

ERL Journal – Scope Major

Key premise. **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.



General rationale. 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.

Specific issues. Accordingly, ERL Journal welcomes papers addressing issues such as: language of schooling, bilingual education, language identity, intercultural competence, discourse analysis, children narratives, personal constructs, language in special education, transversal skills, language mediation, academic language, elicitation, plurilingual teaching, CLIL, functions of language, etc.

Expected outcome. Systematization of knowledge concerning the educational position of language; aggregation of empirical findings pertaining to social and cultural determinants of how language serves education; development of interdisciplinary educational and linguistic studies; recognition of problems calling for research and discussion of ways of putting language theories into practice.