

Key question:

HOW IS THE EDUCATIONAL ROLE OF LANGUAGE DETERMINED SOCIALLY AND CULTURALLY?

Major themes & exemplary questions:

1. POTENTIAL OF LANGUAGE FOR GENERAL EDUCATION

*What function of language is assigned by educational systems of different countries?
What approach to language do teachers of different nationalities represent?
To what extent is the teaching of the native language bound with that of the foreign one?
What approaches to language in education are taken across different cultures?*

2. LANGUAGE ACTIVITY OF CHILDREN

*How is children's language activity valued and assessed in educational systems of different countries?
What evidence is viewed in different countries as reasons for promoting pupils' language activity?
What hinders the development of pupils' language competence in different societies and cultures?
By what means is the language of children encouraged in particular countries?*

3. PERSONAL EXPERIENCING OF LANGUAGE

*How do children of particular nationalities experience their contact with and use of language?
Which language skills are appreciated the most in different countries?
To what extent is the personal experience of language determined by social practices?
What differences can be observed in pupils' approach to their native and foreign languages?*

4. LINGUISTIC MATRIXES OF REALITY INTERPRETATION

*What understanding of reality is reflected by the language used by pupils of different nationalities?
To what extent does children's language use reflect national (stereotypical) characteristics?
What research has been conducted in different countries to verify pupils' image of the world?
What image of the world is reflected by textbooks used by pupils in particular countries?*

Example of problems binding four areas:

How do the educational systems of different countries capitalize on the very basic fact that (both the native and the foreign) language mediates between pupils and their knowledge and development?

Other relevant concepts include:

e.g. communication at school, pupils' lexicon, narration, educational discourse, elicitation of utterances, text production by pupils, language mediating cognitive and social development

LANGUAGE SERVES EDUCATION IN MULTIPLE WAYS.

To answer
how?
why?
when?
where?
etc.

we need
teachers of different nationalities,
pedagogues and linguists,
psycholinguists and sociolinguists,
educational anthropologists,
those whose work binds language and education.