

## Editorial

Volume 5, Number 2, 2011.

Welcome to Volume 5, Number 2 of the *Journal of Academic Language and Learning*, a special issue on “Forging New Directions in Academic Language and Learning”. The articles collected here are all from papers presented at the 10th Biennial AALL conference held in Adelaide, South Australia, 24-25 November 2011. We are very pleased to provide our readers with fifteen papers from universities around the country, from ALL practitioners working in a variety of disciplines, and exploring a broad range of concerns.

At the end of 2011, we are faced more than ever with greater diversity in the student population, in academic staff, and therefore in the roles and possibilities available to ALL practitioners. These are challenging and exciting times, as can be seen in the broader reflection of the current state of ALL practice and scholarship. The articles in this edition of JALL fall into three main areas which reflect these current issues, although there is a degree of overlap between their central concerns: embedded programs and interventions; international students and English language; and uses of new technologies.

For many of our authors in this collection, the focus is on pragmatic interventions that enhance the student experience, much of which is embedded in various disciplines. We have Brooman-Jones, Cunningham, Hanna and Wilson working in a Business School; Hughes, Tucker and Knaggs working in Law; Goldsmith and Newton working in Construction; Johnston working in Information Technology, Engineering and Environment; Kokkinn and Mahar in Nursing; Stratilas in Accounting; and Harris and Ashton working in an MBA program. While some of their concerns are specific to the context of the disciplines in which they work, much of what they have to say usefully informs the interventions of ALL practitioners in other parts of university education.

Other articles in this edition are more specifically targeted at responding to the needs of international students and English language issues (although, of course, much of what has already been mentioned is also of great benefit to international students). In this group of articles we have Barrett-Lennard, Dunworth and Harris reporting on some of the implications of the Good Practice Principles; Muller on how to address the language needs of international Nursing students; Adiningrum and Kutieleh on the cultural issues relating to Indonesian students grappling with the complexities of plagiarism; and Benzie on alternative pathways into degree programs.

In the third group of articles we learn about innovative uses of digital technologies. Leslie-McCarthy and Tutty consider what is required for creating effective ALL websites; Beaumont explores the use in ALL work of short films “featuring conversations between learning advisers and subject coordinators, lecturers, tutors and library staff”; and Teoh provides some insights on best use of ePortfolios.

Finally, Alisa Percy poses an important question for us to ponder: is the current situation facing us really all that new, or is in fact repeating much of what we’ve faced before?

We were also privileged to read many more papers that were not ready to be included in this issue, but that demonstrate the depth and breadth of the wonderful work being undertaken by ALL practitioners around Australia and beyond. We hope that these authors will continue to develop their papers and that we will see them published in future issues of JALL. It is important that we share our insights with each other as we continue to build this exciting and innovative community.

Cally Guerin and Julia Miller

University of Adelaide