

Foreword (2023)

As the pandemic is drawing to a close, ELI lessons and activities have shifted, largely back to the classroom, but with accommodations being made for online education as appropriate. The Spring 2023 journal issue content reflects this, with some authors sharing experiences from emergency remote or online teaching and others sharing aspects of education now seen in a new light as we return to a face-to-face context that has adapted to include lessons from the last few years.

The current issue showcases the diversity and vibrancy of research and classroom practices within the ELI. The topics addressed in this issue encompass classroom materials, design, social issues, teacher affect and emotion, and/or pedagogy, reflecting the broad range of interests and concerns in the field.

For instance, [Bannister](#) evaluates the use of images in ELI materials, highlighting their pedagogical value and offering suggestions for future development, while [Brown, Goncalves, and Haugland](#) investigate students' perceptions of disabilities with the hope that it will increase both staff and student understanding and support for disabled students. [Cardiff](#) looks at how the Sustainable Development Goals (SDGs) can be implemented in an EFL context to raise student awareness and enable them to take relevant action, and why it is important to do so.

[Gill](#) continues his Action Research project, following on from a [previous paper](#), to look at how students reacted to the use of reading logs with graded readers, and examine how successful he was in implementing them. [Herbert](#) investigated perspectives, of both students and teachers, regarding what influenced L2 learner motivation during the emergency remote learning implemented during the COVID-19 pandemic. [Lege](#) explores how course document design can have a significant effect on language learners' perceptions of instructors and institutions, and why it is beneficial for teachers to be aware of the importance of design.

[Owens](#) examines extraneous factors that may affect teachers' ability to grade objectively, and how they can potentially be mitigated. [Sustenance](#) follows up on his [previous study](#) to provide examples of images that can

be used as a mnemonic tool to aid vocabulary learning in the digital age. Finally, [Yoshida and Góngora Jurado](#) examine negative emotions, especially frustration and overwhelm, experienced by two teachers in their first year of teaching at a university, to underscore the importance of teacher well-being.

The authors' contributions reflect a diverse range of research experience, with some authors publishing their first article in this journal and others presenting follow-up studies, and/or contributing their second paper to this journal. The participation of both newcomers and experienced authors is impressive and inspiring. It should motivate all teachers, regardless of their research experience, to submit their work to the journal. As mentioned earlier, the diverse range of topics covered in this issue also demonstrates the breadth of interests and concerns within the field of ELI, highlighting the many opportunities for teachers to engage in research and contribute to the advancement of the field.

It is our wish that this issue, like previous ones, motivates more ELI lecturers to submit in the future, particularly those new to publishing or research. We also, welcomed, in this issue, a submission from a former-ELI lecturer regarding work done during their time in the ELI, so perhaps we may see more of those in the future as well.

As we close, it is important to once again express our appreciation to our intrepid editing team (peer reviewers, copyeditors, and designers) for their work. Pulling a journal issue together is a challenging collective task that would not be possible without the help of all these volunteers. Thank you, once again, for making another issue of *Literacies and Language Education: Research and Practice* get published amidst your busy schedules and responsibilities. We also would like to acknowledge appreciation for authors' patience with the unexpected delays in the publication of this issue.

James Owens
Jennie Roloff Rothman

Editors