

Editorial

Volume 1, Number 1, 2007.

Welcome to the inaugural issue of the *Journal of Academic Language and Learning* (JALL), an e-journal dedicated to the interests of staff who provide academic language and learning development to students and staff in tertiary education settings. This issue is a combination of a regular article and book review, and a number of papers which were presented at the *Eighth Biennial National Conference of the Association for Academic Language and Learning*. The conference papers in this issue are the ones which managed to complete the reviewing and editorial process in time to meet the publication deadline for this issue, and will be introduced by the Special Editor for the Conference Proceedings below. It is expected that additional papers from the conference will be published in the next issue of the Journal.

Although at this stage only one issue of the Journal is expected to be published each year, in order to offer authors timely publication of their articles and to give the Journal the feel of a more frequent publication, regular articles are published online as soon as they have successfully completed the review and editing process (though conference papers only get published after the completion of the conference). The first paper to get published in the Journal was on *Valuing individual consultations as input into other modes of teaching*, by Kate Chanock. Since it was published in February, it has been viewed over 600 times, testament to the timeliness and interest level of the topic discussed. For those debating the value and place of individual consultations in academic language and learning (ALL) work with the management at their university, it might be of value to note that both Kate (La Trobe), and Dominic Fitzsimmons, Ian Collinson, Monica Kerretts, Geoff Quick and Shivaun Weybury at UNSW, received *Carrick Citations for Outstanding Contributions to Student Learning* in 2006 for ALL work involving or flowing out of one-to-one consultations (see <http://www.carrickinstitute.edu.au/carrick/go/home/awards/pid/131> under La Trobe University and the University of New South Wales). The book review has also been downloaded over 100 times since its publication, auguring well for the interest level in the Journal.

Launching a new journal is an enormous job requiring the input and assistance of many people. As the *Association for Academic Language and Learning's* coordinator for the setting up and running of the journal, I would particularly like to thank the members of the steering committee who helped decide publication and editorial policy and journal publication styles. The other members of the committee were:

Kate Chanock	Marion May	Claire Aitchison
Susan Crozier	Margaret Cargill	Meg Poore
Rosemary Clerehan	Fiona Cotton	Lisa Cluett
Regina Sliuzas	Valli Rao	Rena Frohman
Alex McKnight	Fiona McCook	Tim Moore
Jennie Lynch	Beverly Kokkin	

Meg Poore is deserving of particular thanks for her role in obtaining approval for the Journal to be hosted on one of the ANU's servers at no cost to the Association; the ANU is thanked for this generosity and support of the work of ALL staff; and the Academic Skills and Learning Centre at the ANU is also gratefully thanked for donating the time of one of their technical support officers to install and maintain the software used to produce the Journal.

On behalf of the JALL editorial team, I would also like to thank all the referees for the Journal for their valuable help in achieving a high standard of publication.

Of course, any publication is only as strong as the papers it publishes, so I would also like to thank all the authors for the time and effort they have put into their papers, and would like to encourage prospective authors to consider publishing in the Journal in the future.

As to the future, now that the first issue is “under our belt”, the inaugural editorial team consisting of Jennie Lynch, Fiona Cotton, Kate Chanock, Rosemary Clerehan, Claire Aitchison, Valli Rao and myself is looking to improve, promote and develop the Journal. Any suggestions or feedback about how the Journal could be improved or promoted are most welcome and can be directed to myself or any of the editorial team.

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Papers presented at the Eighth Biennial National Conference of the Association for Academic Language and Learning

This first volume of JALL includes ten papers presented at the Eighth Biennial National Conference of the Association for Academic Language and Learning held at La Trobe University on 29 and 30 November, 2007. These papers present us with the wide range of roles and contexts in which Academic Language and Learning practitioners work. Authors have engaged with the theme of the 2007 AALL conference, *How Do We Communicate?*, by addressing a range of people we communicate with: students, academic colleagues, other ALL advisers and management.

Six of the conference papers address how we communicate with students. Priest’s paper discusses the use of email in dialoguing one-to-one with distance education students, whilst Power, Carmichael and Goldsmith’s paper focuses on creating meaning with students through the use of metaphor. Two papers address academic integrity issues. In the first one, Keuskamp and Sliuzas give an account of an analysis of text matching software reports and how the findings can guide ALL advisers in supporting student learning, and in the second, Shaw, Moore and Gandhidasan report on working with international students in a postgraduate health subject around issues of academic integrity. International students are again central in the paper by Best, Hajzler and Henderson who look at the transition of Chinese students to study in Australia. Finally, Winn and Keuskamp move into the area of maths advising and argue that explicitly articulating underlying patterns for students helps them understand and improve their learning.

Carmela Briguglio addresses how ALL advisers can work with academics in the disciplines. In her paper, she argues that we need to work on a model of promoting resources, room and respect in order for our work to be recognised as enhancing student learning. Kate Chanock examines the dilemmas of the competing discourses of dyslexia, unpacks these and comments on how ALL advisers can work with dyslexic students.

The final two papers in the volume reflect on ALL as a profession and its place in higher education institutions. Stevenson and Kokkinn provide us with a reflection on the “shaping” of ALL and urge us to continue discussion about this in order to maintain the dynamic development of our profession. In her paper, *“Language staff lose academic ranking”: What’s new managerialism got to do with it?*, Rosemary Clerehan reports on the demise of the Language and Learning Services Unit at Monash University and in using the metaphor of ecology for student learning, analyses the simplistic approach taken by management in their decision to close the LLSU and to reclassify ALL positions.

We hope you embrace this new journal which provides a space to share our research, practices and reflections on the ALL profession.

Jennie Lynch

Special Editor of the *Refereed Proceedings of the Eighth Biennial National Conference of the Association for Academic Language and Learning*

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