

Editorial

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Welcome to the Autumn/Winter 2015 special issue of ISEJ. Our last issue in spring 2015 contained two reviews of the 2015 BALEAP conference held at the University of Leicester. In this issue, four of the presentations related to the student experience at that conference have been turned into articles. The exception is an article all the way from Australia with Jonathan Sibley from Central Queensland University considering the relationship between wellbeing and academic progress and arguing the case for an early detection of a lack of wellbeing leading to intervention and a possible rescuing from academic failure.

The conference related articles begin with one from Jane Saville and David Hewish from the University of the West of England in Bristol. The article is again research-based with research leading to the ‘introduction of pre-arrival tasks across all faculties and the formation of a cross-service International Student Experience Group’ (Saville and Hewish, 2015). Timothy Leigh from the University of Bolton continues the theme of the challenge of studying abroad for international students and reports on the use of a social networking site to bring international students together. Gwyneth James from the University of Hertfordshire focuses on the transition experiences of one of the students who participated in her doctoral research in which she used a ‘Narrative Inquiry’ approach. Finally from BALEAP 2015 we have Mary Davis, from Oxford Brookes University, who asks the key question ‘Can EAP meet the source use needs of international Master’s students?’ and concludes that pre-session programmes can help but that further EAP teaching throughout their time at university is necessary to help the students understand more complex aspects of source use.

In addition to these, we have a review of the Sheffield BALEAP PIM from Gary Riley-Jones and our advertorial is about Trinity’s integrated skills in English test (ISE). This test is just one of two SELT tests accepted by the UKBA for entry to UK education institutions through the Tier 4 route. In the spring/summer 2016 issue we hope to include both a student and teacher perspective on the test (please contact us if interested).

In other news, we are sad to announce that two of our founding members, Caroline Burns and Ellie Kennedy, have decided to take a break from our Editorial Panel due to work and other commitments. We are glad that both will be keeping in contact and hope to return in the future. However, this has given us the opportunity to recruit Kerry Tavakoli from St Andrews onto our Editorial Panel. Many of you will be familiar with Kerry as she is currently a member of the BALEAP executive committee, and coordinates an annual conference on various aspects of EAP at the University of St Andrews. We also have an Editorial Team of seventeen reviewers who help with mentoring, reviewing and proofreading. We have decided that we would like to have a separate group who are responsible for just proofreading and if you would be interested in this then please contact us as we would like to build up this group.

Finally although this is officially the autumn/winter issue I’d like to take the opportunity to wish all our readers, whichever your religious beliefs, a great Christmas and a fantastic 2016.