

PROCEDURE:

You

- choose one of the following problems or come up with your own and
- email us at educationalroleoflanguage@gmail.com,
after which
- we put (your question and) your name in the table below and then
- we jointly seek co-operators to tackle the issues internationally.

PROBLEM TYPES

Primary problems: **DATA**-oriented questions

- **factual questions** (addressing facts, situations, circumstances) - FQ
- **phenomenal questions** (addressing phenomena, processes, regularities) - PQ

Secondary problems: **IDEAS**-oriented questions

- **reflective questions** (addressing personal opinions, preferences, convictions) – RQ
- **argumentative questions** (addressing logic, values, judgments) – AQ

Example A concerning students' classroom speech

What is the ratio of the teacher's classroom speech to that of pupils? (FQ)

What factors determine the number of pupils' classroom utterances? (PQ)

For what reasons should a teacher strive to increase the number of pupils' utterances in the classroom? (RQ)

To what extent do attempts to increase the number of pupils' utterances turn against teachers by reducing the scope of their influence on pupils? (AQ)

Example B concerning blending language education with general education

How often is new grammar of a foreign language introduced with references to subject matter of different school subjects? (FQ)

How do references to the subject matter of different school subjects made during language lessons affect the learning of a foreign language or other disciplines? (PQ)

Do references to the subject matter of other subjects made during language lessons constitute an extra benefit or burden of those lessons? (RQ)

What speaks in favour of introducing the subject matter of different school subjects to language lessons at school? (AQ)

LANGUAGE BELIEFS vs		Type (FQ/PQ/RQ/AQ)	COOPERATING ACADEMICS
<i>2-dimensional problems</i>			
<i>SKILLS</i>			
LISTENING			
SPEAKING			
READING			
WRITING			
<i>REALMS</i>			
MAN			
SOCIETY			
CULTURE			
REALITY			
<i>3-dimensional problems</i>			
<i>SKILLS & REALMS</i>			
LISTENING-MAN			
LISTENING-SOCIETY			
LISTENING-CULTURE			
LISTENING-REALITY			
SPEAKING-MAN			
SPEAKING -SOCIETY			
SPEAKING -CULTURE			
SPEAKING -REALITY			
READING-MAN			
READING -SOCIETY			
READING -CULTURE			
READING -REALITY			
WRITING-MAN			
WRITING -SOCIETY			
WRITING -CULTURE			
WRITING -REALITY			

LANGUAGE ACTIVITY vs		Type (FQ/PQ/RQ/AQ)	COOPERATING ACADEMICS
<i>2-dimensional problems</i>			
<i>SKILLS</i>			
LISTENING			
SPEAKING			
READING			
WRITING			
<i>REALMS</i>			
MAN			
SOCIETY			
CULTURE			
REALITY			
<i>3-dimensional problems</i>			
<i>SKILLS & REALMS</i>			
LISTENING-MAN			
LISTENING-SOCIETY			
LISTENING-CULTURE			
LISTENING-REALITY			
SPEAKING-MAN			
SPEAKING -SOCIETY			
SPEAKING -CULTURE			
SPEAKING -REALITY			
READING-MAN			
READING -SOCIETY			
READING -CULTURE			
READING -REALITY			
WRITING-MAN			
WRITING -SOCIETY			
WRITING -CULTURE			
WRITING -REALITY			

LANGUAGE EXPERIENCE vs		Type (FQ/PQ/RQ/AQ)	COOPERATING ACADEMICS
<i>2-dimensional problems</i>			
<i>SKILLS</i>			
LISTENING			
SPEAKING			
READING			
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WRITING-MAN			
WRITING -SOCIETY			
WRITING -CULTURE			
WRITING -REALITY			

LANGUAGE MATRICES vs		Type (FQ/PQ/RQ/AQ)	COOPERATING ACADEMICS
<i>2-dimensional problems</i>			
<i>SKILLS</i>			
LISTENING			
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