

ERL research and other activities aspire to retain a GLOBAL character on the level of people and ERL settings. This – somewhat paradoxically – implies that we also study how language determines education on a LOCAL level.

WHO

We gather people whose interests combine language and pedagogy. Essentially, this implies a kind of two-sidedness of the ERL circle, with all the following subgroups taking different complementary perspectives:

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| educational scientists
theoreticians
qualitative researchers
academics
early education specialists
sociolinguists
language anthropologists
first/native language educators
speech therapists
syntacticians
<i>and others</i> | & | linguists
practitioners
quantitative analysts
teachers
higher education experts
psycholinguists
ethnolinguists
second/foreign language trainers
language coaches
phoneticians
<i>and others</i> |
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WHERE

ERL initiatives do not belong to one location only, but they “travel”. Having been initiated in Europe (more specifically – in Poland (Gdańsk)), ERL Conferences are meant to take place all over the world.



ERL Network and ERL Association are open to people from all corners of the world. We seek members whose local and individual perspectives/studies can enrich our global and collective view on language (in) education.

WHEN

ERL Conferences take place annually, **in the middle of June**. The research and other activities of **ERL Network** and **ERL Association** run **continuously**. **ERL Journal** is a biannual to which **you can submit papers all year round**.

The first ERL conference was held in 2016. ERL Network was established in 2017. ERL Association was found in 2018. ERL Journal started publishing in 2019. Under the ERL framework we do research on an ongoing basis.

Prior to 2017 the four ERL areas had been referred to as ‘Potential of Language for General Education’, ‘Language Activity’, ‘Personal Experiencing of Language’, and ‘Language Matrices of Reality Interpretation’. Since 2017 they have been named as ‘Language(-)Beliefs’, ‘Language(-)Activity’, ‘Language(-)Affect’, ‘Language(-)Thinking’ (later referred to as “minor” strands). In 2018 the four “major” strands were added: ‘Language and Schooling’, ‘Language and Culture’, ‘Language and Methodology’, ‘Language and Personality’.

Our global orientation combined with regard for local treatment of language in education imply that for the ERL framework to develop, we need people from different countries willing to share their work with us, on the one hand, and to become ERL representatives in the place they live in, on the other hand. We are happy to let you “drive” ERL in new directions by hosting a conference, partaking in joint ERL projects, and/or (co-)edit a volume of ERL Journal devoted to your location.