



CALL FOR PAPERS

under

Educational Role of Language Strand 2-1 'LANGUAGE(-)BELIEFS'

TITLE: BILINGUAL EDUCATION IN THE 21ST CENTURY

<p>overview (leading theme)</p>	<p>Papers will canvass accounts of research covering all aspects of bilingual education (teaching and learning) concerning all ages and educational stages. Non-discipline specific and non-context/country specific in nature, this section comprises accounts of research across all areas of the curriculum; account which are relevant to all members of the educational community and others involved in learning and teaching in all disciplines, in all countries.</p>
<p>content (exemplary thematic lines)</p>	<p>1. Teaching and learning within bilingual education: methods and resources:</p> <ul style="list-style-type: none">○ CLIL (Content and Language Integrated Learning)○ Second language acquisition○ Developing national language resources○ The learner factors within bilingual contexts○ Enabling speakers to learn a second language○ CALL (Computer-Assisted Language Learning) and TELL (Technology Enhanced Language Learning)○ Second Language Assessment <p>2. Bilingual and Intercultural education:</p> <ul style="list-style-type: none">○ Acculturating immigrants○ Preserving minority groups and languages○ Fostering otherness and global mindedness○ Intercultural education policies○ Curricular theories, models and approaches <p>3. Implementing bilingual programmes:</p> <ul style="list-style-type: none">○ International, national and local educational policies○ Educational norms within specific contexts○ Teacher education
<p>theories and practices (terminology, methods, etc.)</p>	<p>The journal welcomes studies dealing with both the theoretical and practical sides of bilingual education across the world. Thus, the journal is a venue for researches on methodology as well as for report findings that have clear pedagogical implications.</p>
<p>dates and details (submission, email(s) etc.)</p>	<p>Submission deadline: 30th June 2019 Contact data: elena.gomez@uco.es</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.