



## CALL FOR PAPERS

under

### *Educational Role of Language* Strand 2-2 'Language(-)Activity'

**TITLE: Learners' Activities through Implication of Different Approaches and Methodologies**

overview  
(leading theme)

*The focus of this strand is to define, map, compare or reflect on the connections of language activities of pupils, students, and teachers based on the use different teaching approaches, methodologies, instructions, methods and techniques. At the same time it covers the interconnections in teaching content of other subjects through languages. The concept of the volume is based on implication of research results of the traditional or modern approaches in teaching and learning languages and their application in teaching and learning processes.*

content  
(exemplary questions)

1. What is the impact of a particular methodology use on language activities of learners?
2. What are possible benefits, challenges and drawbacks of implementation of various approaches, methodologies and media of instruction in language teaching and learning?
3. How can a language be taught and learnt through the medium, instruction or content of another subject?

theories and practices  
(terminology, methods, etc.)

This volume shall relate to implementation and practical outcomes of various methodology application based on relevant scientific background resulting in language activities of language learners. A strong link between the implication of recognized methodology, approach, method, etc., and the activity of language learners shall be underlined. Reflection on cross-curricular language teaching and learning or the use of instruction, medium or content of other subjects can be outlined, compared, evaluated, or discussed (CLIL, CALL, ESP, task based learning, etc.).

dates and details  
(submission, email(s) etc.)

*Submission date: 31 October 2018 (please notify us first if you wish to join)*  
*Publication date: at the turn of 2018/2019*  
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**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.