

Foreword

Roger Nunn

Welcome to our seventh Volume of English Scholarship Beyond Borders. In this volume we will be proposing two issues for the first time.

In this first issue, we present four papers from very different cultural and geographical contexts. In *Beliefs of students about their translanguaging practices in a South African university*, Msukisi Howard Kepe provides interesting insights into the domination of English in the post-apartheid mainstream education system. His study continues his work into translanguaging (Kepe, 2019) by exploring the beliefs of students about their translanguaging practices at University level. The findings indicated that translanguaging encourages a cultural process of the negotiation of linguistic practices. His study also reflects on the broad diversity of global settings in which translanguaging occurs. This study resonates with the work of four other ESBB members (Foncha et al., 2016), in that it leads students to reflect constructively on their diverse linguistic and cultural backgrounds.

In the first of two papers in this issue (and three in this volume) on developing informational competence (*Two models of reuse situations in language textbooks*), Ahmet Acar scrutinizes the use of mini-projects an action-oriented approach to promote the development of social actors in the classroom. Mini-projects therefore go beyond the communicative simulations and role-plays of previous communicative approaches. Ahmet discusses two models of reuse situations in language textbooks, concluding that only mini-projects “have the potential to train students capable of acting in a foreign language-culture as social actors”.

Jennifer Yphantides provides an original contribution to our guiding theme of crossing borders in *Supporting neurodiverse students in the EFL classroom: A cross border challenge and responsibility*, Jennifer points out that in spite of the increased need to consider neurodiversity, most of us are ill-prepared face this challenge. This paper provides both theoretically sound explanations and practical classroom-tested solutions. A very interesting contribution and one that also underlines the responsibility we all have to learn about neurodiversity.

In our first contribution from France since our first publication seven years ago, we are happy to introduce this paper by Christian Puren, who like Ahmet Acar, addresses information literacy. Scheduled to be a keynote speaker at our Izmir conference (which was cancelled at the last minute due to the coronavirus epidemic), Puren (*Information literacy in a social action-oriented approach: From communicative competence to informational competence*) provides a rich theoretical and practical pedagogical framework for considering the social dimensions of informational competence. Puren's work is exemplified from a French as a foreign language context, but it is interesting to note common interests with English teaching in school systems in other contexts, such as the Turkish context described by Ahmet Acar in this volume.

References

Foncha, J., Sivasubramanian, S., Adamson, J. and Nunn. R. (2016) *Investigating the role of language in the identity construction of scholars: Coming to terms with inter-cultural communicative competence*. Cambridge Books.

Kepe, M. H. (2019) Translanguaging in the culturally diverse classrooms of a South African School. *ESBB* 5 (1), 81-121.