



CALL FOR PAPERS

under

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

TITLE: ON THE BORDERLINE BETWEEN L2/FL SPEAKING AND ITS SISTER SKILLS AND SUBSYSTEMS

<p>overview (leading theme)</p>	<p>The central focus of the volume is on exploring how speakers' ability to speak in a second/foreign language can be developed/practised with the help of its sister language skills and subsystems. The idea of investigating the correlation between speech production as well as listening, reading and writing as well as grammar, pronunciation and vocabulary proves entirely justified given the <i>lingua franca</i> role of English on the international stage which leads to situations in which more and more oral communication takes place in English. On having acknowledged the pivotal role of oracy in a globalised world, we would like to welcome submissions of previously unpublished theoretical and empirical papers investigating L2/FL speaking in the context of the remaining language skills, listening, reading and writing, and subsystems, grammar, pronunciation and vocabulary.</p>
<p>content (exemplary questions)</p>	<ul style="list-style-type: none">- How does the teaching of FL listening, reading or writing affect students' ability to speak in the TL?- How does speakers' ability to speak in a FL influence their listening, reading or writing competence?- What is the role of grammar, pronunciation or vocabulary in improving FL speakers' oral language proficiency?
<p>theories and practices (terminology, methods, etc.)</p>	<p>The volume shall preferably relate to various theories concerning the integration of all or selected language skills in L2/FL classroom contexts, for instance, the Whole Language Approach, Classroom Interaction, the Output Hypothesis or the Input Hypothesis. On the practical level, the volume will include recommendations concerning speaking-based practice in L2/FL instructed settings and notes on how to apply the conclusions reached in theoretical discussions and empirical research into practice.</p>
<p>dates and details (submission, email(s) etc.)</p>	<p>Status: open Expected publication date: 15 January 2021 Contact email addresses: educationalroleoflanguage@gmail.com; klaudia.e.gajewska@gmail.com</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.