



CALL FOR PAPERS

under

[overlapping all *Educational Role of Language* Strands]

TITLE: LINGUISTIC CONTEXTS AND DIVERSITY IN EDUCATION

overview
(leading theme)

The volume is meant for texts (as usual – papers, reviews and reports) addressing numerous linguistic facets of education frequently remaining out of the mainstream research and out of teachers' everyday focus, such as students' linguistic background, institutional or affective determinants of communication, subject-specific means of expression, the linguistic landscape of our physical surroundings, digital linguistic identities, everyday narratives, wordless educational materials, sociolinguistic aspects of school interpersonal transactions, etc. We welcome papers which help to account for the significance of multi-language contexts and which foster linguistic diversity for the sake of educational, personal and cultural gains.

content
(exemplary questions)

The set of questions to be addressed in the volume reflects the diversity desired and thus remains open to multiple interpretations, namely: (1) What linguistic aspects come to the fore in education in a somewhat "hidden" form? (2) How does the language of educational science (teachers) interplay with the language of different contexts (students) and disciplines? (3) How linguistically diversified is our – offline and online –contemporary education? (4) What contextual aspects of linguistic education do we take into account and how?

theories and practices
(terminology, methods, etc.)

Technically speaking, the volume rests on the premise that the understanding and appreciation of linguistic contexts and diversity in education requires both theoretical and practical studies. Accordingly, we welcome both papers discussing cross-disciplinary concepts (be it cyberspace interaction, the language of special education, music or school curricula, gender-related aspects of discourse, team teaching, linguistic profanities, etc.) as well those presenting empirical findings to do with linguistic facets of health, linguistic identities, migration-triggered linguistic process, intercultural language-based exchange.

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

Status: open. Submission deadline: 15 December 2022

Expected publication date: end of 2022

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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.