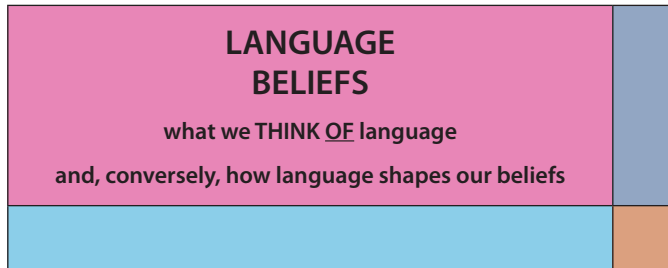


**ERL ASSOCIATION'S AREA 1:  
LANGUAGE BELIEFS CONCERNING LANGUAGE SKILLS**



**1.1. Exemplary research problems at the intersection of  
language beliefs and language skills**

Listening

- *How is the ability to listen for facts and opinions practised (and assessed) at schools?*
- *In what educational settings do pupils listen with highest alertness and due to what factors?*

Reading

- *How semantically and syntactically complex texts are employed in reading across curricula?*
- *How does reading enhance learning maths?*

Speaking

- *For what educational purposes are pupils' speeches used in teaching across curricula?*
- *To what extent do speaking skills naturally co-occur with growth of general knowledge and what hampers this co-occurrence?*

Writing

- *To what extent is the ability to write viewed as a part of competence in different school subjects?*
- *What general abilities does effective writing require and foster?*

## 1.2. Exemplary research problems at the intersection of language beliefs and language skills considered across four realms – man, society, culture and reality

### Listening

- *What objectives are assigned to listening by pupils/teachers themselves?* (realm: man)

### Reading

- *Which types of texts are viewed as generally educational by different educational systems?* (realm: society)

### Speaking

- *What approach to speaking is considered appropriate within a given community?* (realm: culture)

### Writing

- *What beliefs underlie written texts which students encounter in their daily life?* (realm: reality)

**ERL ASSOCIATION'S AREA 2:  
LANGUAGE ACTIVITY INVOLVING LANGUAGE SKILLS**



**2.1. Exemplary research problems at the intersection of  
language activity and language skills**

Listening

- *What sources do teachers implement for practising L1 and L2 listening comprehension?*
- *How long listening can be expected from nine-year-olds from the perspective of cognitive development?*

Reading

- *How much reading do pupils undertake by themselves as compared to that imposed by schools?*
- *Which genres prove most conducive to pupils' motivation to read (and thus to general education)?*

Speaking

- *What teaching techniques are employed to promote pupils' speech?*
- *What elicitation techniques prove most effective with teenagers and opposed to young children?*

Writing

- *Which part of speech do EFL pupils make most mistakes with?*
- *Which elements of pupils' native language prove most fossilised in their written texts?*

## 2.2. Exemplary research problems at the intersection of language activity and language skills considered across four realms – man, society, culture and reality

### Listening

- *What are the qualities of texts that secondary school students memorise the best?* (realm: man)

### Reading

- *How relevant to pupils' interests are books which schools require them to read?* (realm: society)

### Speaking

- *What means are recommended in official documents to maximise pupils' language production?* (realm: culture)

### Writing

- *What rules concerning writing can be implied from texts observed by pupils in their surroundings?* (realm: reality)

ERL ASSOCIATION'S AREA 3:  
LANGUAGE EXPERIENCE WITHIN LANGUAGE SKILLS



**3.1. Exemplary research problems at the intersection of  
language experience and language skills**

Listening

- *Which English dialect do pupils enjoy listening to the most?*
- *How does listening to fairy tales as audiobooks affect pupils' motivation to read them as paper books?*

Reading

- *Which books present themes most relevant to pupils' own life experience?*
- *What values do obligatory books to read as school do children see to propagate?*

Speaking

- *In what subjects and on what issues can school children speak the longest?*
- *What prompts pupils to speak at lessons on different subjects?*

Writing

- *What type of texts do pupils write most frequently?*
- *What type of texts do pupils write most willingly?*

### 3.2. Exemplary research problems at the intersection of language experience and language skills considered across four realms – man, society, culture and reality

#### Listening

- *At what stage of language studies do pupils find themselves with regard to listening?* (realm: man)

#### Reading

- *How much sense of freedom do schools advocate with regard to pupils' choice of books?* (realm: society)

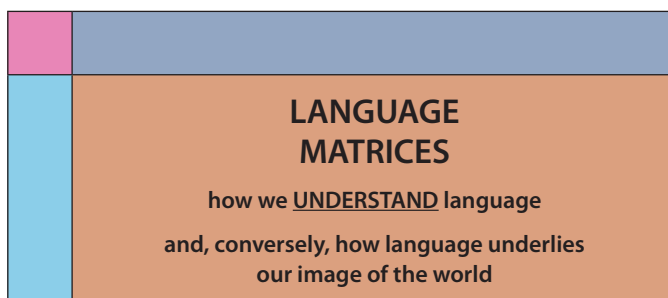
#### Reading

- *What standards/models do official documents advocate for pupils' construction of utterances?* (realm: culture)

#### Writing

- *What writing styles are employed in books read by pupils outside schooling of their own will?* (realm: reality)

ERL ASSOCIATION'S AREA 4:  
LANGUAGE MATRICES SUPPORTING LANGUAGE SKILLS



**4.1. Exemplary research problems at the intersection of  
language matrices and language skills**

Listening

- *How is listening to stories used as a technique enhancing pupils' imagination?*
- *How do children construct images on the basis of texts they listen to?*

Reading

- *What image of the world do school textbooks create?*
- *How (dis)similar does reception of same texts by different pupils prove?*

Speaking

- *What speaking tasks are posed?*
- *What restrictions are imposed on pupils as to the lexis used to express their own understanding of reality?*

Writing

- *By what means is creative writing encouraged?*
- *In what respects does the image of the world presented in narrative of various pupils differ?*

## 4.2. Exemplary research problems at the intersection of language matrices and language skills considered across four realms – man, society, culture and reality

### Listening

- *What cognitive categories do pupils recognise in what they listen to? (realm: man)*

### Reading

- *What measures do schools advocate to ensure that the texts chosen prompt pupils to construct their own meanings? (realm: society)*

### Speaking

- *What types of speaking skills are most representative in different cultures? (realm: culture)*

### Writing

- *How can prototypical writing encountered by children in daily life be characterised? (realm: reality)*