CALL FOR PAPERS

under

Educational Role of Language Strand 1-4: 'LANGUAGE & PERSONALITY'

TITLE: How does language and social identity affect each other in educational settings?

overview (leading theme)	The focus of this volume is on how learners and educators use their language to show (conscious or unconscious) personal feelings, emotions and values in different educational settings. In this regard it is also important how language has an impact on someone's own personality and his or her language identity. Maybe, the teachers' language could be characterized as more formal than the students' one what could lead to a personal 'gap' and varying personal relationships. Another interesting group is the one language-learners and multi- or bilingual students as they could have different language personalities concerning their languages. Following different studies in this field, personality, social identity and relationships play a huge role for (language) learning.
content (exemplary questions)	*In which situations social identity and/or personality has an impact on language output during classroom activities? (socio-symbolic function of language and language identity)* *What (personal) emotions does educators and learners transport with their utterances and with which aim? (language awareness and consciousness)* *How does language use lead to special social circumstances and relationships during educational settings? (language effect on behavior)*
theories and practices (terminology, methods, etc.)	The volume shall relate to various theories concerning social and identical aspects of the language of educators and learners; the existence of different language codes and language styles in dependence of social and personal circumstances; and how relationships during educational settings are affected by language sensitivity, language reflectivity, pluralingualism, different forms of classroom interaction, different language registers (e.g. academic language) etc. On the practical level, the volume will include recommendations concerning awareness of personal and social aspects of the language of teaching and learning. The aim of the volume is to affect an increase of language sensitivity and language reflection through making a link between the language (outcome) during educational settings on the one hand and the effects on the language users' and listeners' personality on the other hand. This could lead in a more qualified language support for learners and in better social relationships in educational settings.
dates and details (submission, email(s) etc.)	Submission date: 15 December 2018 Publication date: 2019 Contact email address: elisa.bitterlich@tu-dresden.de