

## Foreword (2019)

We are proud to share the second issue (Autumn 2019) of the revamped ELI journal, *Literacies and Language Education: Research and Practice*. The stated goal of the journal is primarily to create a space for those in the ELI, including those new to research, to publish work related to their classroom practices and/or that which may be applicable to the KUIS teaching context. This year's articles are wonderful examples of exactly what we hope this journal encourages.

[Erin Frazier and Steven Asquith](#) share their research on an innovative unit for the Freshman English course which could provide a model for future approaches to curriculum development. [Eric Lynch](#) shows how vocabulary learning can be introduced effectively by utilizing vocabulary notebooks and flashcards. [Ross Sampson](#) explores the applicability of the Academic Word List to the KUIS context, and evaluates how well particular learning materials introduce it.

We wish to extend our gratitude and appreciation to the [editing team](#) (peer reviewers, copyeditors, tutors, and designers) for their hard work and effort in getting this issue's manuscripts for our readers.

We believe that both educators in the ELI at KUIS and those teaching elsewhere may find some value and inspiration in this year's edition. Furthermore, as we continue adding to the institutional memory of the ELI, it is our hope that other lecturers in the institute are encouraged to join in by submitting their work for the 2020 issue of *Literacies and Language Education: Research and Practice*.

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