

2015

Foreword, by *Mark Evan Nelson*

The 2015 issue of *Working Papers* marks the final installment of this publication in its present form. To fill this void, faculty and staff of the English Language Institute (ELI) of Kanda University of International Studies (KUIS) are planning a reinvigorated, fully peer-reviewed, open-access publication dedicated to reporting on leading-edge research and practice in applied linguistics and language and literacies education in the Asia Pacific region and beyond. Details of this new journal and its appearance will be released in due course.

Fittingly, then, the four articles included in this culminating issue respectively speak in unique ways to the most central priorities of research and teaching in the ELI, relating especially to understanding and accommodating the growing importance of digitally mediated communication in education and everyday life; engendering cultural and intercultural awareness and sensitivity as fundamental resources for global social participation; and recognizing the essential disposition of language(s), texts, and communicative practices to *mean* beyond the boundaries of dictionary definitions, conventional interpretations, and standard routines.

The lead article, *An Evaluation of Tablet Computers for Ubiquitous Language Learning*, is the contribution of Paul A. Lyddon, who presents an analysis of Japanese university students' use of tablet devices in and out of class, helpfully suggesting that iPads and other such devices are better regarded as a diverse, dynamically assembled and accessed cluster of learning resources than as a complete, unified resource in itself. In her piece, entitled *Shaping Global Language Users: Raising Cultural Awareness in a Japanese University EFL Classroom*, Julia Nikolskaya outlines and evaluates a unit of work designed to sensitize learners to meaningful differences and similarities in the features and practices of target-language cultures as well as often 'invisible' cultures in which learners themselves are immersed. For their part, in their piece entitled *Incorporating Knowledge Processes into EFL Pedagogy: A Multiliteracies Approach*, Barton Colmerauer and Joe W. Moody explore the pedagogical dimensions of cultivating learners' awareness of and 'designful' attention to aspects of difference and diversity that are also textual and semiotic in nature, practically integrating elements of Kalantzis and Cope's 'knowledge processes' conceptual framework with tried and tested teaching techniques. Finally, Nick Canning's article, *Accessing Academic English Literacy at*

an International Branch Campus: An Exploratory Study in Vietnam, presents research into the academic English development of Vietnamese university students at an international branch campus, his findings highlighting a need for balanced provision of explicit forms of instruction and structured input with autonomous and collaborative learning experiences.