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## **Working Papers in Language Education and Research**

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### **EDITORIAL**

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### **Editorial – Neil Johnson**

Welcome to the February, 2014 issue of the online Working Papers in Language Education and Research.

In this issue of Working Papers, we have five articles that provide insight into the research and practice being explored by members of the ELI from early 2013 through towards the early part of 2014. These articles represent work presented in international forums and also ongoing research being conducted within the ELI at Kanda University of International Studies. The authors introduce a 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 second issue should be of interest to practitioners in the Japanese university context and beyond.

**Dani Fischer** introduces work being done in the IC Reading and Writing program, where a total re-visioning of the curriculum has taken place. Fischer uses the example of an authentic reading text from a hotel website to explore how a literacies approach to reading and writing can encapsulate the social, linguistic, and cognitive aspects of language use. By understanding language as a social semiotic system for meaning making, representing the position and interests of the author, learners develop the kinds of awareness that are crucial for successful participation in many digital and other contexts.

**Erin Hughes'** paper offers a preliminary description of ongoing work in her EISO 3 content-based course. In this course, learners are challenged, through structured fieldwork activities, to really push up against the unwritten, yet clearly understood, social rules and boundaries that govern daily life. This practice, influenced by the Ethnomethodology of Garfinkel, has important potential to further our understanding of the role of identity in the learning of a foreign language.

**Jo Mynard and David McLoughlin** present work that seeks to understand the important place that affect plays in learning motivation and development. Mynard and McLoughlin offer a brief review of the literature on affect and try to distinguish some of the terminology that surrounds the concept. The concept is then applied to a brief excerpt from a Learning Advising session. Analysis suggests that the close interpersonal relationship that learning advisors develop with students can and does impact positively on the affect of learners.

**Donald Patterson**

Asks explores how students feel about evaluating their peers and being evaluated by them when giving presentations. For example, what can an instructor do to ensure students receive adequate feedback in larger classes? This paper addresses these questions by describing a preliminary study examining the efficacy of peer feedback on affect in small-group presentations. Findings suggest that peer evaluation can be a welcome addition to teacher evaluation.

**Akiyuki Sakai** offers a critical discourse analysis of reading texts from an Australian school context. His work confirms that reading books designed for specific academic or schooling contexts will often positively represent particular ideological positions and marginalize others. Caution and awareness are recommended when approaching such texts as potential material for second and foreign language classrooms in particular.

**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.