

# Editorial

Manuel Célio Conceição

University of Algarve, Portugal  
[mconcei@ualg.pt](mailto:mconcei@ualg.pt)

Fifteen years after its first issue, the *European Journal of Language Policy (EJLP)* has a change of editor! I have the privilege to assume this function and I am very proud to succeed Mike Kelly, the editor since its inception. Our mission is to show the results of research on complexities of languages policies, meant broadly as languages beliefs, practices, choices and uses and their impact, fostering informed discussion and innovative thinking in the field.

This issue features three papers and three interventions, offering diverse perspectives on language policy and its impact across different regions and institutions. Each contribution provides a deep dive into the specific linguistic and policy-related challenges of its respective context.

The first paper, by Frances Junnier – “English as a lingua franca discourse in European Union higher education and research policy” – explores the prominence of English in Europe. Using critical discourse analysis to study a corpus of European documents, the author analyses the implications of English as a contact language in education and research contexts, serving (or not) as a bridge language amidst the continent’s linguistic diversity. Addressing this gap is a way to raise relevant questions about linguistic equity, identity, and policy in a multilingual union and it is vital for efficient communication and maintaining a competitive edge in the European higher education area and beyond.

The second paper, by Aman Abasilov and Bijomart Kapalbek – “Linguistic dynamics and language policy in Kazakhstan: challenges and future prospects” – examines the intricate language dynamics in Kazakhstan, creating an idea of the language changes during the period of independence and assessing the language policy and its prospects at the present stage, in order to show different stages of the formation of the Kazakh language identity. It provides a comprehensive look at how Kazakhstan manages its bilingual and multilingual realities, reflecting on the broader implications for national identity and cultural preservation in a post-Soviet landscape. Language policy in Kazakhstan

involves overcoming challenges, embracing national identity and its relation with the influence of English.

“I don’t speak correctly”: linguistic attitudes of Galician speakers in Costa da Morte”, by Ewa Urbaniak, is the third text. It delves into the linguistic realities of a unique region in Spain. This paper examines the sociocultural context of the Galician language, describing negative attitudes towards the non-standardised version of Galician. It explores how these attitudes are shaped by the emergence of a prestigious standard version of the language, rather than by the influence of Spanish. This study highlights the cultural and political factors that influence language use and policy in a region with a strong sense of linguistic identity.

In addition to these research papers, we are pleased to present three interventions that address significant topics in the field of language policy. In the first text, Piet van de Craen shows to what extent the Conseil Européen pour les Langues/European Language Council (CEL/ELC), established in 1997, has been instrumental in promoting multilingual education in Europe and how it has been significantly influenced by the 1995 European Commission White Paper. Over three decades, numerous projects have reshaped the language teaching/learning / research landscape. However, recent years show a decline in new initiatives, indicating waning interest. Challenges and opportunities identified in multilingualism include balancing global–local dynamics and fostering individual–universal language growth. The upcoming 2025 Brussels conference will evaluate the progress, setbacks and future prospects of multilingual education, honouring the contributions of Wolfgang Mackiewicz.

Nemira Mačianskienė and Kris Peeters present, in the second intervention, the aims and outcomes of a European project, Adding Plurilingual Approaches to Language Teachers Competences in Higher Education (APATCHE). It aims to enhance teacher competences by incorporating plurilingual approaches, benefiting language and non-language teachers. A collaborative methodology was used among five European universities to develop a descriptive scale of plurilingual teacher competences and a multilingual online course. This initiative promotes inclusive education and innovative teaching practices, aiming to embed plurilingualism in higher education.

The last intervention is about a recent publication on languages and language policies within European university alliances. European University Alliances (EUAs) aim to transform higher education by fostering transnational cooperation and promoting European values. Central to their mission are innovative language policies that balance linguistic diversity with effective communication. These policies encourage multilingualism to enhance

cultural experiences, employability and integration. Despite challenges like over-reliance on English, EUAs leverage language centres and digital platforms to support multiple languages. This multilingual approach enriches academic collaboration, innovation and European identity. Ultimately, languages are crucial for the success and unity of EUAs, providing a rich and inclusive educational experience.

Together, these papers and interventions offer a rich and varied exploration of language policy issues, each contributing valuable insights into the ways languages coexist, compete and are used, sometimes regulated. They set a strong foundation for our journal's ongoing exploration of the multifaceted world of language policies.

I extend my deepest gratitude to the authors for their meticulous research and to the reviewers for their critical insights and dedication. I am also thankful to our readers for their interest and engagement, which are crucial to the success and growth of this journal.