Scope*
exemplary problems

1. **LANGUAGE and SCHOOLING** [re. curricula, interaction, academic language, assessment, CLIL, etc.]

   How does language operate in schooling across the globe?

   How does the language of schooling support students' beliefs, activity, affect, and thinking?

   How "visible" is language as a component of educational practice determining students' results?

   What theoretical concepts are manifested through everyday schooling in different countries?

2. **LANGUAGE and CULTURE** [re. identity, pluralingualism, mediation, interculturality, citizenship, etc.]

   To what extent does education rest on the cultural element?

   What is the cultural component of learners' beliefs, activity, affect, and thinking?

   How is the intercultural competence developed through L1 and L2/FL education?

   What language image of the world is to be found through educational theories and practices?

3. **LANGUAGE and METHODOLOGY** [re. grounded theory, dialogue, action research, narratives, etc.]

   What language is employed by different teaching methods?

   How do different educational means relate to learners' beliefs, activity, affect, and thinking?

   What language-oriented theories prove most practical for educational practices?

   What implications for research and teaching methods follow from the "linguistic turn"?

4. **LANGUAGE and PERSONALITY** [re. personal constructs, awareness, special needs, self-expression, etc.]

   To what extent is the use of language a personal experience?

   How can the impact of language the learners' beliefs, activity, affect, and thinking be studied?

   What theoretical categories relating to personality are employed by educational practices?

   How personally relevant is the language employed in educational theories and practices?