

Autumn 2021

## Foreword (2021)

After an extraordinary year last year, which saw an extra section of the journal dedicated solely to teaching during the unprecedented pandemic, this year saw the return of some degree of normality, with most ELI teachers teaching a portion of their classes face-to-face.

However, the effects of the ongoing pandemic still linger in the background, and online teaching is still a component of many courses. During this challenging but exciting period, teachers have, to their notable credit, been working hard to provide students with the best learning experiences they can within an admittedly more limited context than pre-pandemic.

Dedication to student needs is a common theme that runs through all the submissions to this issue. Three papers especially focus on student behaviour/practice in the classroom: [Pemberton](#) focuses on how introversion/extroversion levels affect the student experience of remote learning; [Hollinshead](#) looks at ways of increasing student participation in the classroom; [Yoshida](#) describes an action research project that experimented with assigning Leadership roles to students in her classes. (This project is another worthy addition to the work of the Action Research Project group currently being supervised by Professor Anne Burns of the Academic Advisory Board, a project group that resulted in two other excellent papers being published in this journal last year.)

The other three papers all focus more closely on course content and class activities: [Bower's](#) paper advocates for intercultural awareness and linguistic diversity (in this case British and American varieties of English) in a CLIL-based course; [Alexander](#) describes how poem video projects can be useful for fostering both self-knowledge and language skills in learners; [Yamagishi](#), meanwhile, explores the efficacy of implementing high-frequency vocabulary components in language courses.

As always, it is our aspiration that showcasing these papers here also serves to motivate those ELI lecturers considering future submissions, including those new to research and/or publishing. The only criteria are that the papers are related to classroom practices and/or may be applicable to the KUIS teaching context.

Finally, we would once again like to express our gratitude to the impressive [editing team](#) (peer reviewers, copyeditors, tutors, and designers) for their efforts in getting this journal put together. It is worth remembering that all the team are volunteers, with the same busy schedules and responsibilities we all have. Their work involved

some very tight timeframes, and the publication could not have happened without them.

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