

Foreword (2018)

After a three-year hiatus, we are happy to announce the relaunch of *Working Papers* (now renamed *Literacies and Language Education: Research and Practice*). This renaming and relaunch are the end of one journey, but the start of another which we hope to be long and fruitful.

Working Papers was initially designed to provide an opportunity for teachers, particularly those new to research, to publish papers based on what they were actually doing in the classroom, and/or to report on in-progress research they were undertaking with the goal of perhaps publishing finished works elsewhere. While we still strongly encourage new researchers to submit their work, the new title, *Literacies and Language Education: Research and Practice*, hints at our aim to be even more ambitious than before.

The new title emphasizes a slightly new focus. The recent primacy of 'Literacies' in the ELI curriculum is recognized, while it also acknowledges work being done in the broader language field. Additionally, the title mentions both Research and Practice – the latter term suggesting a penchant towards action research and teaching practice related to the KUIS/ELI context, with the former term allowing for the inclusion of more holistic research. This edition's papers bear testament to both this broad range of research and the emphasis on the ELI context.

Where the classroom is concerned, Scott Sustenance's paper looks at the effectiveness of a particular vocabulary teaching technique that can easily be used in any context, while Dan Hooper's literature review challenges the assumption that students should not be using dictionaries in the classroom. Phoebe Lyon takes an evaluative look at the potential benefits of student-developed dialogue and drama, and Charlotte Lin argues that the creation of learner corpora can usefully inform teachers of their students' relative strengths and weaknesses. Looking more at

pedagogy, James Owens' article evaluates the effectiveness of a course based on Multiliteracies principles, and Rachel Manley looks at the possibilities for game-playing in facilitating various skills in a CLT context.

The revamping of the journal has been a time-consuming process, but one that we feel justifies the effort. It has involved a title change, a move to a new domain, and a shift to become a blind and (fully) peer-reviewed, open-access publication. We wanted to guarantee that the final publication features articles that have undergone a thorough review and editing process, while also providing opportunities for professional development to those wishing to further participate in the academic community. To that end, we are enormously grateful and indebted to the editing team (peer reviewers, copyeditors, tutors, and designers) and to the authors themselves for making this issue possible.

We sincerely hope that teachers, especially, but not only, those working here at KUIS, find these papers useful in both explaining some of the history behind our context, and also inspiring them to try new things. We also hope this issue encourages colleagues to submit their work for the next edition of *Literacies and Language Education: Research and Practice* in the 2019 academic year.

James Owens

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Editors