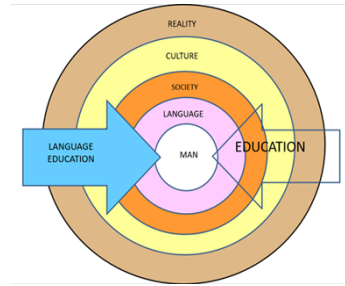


The whole set of 'ERL initiatives' rests on the key premise that language (be it first/native or second/foreign) plays a pivotal role in education and thus needs to be assigned a special status. To achieve this we strive to do the following:

- to emphasise the **central position of language in education**, which remains underestimated across different educational systems
- to bring together **educational and linguistic sciences** for the sake of their mutual reinforcement (as following from the 'linguistic turn')

WHY



- to foster **international and interdisciplinary cooperation** so as to examine the role of language in education across the globe
- to research the **man-language-reality relationship** from multiple perspectives within and across cultures and disciplines

HOW

To achieve the above, we have undertaken four complementary initiatives run continuously across the globe:

ERL CONFERENCES

(since 2016)

annual conferences held in different countries

FEEL FREE TO LET US KNOW IF YOU WISH TO HOST ONE OF THEM

ERL NETWORK

(since 2017)

informal structure running smaller projects

FEEL FREE TO JOIN IF YOU WISH TO BE SOMEHOW INVOLVED

ERL ASSOCIATION

(since 2018)

formal organisation meant for large global projects

FEEL FREE TO WRITE TO US IF YOU WISH TO BECOME A MEMBER

ERL JOURNAL

(since 2019)

biannual published by ERLA

FEEL FREE TO SUBMIT A PAPER AND/OR (CO-)EDIT

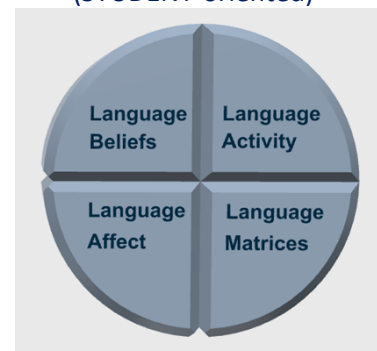
WHAT

"SCOPE MAJOR"
(CONTENT-oriented)

LANGUAGE and SCHOOL	LANGUAGE and CULTURE
LANGUAGE and METHODOLOGY	LANGUAGE and PERSONALITY

ERL projects and studies encompass eight strands. Their **multi-faceted realm and social complexity** are presented at the website of ERL Association and in M. Daszkiewicz's paper available at the website of ERL Network (also published in the book *Educational Role of Language*).

"SCOPE MINOR"
(STUDENT-oriented)



Our position is that for the educational role of language to be better comprehended, ERL studies need to be carried out across various disciplines and societies. On the systemic level they must be examined in relation to different educational systems, cultures, learning/teaching methods and personalities. On the personal level ERL studies need to cover (in isolation & jointly) analyses of how language relates to all educational (axiological, psychomotor, affective and cognitive) domains.