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From the Editor

In this September issue of the *L2 Journal*, we are happy to publish contributions to all three categories of papers featured in this journal: *General research articles*, *Pedagogic reports*, and *Instructors' perspectives essays*.

General research articles describe original empirical research based on a theoretical framework that links previous research in applied linguistics and/or educational research, and language teaching practices. Researchers not only provide empirical data, which they analyze and interpret, but they also discuss in what way their study contributes to or puts into question existing theory and in what way it can contribute to language teaching practice. Full-length articles are approximately 8,000 words, including references; they include an abstract of no more than 200 words; and they follow the APA style sheet. Appendices are limited to no more than 1,500 words. Some articles take advantage of the electronic publication format by including hypermedia links to multimedia material both within and outside the article.

In this issue, the paper by Maria Economidou-Kogetsidis, Louiza Soteriadou and Loukia Taxitari, “Developing Pragmatic Competence in an Instructed Setting: The Effectiveness of Pedagogical Intervention in Greek EFL Learners’ Request Production,” and the paper by Ji-Young Shin, Ashley J. Velázquez, Aleksandra Swatek, Shelley Staples and R. Scott Partridge, “Examining the Effectiveness of Corpus-Informed Instruction of Reporting Verbs in L2 First-Year College Writing,” are two examples of a general research article. The first is based on the sociolinguistic theory of pragmalinguistic and sociopragmatic performance; the second is based on the literacy theory of corpus-informed L2 writing methodology. Both discuss implications for the teaching of pragmatic competence in the L2 and the teaching of L2 writing respectively.

Pedagogic reports are brief reports on second and foreign language pedagogical activities and research specifically related to curriculum design and teaching innovation. Reports are peer-reviewed by external researchers in teaching methodology and/or curriculum development. During the peer-review process particular attention is paid to originality, clear rationale, thorough description and documentation, quality of writing, and to the way the activity was evaluated (i.e., were the teaching objectives attained, and how was this assessed?).

In this issue, the paper by Mark Kaiser, “Teaching a Film Clip in a Multiliteracies Framework,” is an example of a pedagogic report. It uses a multiliteracies conceptual framework to describe the way teachers could use a film clip to help students go beyond linguistic or communicative competence, and sensitize them to the historical, social and cultural aspects of the target environment in which the language is used in everyday life.

Instructors' perspectives essays are reflections on the theory and practice of language teaching as well as language instructors' identities and trajectories. These reflections take the form of personal essays or “blogs,” so rather than follow the traditional format of research articles (introduction, literature review, methods, etc.), authors aim at describing how personal

experiences and/or readings have influenced their teaching. Essays are peer-reviewed in-house by language teaching practitioners and are evaluated with particular attention to their general interest, relevance and value to a broad readership of language educators, as well as their style and quality of writing.

In this issue the essay by Robert Blake, "Reflections from a Language Road Warrior," and the three responses by Annamaria Bellezza, Nikolaus Euba, and Mark Kaiser are examples of such Instructors' perspectives. So is the essay by Rajwan Alshareefy, "How Language Teacher Identities Conflict in Light of Bourdieu's Concepts of *Habitus*, *Capital*, and *Field*." These contributions are informal essays that express the personal opinions of their authors on various aspects of their professional experience and the readings that have inspired them in their identity as language teachers.

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