



ISSN 2187-4972

Working Papers in Language Education and Research

<http://eliworkingpapers.org/>

EDITORIAL

Publication date: February, 2013

Editorial – Neil Johnson

Welcome to the inaugural issue of the online Working Papers in Language Education and Research.

With many important changes underway in the fields of language education and applied linguistics, it is an exciting time to share ideas, concepts, and models of research in order to improve practice in the field of language education. Similarly, with the English Language Institute (ELI) currently undergoing continued expansion within Kanda University of International Studies (KUIS), and presently undertaking a thorough re-evaluation of curricula and research trajectories, this journal will increasingly serve not only as a record of international presentations, but also as a forum for new ideas, and preliminary research findings. These findings will further enrich the research and teaching practices of the ELI and, it is hoped, the broader Asian context in particular.

In this first issue of the online version of Working Papers, nine articles provide a snap-shot of the research and practice being explored by members of the ELI from late 2011 through towards the middle of 2012. These articles represent work presented in international conferences in venues as far apart as Glasgow and Phnom Penh. The authors introduce a wide range of research and practice to hopefully inspire future work, collaboration, and classroom innovation. It is our hope that many of the pieces published in this forum will go on to stimulate discussion and collaboration and eventually develop into full research projects. The practice-driven papers in this first issue should be of interest to practitioners in the Japanese university context and beyond.

Keith Barrs contributes two related papers that add to the developing field of linguistic landscape studies. He is interested in the potential affordances that awareness of this landscape can provide. He explores evidence from Japanese newspapers of the ubiquity of loanword usage in Japanese media and argues that the loan words from English that have become a part of the Japanese lexicon are a potentially powerful learning resource for Japanese students.

Joachim Castellano describes the theoretical basis for development of an elective course in Media English. He situates his materials and task design within the area of digital literacies and provides a detailed account of how he links task with objectives within the context of a content-based course design.

Rochelle King is concerned with practical ways to help her students develop independent learning strategies and practice. She describes a sequence of activities that she has developed that scaffold autonomous learning practices within a Freshman English course. She argues that this proves to be a useful step in the development of her learners.

Brian R. Morrison describes research into the changes that writers make to their academic writing texts while involved in a genre-based intervention. He is able to detail important longitudinal developments in the writing of his students and cites awareness of discourse community expectations as a key goal for writing instruction in the given context.

Richard O'Loughlin's contribution describes a workshop given for participants at CAMTESOL. He uses Nation's Four Strands model to develop speaking strategies from reading texts and offers further insights as to how to develop classroom materials that provide effective learning opportunities.

Donald Patterson also describes a workshop from CAMTESOL with a focus on developing speaking fluency. Patterson firstly describes what fluency is, and then offers details of several activities designed to provide learners with opportunity to focus on their spoken fluency.

Luke Rowland describes using the 4Cs framework (Coyle, Hood & Marsh 2010) to design a course where content and language are fully integrated. He further details ways in which each aspect of the model informs development of a course on Problem Solving Skills.

Atsumi Yamaguchi's paper gives voice to Japanese secondary school teachers as they reflect on some of the constraints they face in their classrooms. Participants took part in a workshop that explored the feasibility of introducing a TBLT approach in Japanese secondary teaching contexts. Concerns with the suitability of the approach to match student needs for entrance exam success was one important finding of the focus-group discussion.

The Other Papers section of this issue is also important as it highlights the publication profile of the ELI. This section features abstracts of papers that have been funded for international conference presentation, and have subsequently been published in a variety of conference proceedings, as well as in national, and international forums.