



ERLA'S YEARLY FOCUS -2023 - AFFECT

2030	LANGUAGE & PERSONALITY	SCOPE MAJOR:  <b>CONTEXT</b>	
2029	LANGUAGE & CULTURE		
2028	LANGUAGE & SCHOOLING		
2027	LANGUAGE & METHODOLOGY		
2026	LANGUAGE(-)THINKING		
2025	LANGUAGE(-)ACTIVITY		
2024	LANGUAGE(-)BELIEFS		
<b>2023</b>	<p><b>LANGUAGE(-)AFFECT</b></p> <p>We aspire</p> <ul style="list-style-type: none"> <li>- to discuss <b>different perspectives</b> on the link between language and emotions (language OF emotions, language VS. emotions, language FOR emotions, language-oriented emotions, etc.) - exemplary problems: <i>What is first – language or emotions? To be or nor to be emotional about language itself?</i></li> <li>- to address the language-and-emotions link on the level of <b>(complex) personal identities/structures, educational systems, societies and cultures</b> – exemplary problems: <i>What (personal, cultural, societal) factors determine our emotional approach to language learning and use? To what extent is the emotional side of language learning and use taken into account by different educational systems across the globe?</i></li> <li>- to consider how the <b>affective component of language determines what we think OF language (language beliefs), what we do WITH language (language actions), and how we understand the world THROUGH language (language matrices)</b> – exemplary problems: <i>How do emotions relate to our language skills? When do emotions support or hinder language learning?</i></li> <li>- to share how <b>various disciplines</b> contribute to our understanding of the language-and-emotions link and to embark on interdisciplinary studies not undertaken earlier in the field – exemplary problems: <i>Whare does modern psycholinguistics take language learning and teaching? Which theories and methodologies to apply for the studies on the language-and-emotions link?</i></li> </ul>	SCOPE MINOR:  <b>INDIVIDUAL</b>	
2022	<p>LINGUISTIC DIVERSITY</p> <p><a href="http://educationalroleoflanguage.org/erla-projects/2022-onw-focusing-on-linguistic-diversity/">http://educationalroleoflanguage.org/erla-projects/2022-onw-focusing-on-linguistic-diversity/</a></p>		
2021	<p>LINGUISTIC WELL-BEING</p> <p><a href="http://educationalroleoflanguage.org/erla-projects/2021-onw-focusing-on-linguistic-well-being/">http://educationalroleoflanguage.org/erla-projects/2021-onw-focusing-on-linguistic-well-being/</a></p>		
2020	<p>LINGUISTIC IDENTITY</p> <p><a href="http://educationalroleoflanguage.org/erla-projects/2020-onw-focusing-on-linguistic-identity/">http://educationalroleoflanguage.org/erla-projects/2020-onw-focusing-on-linguistic-identity/</a></p>		
2019	<p>COMMUNICATION</p> <p><a href="http://educationalroleoflanguage.org/erla-projects/2019-onw-focusing-on-communication/">http://educationalroleoflanguage.org/erla-projects/2019-onw-focusing-on-communication/</a></p>		
			ERLA'S PREMISES