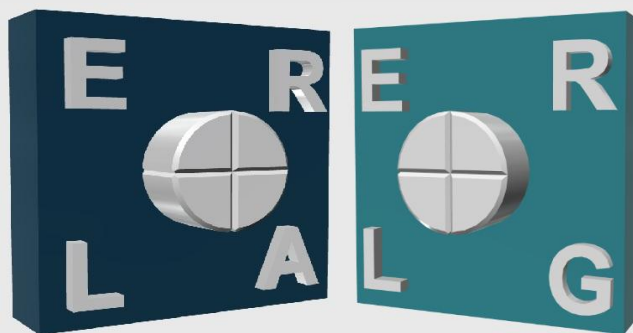
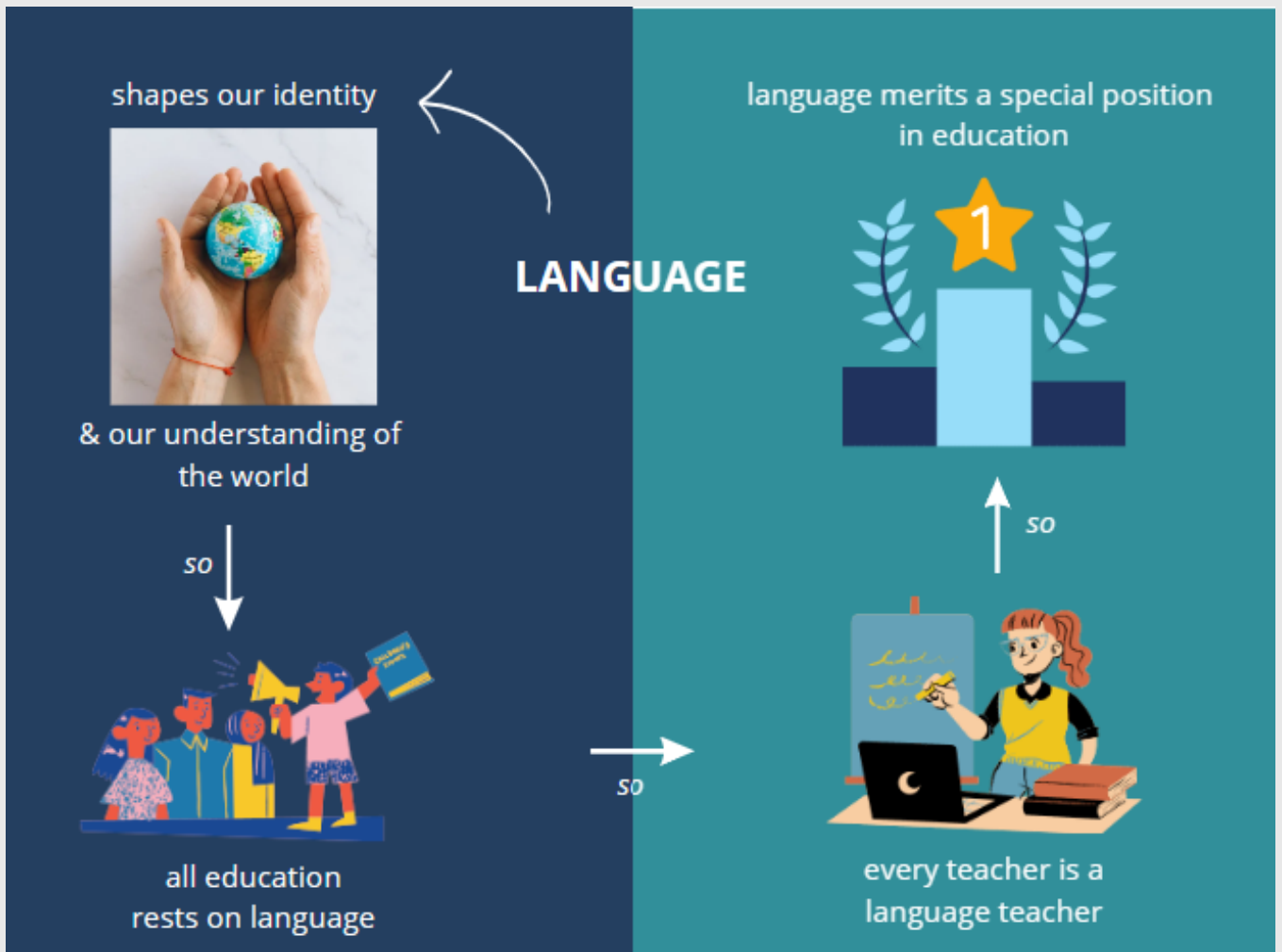


EDUCATIONAL ROLE OF LANGUAGE FRAMEWORK



- I. Introduction: Pages 1-6
- II. ERLA: Pages 7-11
- III. ERLG: Pages 12-16
- IV. Resources: Pages 17-20

ERL **STARTING POINT**



More: [Boosting the position of language in education – International Association & Group for the EDUCATIONAL ROLE OF LANGUAGE](#)

ERL **PREMISES** MORE EXTENSIVELY

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.

Hence – our **aim** is to:

BOOST THE POSITION OF LANGUAGE IN EDUCATION

and BRIDGE THE GAP BETWEEN LINGUISTIC AND EDUCATIONAL STUDIES

We aspire to achieve this through joint work of

INDIVIDUALS

united as



ERL ASSOCIATION

a formal organisation of theoreticians and practitioners interested in the intersection of language and education; an international interdisciplinary circle of academics, teachers, researchers, activists, and other educational enthusiasts.

To join, write at association@educationalroleoflanguage.org

and

INSTITUTIONS

forming



ERL GROUP

an informal structure of institutions and units sharing the fundamental premise language meriting a special role in educational systems; a complex of entities fostering language-driven education, language sensitive teaching, etc.

To join, write at group@educationalroleoflanguage.org



ERL **SCOPE**



SCOPE MAJOR

LANGUAGE and SCHOOLING

LANGUAGE and CULTURE

LANGUAGE and METHODOLOGY

LANGUAGE and PERSONALITY

The educational role of language, reaching far beyond school(ing), is determined by multiple aspects relating to culture, methodology and/or personality. To be suitably comprehensive, studies blending educational with linguistic studies need to comprise all these aspects. Language lies at the heart of schooling, culture, (learning and teaching) methods, and personality – thus underlying education on the individual and on the social level. Its social existence determines its experiencing by an individual person and vice versa. Both these levels matter when it comes to learning and teaching methods as well as schooling as a whole. Socially determined and individually experienced, language shapes culture and education, and, from an individual perspective, it defines a person's place in the world and defines the world in which a person is placed.

SCOPE MINOR

LANGUAGE(-)BELIEFS

LANGUAGE(-)ACTIVITY

LANGUAGE(-)AFFECT

LANGUAGE(-)THINKING

A person's education is determined by how language operates on four levels – beliefs, activity, affect and thinking. To be maximally educational, the experiencing of language by a person comprises these four dimensions, which implies a need for their comprehensive studies. How language affects a person's education depends on multiple axiological, psychomotor, affective, and cognitive factors. For instance, what a person thinks of language (e.g. on whether it is worth speaking or not) and how much a person speaks determines that person's mental faculties. Conversely, how a person understands a given issue (as well as how s/he feels about it) impacts on how interesting utterances s/he produces. Hence, there exist relationships between language and all the aforementioned educational domains.



ERL ASSOCIATION

ERL **STRATA**



ERL GROUP

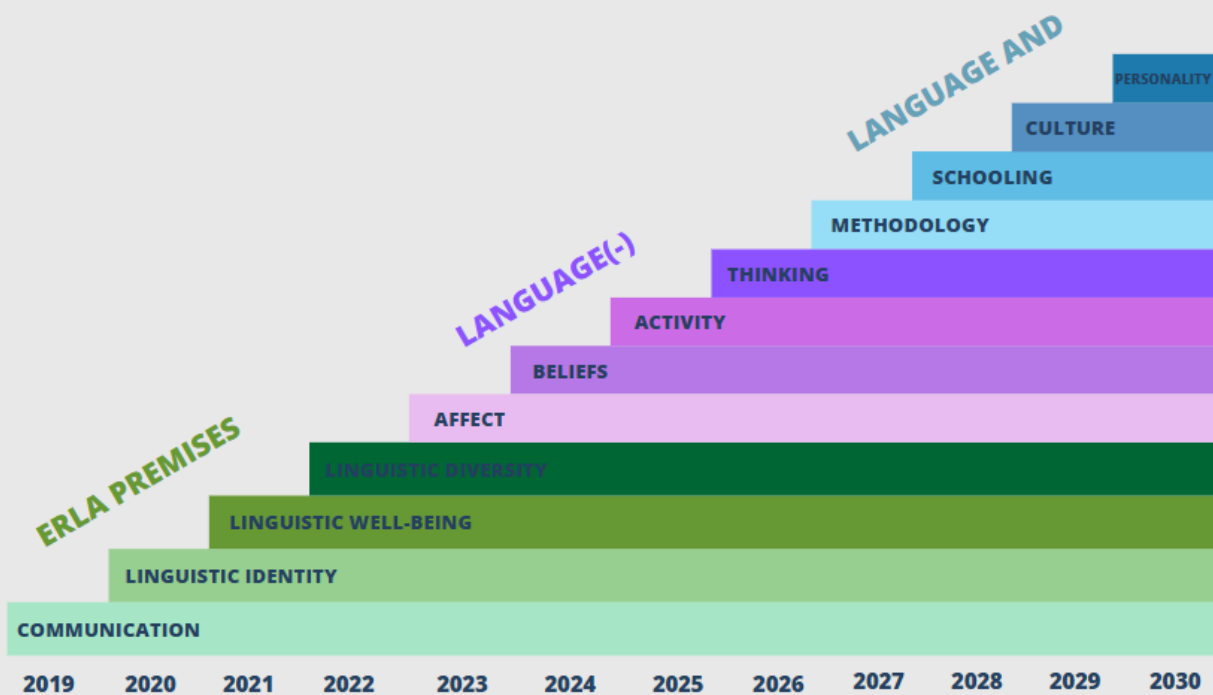
In order to achieve our aim,
we have been:

<p>ERL PROJECTS focused on the yearly foci of the ERL trajectory [Page 7]</p>	<p>following a clear DIRECTION</p>	<p>ERL PARADIGM relating to the eight ERL strands of the entire scope [Page 12]</p>
<p>ERLA MEMBERS representing various (sub)disciplines, countries, systems [Page 8]</p>	<p>building up our TEAM</p>	<p>ERLG PARTNERS prioritising language in education [Page 13]</p>
<p>ERL JOURNAL a double-blinded ranked biannual with two modules [Page 10]</p>	<p>presenting the OUTCOME</p>	<p>ERL BANK a collection of content boosting the role of language [Page 14]</p>
<p>ERL EVENTS open live conferences and online sessions [Page 11]</p>	<p>working towards EXPANSION</p>	<p>ERL CALLS open proposals for joint linguistic educational actions [Page 15]</p>



ERL PROJECTS

ERL Association’s projects and initiatives are based on **yearly foci** as presented below: we assign a topic to one particular year (e.g. language AFFECT in 2023) and after that we build upon the expertise obtained previously (e.g. focusing on language beliefs/activity/matrices over 2024-2026, we rest on our work from 2023 and that from the entire first cycle). We strive to do it a widely interdisciplinary and international circle (with members from within and outside the academic world). In this way we form a **community of educational-cum-linguistic learning experience** working towards fulfilment of ERLA’s two main goals.



More: [ERLA Projects](#)

HOW YOU CAN HELP OUR CAUSE:
 Submit a project proposal / Become an expert in a relevant subdiscipline



ERLA **MEMBERS**

ERLA welcomes all people whose work cuts across language and education.

In the Association we value different perspectives of people representing different subdisciplines and countries. There are many different ways in which you can contribute to ERLA's mission and the exact form is largely up to you.

Whilst online you can learn more about membership, its benefits and (very simple!) rules, below you can see people who have already joined. Whether your country is already included or not, we'll be happy to greet you in our team.

BOSNIA AND HERZEGOVINA: Nejla Kalajdzisalihovic (University of Sarajevo)

BULGARIA: Georgi Dimitrov (University of National and World Economy)

CROATIA: Dragana Božić-Lenard (University of Osijek), Jelena Dubčić (University of Dubrovnik), Martina Hrnić (University of Dubrovnik), Ivan Lenard (University of Osijek)

ENGLAND: Giuliana Ferri (University College London), Andre Kurowski (University of Chichester), Roberta Wood (University of Birmingham)

GERMANY: Heike Niesen (University of Paderborn)

HUNGARY: Adrienn Fekete (University of Pécs)

INDIA: Rupanjoli Hazarika (Suren Das College)

ITALY: Federico Piccolo (University of Palermo)

JAPAN: Daniela Caluianu (Otaru University of Commerce)

LATVIA: Zenta Anspoka (University of Latvia)

LITHUANIA: Gerda Šimene (Mykolas Romeris University), Daiva Vaisniene (Lithuanian University of Educational Sciences)

MONTENEGRO: Vanja Vukićević-Garić (University of Montenegro)

NORTH MACEDONIA: Aneta Naumoska (Ss. Cyril and Methodius University), Milena Sazdovska Pigulovska (Ss. Cyril and Methodius University), Solzica Popovska (Ss. Cyril and Methodius University)

NORWAY: Gunvald Andreas Axner (University of Applied Sciences), Daniela Feistritz (Porsgrunn Videregående Skole), Jens Skarkerud Haugan (University of Applied Sciences)

POLAND: Anna Babicka-Wirkus (Pomeranian University in Słupsk), Anna Basińska (Adam Mickiewicz University in Poznań), Paulina Czarnecka (University of Silesia in Katowice), Michał Daszkiewicz (University of Gdańsk), Anna Dąbrowska (University of Warsaw), Joanna Dołżycka (Nicolaus Copernicus University in Toruń), Eliza Krotke (University of Białystok), Monika Kusiak-Pisowacka (Jagiellonian University in Kraków), Małgorzata Pilecka (Ateneum Academy in Gdańsk), Agnieszka Szplit (The Jan Kochanowski University in Kielce), Anna Szuchalska (University of Białystok), Teresa Maria Włosowicz (University of Economics and Humanities in Bielsko-Biała)

PORTUGAL: Maria Dolores Formosinho (Portucalense University)

ROMANIA: Gabriela Cornea (Spiru Haret University), Alina-Andrea Dragoescu Petrica (University of Life Sciences “King Mihai I”), Oana Adriana Duta (University of Craiova), Corina Popa (University of Bucharest), Alina Resceanu (University of Craiova), Monica Tilea (University of Craiova)

SERBIA: Tatjana Glusac (University of Novi Sad), Jana Zivanovic (Singidunum University)

SLOVAKIA: Elena Kovacikova (Constantine the Philosopher University in Nitra), Ivana Vargova (Constantine the Philosopher University in Nitra)

SPAIN: Maria Dolores Ramirez-Verdugo (Autonomous University of Madrid), Alonso Mateo Gomez (Castilla La Mancha University), Raquel Sanchez Ruiz (Castilla La Mancha University)

USA: Anita Bright (Portland State University), Martha Decker (Hidasta), Anastasia Khawaia (University of South Florida)

More: [ERLA Membership](#)

HOW YOU CAN HELP OUR CAUSE:

Join ERLA as a regular member / Become ERLA's national representative



ERL **JOURNAL**

- 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**. ERL 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.

<p>EDUCATIONAL ROLE OF LANGUAGE JOURNAL</p> <p>Module 1 Language and Schooling Language and Culture Language and Methodology Language and Personality</p>  <p>Journal issued under auspices of the International Association for the Educational Role of Language</p>	<p>EDUCATIONAL ROLE OF LANGUAGE JOURNAL</p> <p>Module 2 Language(-)Beliefs Language(-)Activity Language(-)Affect Language(-)Thinking</p>  <p>Journal issued under auspices of the International Association for the Educational Role of Language</p>
<p>ISSN 2657-9774 DOI: 10.36534</p>	

More: [ERL Journal](#)

HOW YOU CAN HELP OUR CAUSE:

Submit a paper on the intersection of language and education / Become a reviewer / Join ERL Journal’s editorial team / Be a co-editor of a special volume



ERL **EVENTS**

ERLA has always prioritised live meetings and real face(s)-to-face(s) interaction.

Accordingly, once a year – always in JUNE – we meet for a live conference, which is now always hosted by a different institution (of a profile relevant to the theme).

9th ERL Conference (11-12 June 2026): **ON LANGUAGE(S) SHAPING OUR WORLD(S) – University of Dubrovnik** (Croatia)

8th ERL Conference (5-6 June 2025): **LANGUAGE IN ACTIONS – ACTIONS IN LANGUAGE – Adam Mickiewicz University in Poznań** (Poland)

7th ERL Conference (27-28 June 2024): **LINKS BETWEEN BELIEFS AND LANGUAGE – International University of Sarajevo** (Bosnia and Herzegovina)

6th ERL Conference (12-13 June 2023): **EMOTIONS IN LANGUAGE LEARNING AND USE – University of Ulm** (Germany)

5th ERL Conference (21-22 June 2022): **ON PEDAGOGY AND LINGUISTICS JOINING FORCES – Constantine the Philosopher University in Nitra** (Slovakia)

SIX ERL ONLINE SESSIONS DURING THE PANDEMIC (2020-2022)

4th ERL Conference (17-18 June 2019): **FROM THEORY TO PRACTICE, FROM PRACTICE TO THEORY – University of Craiova** (Romania)

3rd ERL Conference (14-15 June 2018): **EDUCATIONAL ROLE OF LANGUAGE – HOW DO WE UNDERSTAND IT? – Lithuanian University of Educational Sciences in Vilnius** (Lithuania)

2nd ERL Conference (12-13 June 2017): **SOCIAL AND CULTURAL DETERMINANTS – University of Gdańsk** (Poland)

1st ERL Conference (9-10 June 2016): **LEARN TO SPEAK, SPEAK TO LEARN – University of Gdańsk** (Poland)

More: [ERL Events](#)

HOW YOU CAN HELP OUR CAUSE:

Participate in or host an ERL conference / Co-organise an ERL session



ERL **PARADIGM**

	<p>1-1: LANGUAGE binds SCHOOLING.</p>
	<p>1-2: LANGUAGE reflects CULTURE.</p>
	<p>1-3: LANGUAGE determines METHODOLOGY.</p>
	<p>1-4: LANGUAGE shapes PERSONALITY.</p>
	<p>2-1: LANGUAGE constitutes learners' BELIEFS.</p>
	<p>2-2: LANGUAGE embodies learners' AFFECT.</p>
	<p>2-3: LANGUAGE regulates learners' ACTIVITY.</p>
	<p>2-4: LANGUAGE drives learners' THINKING.</p>

More: [ERL Paradigm](#)

HOW YOU CAN HELP OUR CAUSE:
Provide content and/ideas falling within any of the eight strands

ERLG **PARTNERS**

[Committee for Linguistics in Education \[CLiE\]](#)

CLiE is a joint committee of the Linguistics Association of Great Britain and the British Association for Applied Linguistics, with experts in language and how it works. CLiE builds **bridges between researchers and practitioners in the teaching of modern foreign languages**, English, and linguistics. CLiE makes evidence-based comments on education policy, curriculum & assessment.

[Linguistic Society of America – Linguistics in the School Curriculum Committee \[LSA – LSCC\]](#)

LSA is a scholarly society for linguists and other interested individuals. LSA members include students, faculty, and linguists working in government, non-profit organizations, and industry. The mission of LSA is **to advance the scientific study of language**. LSA plays a critical role in the development and dissemination of linguistic scholarship for the advancement of knowledge and betterment of society.

[MLE International – Multilingual Education for All](#)

MLE International focuses on **policy and practice in L1-based multilingual education**, particularly in low-resourced contexts in the Africa, Latin America and Asia/Pacific regions. It has been founded to organise much-needed technical and human resources and channel them into implementational spaces.

[The World of Languages and Languages of the World \(WoLLoW\)](#)

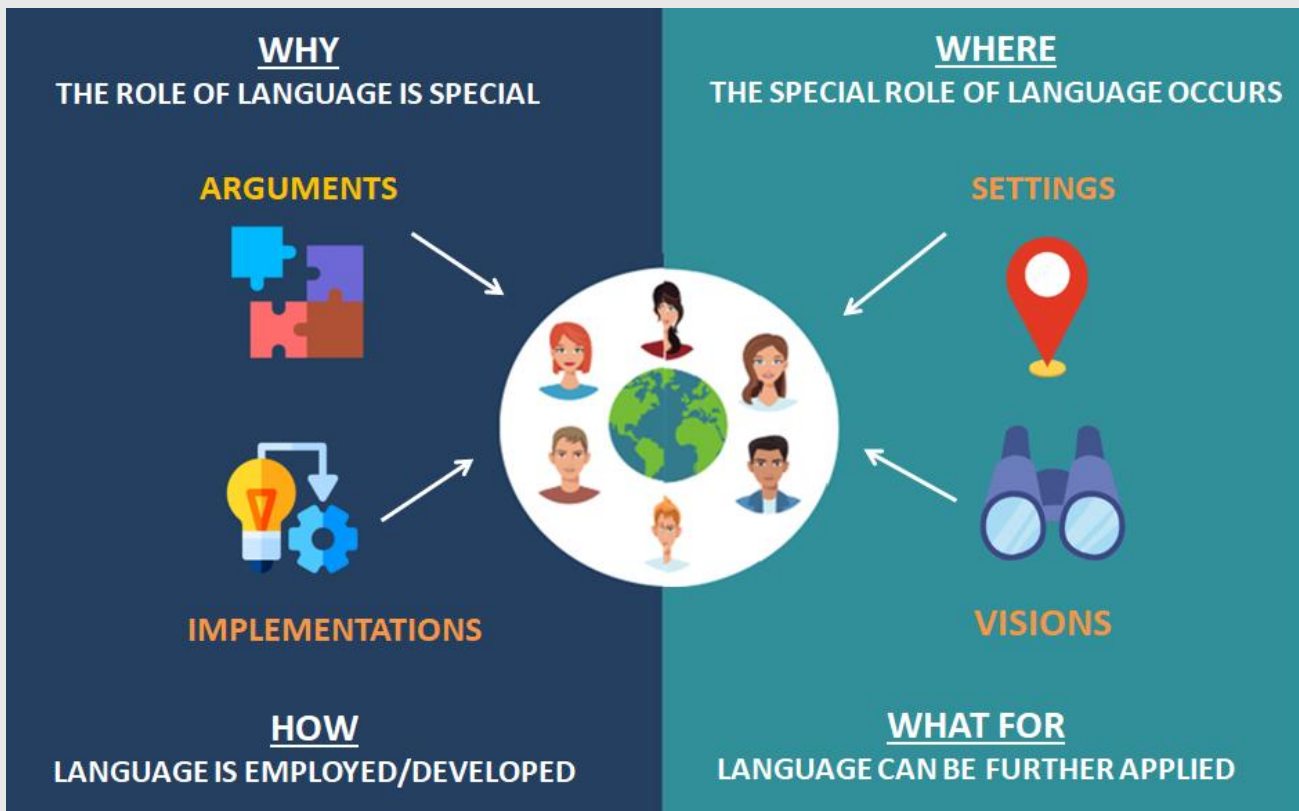
The WoLLoW resources and lesson content have been created to **encourage children to be curious about languages**, to understand the links and see patterns between languages, and to help them to think about how a language works. WoLLoW's goal is for pupils to be filled with the wonder how languages intermingle, how they have built on each other and how they enhance our lives.

More: [ERL Partners](#)

HOW YOU CAN HELP OUR CAUSE:
Get your institution to become an ERLG Partner

ERL **BANK**

The ERL (conceptual) Bank is meant as a **GLOBAL RESERVOIR** proving and enhancing the central position of language in education. It is based on the basic assumption that although this pivotal role of language(s) is a common denominator of numerous entities and individuals across the globe, it may be justified, located, executed, and visualised differently.



ARGUMENTS

justification, evidence, policies, references

Here we include various **resources** showing **WHY** language needs to be prioritised in education – as **INTERNATIONALLY** as possible

IMPLEMENTATIONS

methods, practices, strategies, solutions

Within this component we gather diversified **means** presenting **HOW** the central position of language in education is put into practice as **INTERCULTURALLY** as possible



SETTINGS

disciplines, contexts, intersections, places

This component covers **instances** showing **WHERE** language occurs in various wal of life and disciplines – as **INTERDISCIPLINARILY** as possible

VISIONS

ideas, alternatives, projections, perspectives

In this place we collect various **proposals** concerning **WHAT FOR** (and in what direction) language can be further employed in ever-changing educational systems – as **INNOVATIVELY** as possible

More: [ERL conceptual Bank](#)

HOW YOU CAN HELP OUR CAUSE:

Share with us your perspective on the special position of language in education – in the form of arguments, settings, implementations, or visions.

ERL **CALLS**

Your assistance in what we do is most welcome.

If you share the logic of [ERL Premises](#), do contact us in relation to any of the following ERL Calls:

ERL Group's '[CALL FOR ERL PARTNERS](#)'

ERL Group's Call '[LANGUAGE-BASED EDUCATION](#)'

ERL Group's Call '[LANGUAGE AS FOUNDATIONS OF DEMOCRACY](#)'

ERL Group's Call '[BUILDING ERL CONCEPTUAL BANK TOGETHER](#)'

More: [ERL Calls](#)

HOW YOU CAN HELP OUR CAUSE:

Reply to any of the ERL calls and/or propose your own calls falling into the intersection of language and education.

ERL **LINKS**

[ERL Framework](#)

[ERL-APPEAL](#)

[Educational Role of Language Association \(**ERLA**\) Home](#)

[Boosting the position of language in education](#)

[ERLA-Trajectory-Call-for-Experts](#)

[ERLA Members Hexagon](#)

[ERLA_Invite](#)

[Educational Role of Language Group \(**ERLG**\) Home](#)

[ERL-Group-Call-for-ERL-Partners](#)

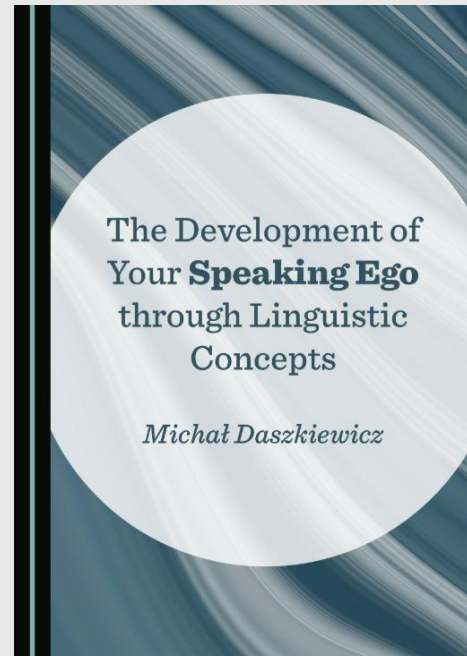
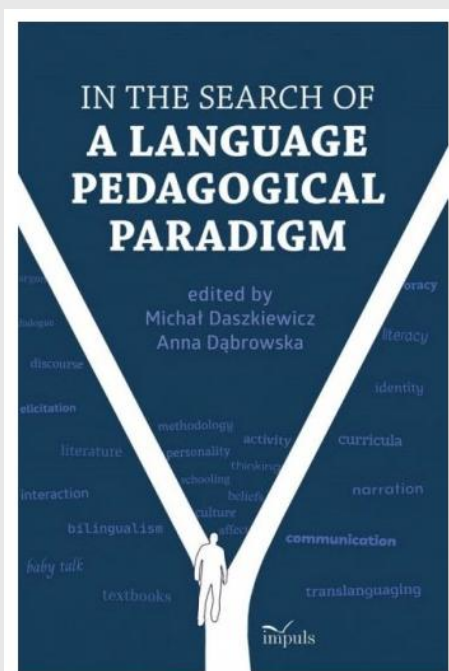
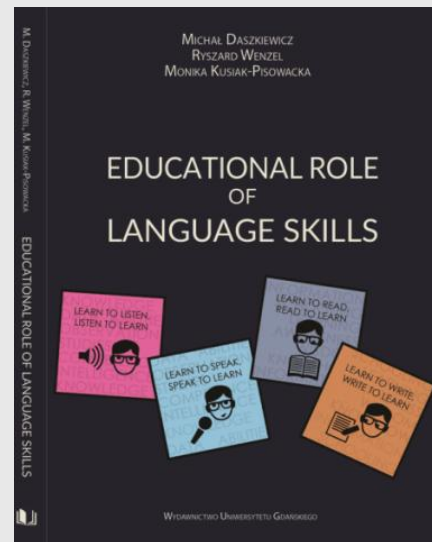
[ERL alphabetically](#)

[ERLG Invite](#)

selected

ERL **PUBLICATIONS**

[beyond ERL Journal]



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ERL **SOCIALS**

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