Foreword (2020)

After an exceptional year, both in academia and society at large, we are delighted to publish the third issue of the revamped ELI journal, *Literacies and Language Education: Research and Practice* (previously known as *Working Papers*).

A special section of this journal, guest-edited by Sam Morris, was shared earlier this year, featuring 22 submissions that focused on both describing and reflecting on the challenges that ELI lecturers faced in adapting their teaching to the pandemic. They will form part of a large, printed version of this year's issue. The response by ELI staff to the extraordinary situation we face in the current climate has garnered much praise, both internally and externally, and has indeed been impressive. The above-stated 22 submissions alone bear testimony to this fact.

This impressive response, however, should not distract us from the ongoing and equally impressive everyday work undertaken by ELI teachers, both in terms of research and classroom practice. The papers in this regular edition of the journal, published every autumn, are all excellent examples of long-term research projects and/or innovative classroom practice.

Bower and Jurns introduce the various benefits that having students work in 'stations' can offer in terms of making peer review more effective. In a project that began in 2019, and that now seems wonderfully prescient, de Veas et al. experiment with the use of online lessons, comparing their educational value to more regular in-person lessons, and then outlining considerations with implementing online versions of communicative courses.

Last year, under the guidance of Academic Advisory Board member Professor Anne Burns, an Action Research Project group was launched. Two papers this year offer excellent examples of the kind of work undertaken by this group. Garvey and Miner consider the idea of conducting Exploratory Practice with students, analysing its potential advantages and suggesting ways that it can be implemented in certain contexts. Gill looks at the efficacy of ascribing roles to students in order to scaffold activities where students discuss literature.

Rose-Wainstock describes how social annotation can be used to encourage online interaction with authentic texts in a way that also supports the building of classroom community. Sharma presents an integrated approach to promoting critical thinking skills and cultural awareness regarding Asian countries with which Japan has international relationships.

We hope these papers serve to motivate those considering future submissions. All ELI lecturers, including those new to research, are encouraged to publish work which

is related to their classroom practices and/or may be applicable to the KUIS teaching context.

As always, we would like to express our gratitude to the [editing team](#) (peer reviewers, copyeditors, tutors, and designers)—those involved in both the special edition and the regular edition—for their work. The sheer volume of submissions this year, in addition to the exceptional circumstances we have all found ourselves working under, have meant a not insignificant amount of work and some very tight timeframes. The response by all has been, as with so much this year, inspirational.

James Owens

Jennie Roloff Rothman

Editors