CALL FOR PAPERS
Educational Role of Language Journal

TITLE: (Re)shaping one’s identity with language

overview
(leading theme)
The focus of this volume is on how teachers and learners use language to (re)shape and express their identity as well as how educational institutions management deal with meeting the involved parties’ needs and changing educational policy landscape. Working in globalized and multicultural classrooms helps teachers become more open-minded, engage in reflective activities, discuss innovative teaching methods and share materials with their international, supportive peers. This intercultural dialogue and collaborative academic problem-solving supported by technology apply to all educational levels ranging from foreign and second language to adult and language for specific purposes teaching. On the other hand, learners experience emotions during (collaborative) language learning and (re)negotiate their language identity as a response to a teacher’s personality, applied teaching methods, family socioeconomic status, home language environment, digitalization, etc.

content
(exemplary questions)
How does a teacher’s personality and cultural background on the one and applied teaching methods on the other hand influence a learner’s identity? What are the effects of globalized and digitalized collaborative learning and teaching on one’s identity? Can identities be repositioned in a global teaching practicum? Do migrant learners embrace other culture/language and (re)shape their identity? How important is it to adjust language policies to situations (online learning influenced by pandemic diseases or massive exodus movements)?

theories and practices
(terminology, methods, etc.)
This volume shall relate to various theories concerning the issue of constructing one’s identity through the language use. The volume invites contributions from a number of theoretical perspectives, such as identity theory, CLIL, mono/bilingualism, language policy landscaping, mobility, etc.

On the practical level, the volume will include the issues of (re)negotiating one’s identity, mono/bilingualism, international teacher’s education and experience, development of genetic and linguistic competences in offline and online classrooms, digital literacies, collaborative learning and teaching, CLIL techniques and mindset, langscaping, educational policies, etc.

dates and details
(submission, email(s) etc.)
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Expected publication date: 2020
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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.