



## CALL FOR PAPERS

under

### *Educational Role of Language* Strand 1-1 'LANGUAGE & SCHOOLING'

#### TITLE: WHOLE-SCHOOL LANGUAGE POLICIES – DO THEY EXIST?

<p>overview (leading theme)</p>	<p>The focus of the volume is on general policies concerning language(s) at schools in different countries. We welcome papers discussing – on the theoretical and empirical level – whether schools, explicitly or implicitly, specify their position to language used by teachers and students. The volume rests on the rationale that since every school determines (intentionally or accidentally) what pupils think of language (l. beliefs), what they can do with language (l. activity), how they feel about language (l. affect) and how they understand the world through language (l. matrices), it needs to be studied if and how 'school manifestos' operate globally.</p>
<p>content (exemplary questions)</p>	<p><i>What views concerning listening, speaking, reading, and/or writing do schools promote (and by what means)? (language beliefs)</i> <i>What language experience do schools promote (and by what means)? (language activity)</i> <i>What emotions are conveyed on the school level (e.g. through official documentation) with regards to language? (language affect)</i> <i>What language do school promote as appropriate for general education? (language matrices)</i></p>
<p>theories and practices (terminology, methods, etc.)</p>	<p>The volume shall relate to various theories concerning the language of schooling, language codes, language sensitivity, language reflectivity, plurilingualism, classroom interactions, teacher talk, academic language, etc. On the practical level, the volume will include recommendations concerning implementation of (formal) language policies and (informal) language practices. A very strong link will be shown by how theory and practice can inform each other: how, on the one hand, classroom talk can be implemented into documents, and, on the other hand, how school "manifestos" concerning language can better support student-student and student-teacher communication.</p>
<p>dates and details (submission, email(s) etc.)</p>	<p>Submission date: 31 October 2018 (please notify us first if you wish to join) Publication date: at the turn of 2018/2019 Contact email address: <a href="mailto:pedmd@univ.gda.pl">pedmd@univ.gda.pl</a></p>

*ERL Journal* is designated for papers on cross-disciplinary, educational and linguistic, issues. It is meant to address (I) the position of language and how it is put into practice across different schools, cultures, methods and personalities, and (II) the experiencing of language by learners in terms of their language beliefs, activity, affect and cognition. *ERL Journal* includes theoretical and empirical papers, presenting qualitative and quantitative approaches. Resting on the overarching premise of language shaping our reality and education (assignment of meanings to the world and subject matter learnt), it ultimately aims to unravel this process and to boost the position of language in education.