CALL FOR PAPERS

under

Educational Role of Language Strand 2-1 Language(-)Beliefs

TITLE: LINKS BETWEEN BELIEFS AND LANGUAGE

overview (leading theme)	On the most general level, the volume will address the question '*how much does it matter what we think of the language(s) we learn and use?*', and the overall idea is to examine this problem from various perspectives, thus making the issue widely interdisciplinary. We welcome papers discussing this matter from both empirical as well as theoretical positions, with regard to first/native and second/foreign languages. The volume is meant to be diversified also in terms of educational settings, registers, ages, fields, etc. Papers addressing the said key question will be accompanied by others looking at the beliefs-and-language link from the opposite direction, that is those focusing on *how the language(s) we learn determine our beliefs*, too.
content (exemplary questions)	The key theme is meant to be examined through analyses of such issues as *What is first – language or beliefs?*, *What beliefs concerning language do teachers and students hold?*, *How do our linguistic beliefs relate to our language skills and to our overall linguistic success?*, *What (personal, cultural, societal) factors determine our beliefs concerning language?*, *Which theories and methodologies address the axiological dimension of language learning and use?* The topics to be covered can relate beliefs to linguistic affect, actions, or conceptualizations, at the level educational systems, societies, cultures, or individuals, with multiple interconnections being observed and put to empirical or theoretical studies.
theories and practices (terminology, methods, etc.)	Accordingly, we assume that some texts will address beliefs rather on the surface and put to examination *how linguistic beliefs are verbalised and justified*, whilst other papers will discuss the eponymous issue at its depth, with references to different disciplines and fields, including neuroscience, philosophies of education, sociology of beliefs, psychology of personal differences, etc. By the same token, we welcome in the volume texts (i.e. papers, reviews, and reports – as usual) concentrating on language instruction and teaching methods in which the dimension of beliefs play a significant role. We welcome all texts in which the language-and-beliefs link is brought to the surface from the position of research, practice or theory.
dates and details (submission, email(s) etc.)	Status: open. Submission deadline: 30 June 2024 Expected publication date: July/August 2024 Contact email address: journal@educationalroleoflanguage.org michal.daszkiewicz@ug.edu.pl

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), I t ultimately aims to unravel this process and to boost the position of language in education.