



CALL FOR PAPERS

under

Educational Role of Language Strand 2-3 'LANGUAGE(-)AFFECT'

TITLE: LANGUAGE SKILLS IN THE EYES OF STUDENTS FROM DIFFERENT CULTURES

<p>overview (leading theme)</p>	<p>The focus of the volume is on how students from different countries feel about four language skills i.e. listening, speaking, reading, and writing. We welcome papers addressing students' personal approach to any one of them or all of them jointly. The concept of the volume is based on the rationale following from the so-called 'linguistic turn', whereby words define us and our place in the world. Therefore, our personal position to and our awareness of our language skills determine our functioning in our local surroundings.</p>
<p>content (exemplary questions)</p>	<p><i>Which language skills are students from different countries most keen to master?</i> <i>How do students assess their command of foreign languages on the level of four language skills?</i> <i>What motivates students to learn a foreign language receptively and productively?</i> <i>What standard of speaking or writing a foreign language do students from different countries see as a model to follow?</i></p>
<p>theories and practices (terminology, methods, etc.)</p>	<p>The volume shall relate to various theories concerning students' personal approach to learning. This will be visible through references to such concepts as motivation to learn, language reflectivity, language awareness, language affect, emotionality, learning styles etc. On the practical level, the volume will include recommendations concerning teachers' work with students on four language skills and notes on how to apply the aforementioned terms and phenomena into practice.</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: pedmd@univ.gda.pl</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. *ERLA 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.