

LANGUAGE MUST BE PLACED IN THE CENTRE OF EDUCATION

LANGUAGE UNDERLIES AND BINDS EDUCATION. Language shapes **our understanding of the world**. It is not just a tool for speaking about it, but language defines our world and our place in it. Hence, all education rests on language and there is no learning without it. From its **omnipresence** in education it directly follows that every teacher is a language teacher and language merits a special position in educational systems.

LANGUAGE INTERSECTS DISCIPLINES AND CURRICULA. In every field language lies at the heart of sense-making and knowledge construction, and it is language that drives instruction and the student-and-teacher relationship. It forms the substance of our **beliefs**, it regulates our **affect**, it prompts our **actions**, and enables our **thinking**. Leading our holistic development, language needs to be assigned a paradigmatic role in the construction of educational systems and educational linguistic studies must be given an extensively interdisciplinary treatment.

LANGUAGE SHAPES OUR IDENTITIES AND SOCIETIES. Language is the primary property of individuals and societies. On the level of literacy and oracy it builds the sense of one's affiliation and a sense of community. It construes one's **personality**, underlies our **culture**, delineates the character and scope of individual- or society-oriented **methodology**, dominates **schooling** and all extra-institutional teaching and learning. Accordingly, students and educational systems must be diagnosed, assessed, and enhanced through linguistic measures and lenses.

LANGUAGE DETERMINES PROGRESS AND DEMOCRACY. Language permits **communication** and **cooperation**. As a result, it builds private and professional relationships. It decides about the equality of educational opportunities and brings together groups and nations. Facilitating interpersonal and international understanding, it has the potential of supporting and strengthening sustainability and democracy, and thus of **pushing humanity forward**. What directly follows is that all educational systems must diversify and expand all forms of linguistic means and activities.

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