the publication landscape with support and mentorship rather than through a “sink-or-swim” model. Authors/editors who submit inquiries and/or proposals can expect direct and thorough engagement from us in the early and later stages, and one of us will work closely with each author/editor throughout the publication process. In doing so, we hope to model and nurture healthy and sustaining editorial practices that humanize academic publishing.

Additionally, the following resources might be helpful during the book proposal writing stage:

British Educational Research Association. (2026, May 27). *Writing to publication series: How to write a book proposal*.

<https://www.bera.ac.uk/media/writing-to-publication-series-how-to-write-a-book-proposal>

Paltridge, B. (2023). Writing a book proposal: Behind the scenes in getting published. *Journal of English for Research Publication Purposes*, 4(2), 189–206.

<https://doi.org/10.1075/jerpp.00016.pal>

Portwood-Stacer, L. (2021). *The book proposal book: A guide for scholarly authors*. Princeton University Press.

The Review Process

All proposals will first undergo initial review by the series editors and the General Editor at Applied Linguistics Press. Following this initial review, proposals may be sent out for external peer review by two or three reviewers, returned to the authors/editors for revision, or declined. Authors/editors can generally expect the proposal review process to take up to two months.

Contact Us

For questions, inquiries, and/or submissions, please contact us at andyjiahao-liu@uiowa.edu, cyyu9366@gmail.com, and rmill129@kent.edu.