

EDITORIAL

Language Education Policy (LEP)

Políticas Educacionais Linguísticas

Simone Sarmento¹, Larissa Goulart da Silva²

¹ Universidade Federal do Rio Grande do Sul (UFRGS).

² Warwick University.

We are pleased to announce this edition of the *Brazilian English Language Teaching Journal* with the theme LANGUAGE EDUCATION POLICY (LEP). LEPs have been attracting growing attention not only on the part of scholars but also on the part of the general public. It is important to point out that we take here a broad understanding of LEPs, encompassing not only official texts and norms, but also, “de facto” policies, i.e., language education practices (Shohamy, 2006, p. xv). In this edition, we present texts which depict several different LEPs, ranging from language teaching programs to large scale language tests, such as the Languages without Borders Program, the English Proficiency Exam for the Brazilian Airspace Control System, Certificate of Proficiency in Brazilian Portuguese for Foreigners, among other programs.

In the first paper entitled *Linguistic diversity in the public university: a desvealing study of domination strategies for language policy field* by Marcus Vinicius Freitas Mussi, the author analyses linguistic diversity in the discourse of university professors and students based on interviews, surveys and field observations. This study reveals that most of the research participants have suffered language discrimination in the university context.

Paula Ribeiro e Souza is the author of *The washback effect of EPLIS on teachers' perceptions*, which depicts the language policy regarding the assessment of English language proficiency for air traffic controllers and aeronautical station operators. This study investigates how EPLIS effects English teachers' perceptions of the Air Traffic Control Initial Training Program.

Corresponding Authors:

SIMONE SARMENTO
<simone.sarmento@ufrgs.br>

LARISSA GOULART DA SILVA
<l.goulart-da-silva@warwick.ac.uk>



This article is licensed under a Creative Commons Attribution 4.0 International license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original publication is properly cited.
<http://creativecommons.org/licenses/by/4.0/>

The third text, *Native-speakerism and English without Borders Program: Investigating language ideologies through a language policy*, by Taisa Pinetti Passoni, uses critical discourse analysis resources to investigate how native-speakerism is challenged or reinforced by the agenda implemented by English without Borders.

Alex Josef Kasula discusses the development and outcomes of a multilingual literary magazine, *Olowalu Review*, within an English-only policy in the United States. Entitled *Developing a multilingual literary magazine in an english-only policy environment*, elaborates on the analysis of translanguaging to promote multilingualism.

Next, we have an article by Maria Alejandra Saraiva Pasca and Karen Pupp Spinassé entitled *Focus on form and L2/L3 English language teaching*. In this article the authors discuss the benefits of making grammar and lexical comparisons among languages, and the importance of using a Meaning and Form Focused Instruction with corrective feedback when teaching L3 learners.

In *A theoretical outline of the importance of cross-cultural and pragmatic awareness in the business scenario*, Victor Marques Soprana provides the reader with an outline about the relevance of cross-cultural and pragmatic knowledge, especially in English within the business context. He emphasizes the need to raise both pragmatic and cross-cultural awareness when teaching business English.

In the last paper of this edition entitled *English in students' view: a case study in a public school*, Lucas Alves Selhorst and Rita de Cássia Medeiros de Carvalho surveyed 50 public school students in order to understand their views and perceptions of English language learning in this context. Based on students answers the authors argue that students believe that English classes at school are relevant, but to achieve a good level of English it is necessary to study outside the school too.

Finally, we have an interview with Juliana Roquele Schoffen about the Certificate of Proficiency in Portuguese for Foreigners, Juliana has been involved with Celpe-Bras for almost 20 years and shares her experience with this important language policy initiative.

We would like to compliment all of the authors who have enriched this edition of BELT with their papers. We hope that the issues discussed in their studies stimulate further debates relevant for Language Education Policies, which can eventually contribute to the improvement and continued advancement of teachers, professors and others professionals involved in language policies.

BELT+ Editorial Team*

* Larissa Goulart da Silva, UFRGS, Brazil; Camila Visalli Gomes, PUCRS, Brazil; Simone Sarmiento, UFRGS, Brazil and Cristina Perna (Editor-in-Chief), PUCRS, Brazil.