

In This Issue

Melissa Mendelson & Jodi Weber ORTESOL Journal *Editors*

The ORTESOL Journal's 29th volume is the first from us, the journal's newest Co-Editors. We took over from longtime Editor Deborah Healey and Tom Delaney in the fall of 2012. We are forever grateful for their continued support and guidance as we navigated this project. With that said, we present the latest issue of the ORTESOL Journal. The articles herein are diverse in topic, but united in audience with all six features and columns focused on ELLs in higher education.

The issue begins with Donna Shaw's in-depth look at what strategies Saudi students use to succeed in American universities. Her research reminds teachers, advisors, and administrators that the existing research on international students is not complete until we consider the unique cultural and educational needs of each new group of students.

In our next feature, Emily Rine Butler addresses the need for pragmatic instruction to ELLs, while also sharing a technique for teaching pragmatics within a course. During a four-week summer language course, she spent two days working with students on politeness in emails. The takeaway from her work emphasizes that certain aspects of politeness must be taught explicitly and the results can be eye opening and relevant for students.

Marianne Stipe and Lora Yasen present an innovative project they created in order to improve the participation skills of their Japanese students. Using action research to

inform the process, the two teachers created a long-term performance project for their students that concluded with the students presenting on Japanese culture on community television. Their related findings, on how to more fully engage learners in a project, serve as a model for all teachers looking to boost participation.

Finally, we come to short teaching notes from teachers in the field. Beth Sheppard begins with her thoughts on connecting instruction to practice. She explains how she uses listening to raise students' awareness of their own oral production.

Maiko Hata takes us from the classroom to the office when she discusses how to work through difficult issues with individual students. Her insights as a former teacher-turned-advisor offer sound advice to anyone working with ELLs.

We end volume 29 with Laura Holland's suggestions for calling on students. She challenges teachers to move out of their comfort-zone and try new ways of calling on and talking to students during class.

Feel free to email or write for additional information regarding the articles available in this volume. We also encourage you to consider writing and submitting to the ORTESOL Journal. Please see the guidelines on the back page or visit the ORTESOL website. As always, feel free to contact the Editors with questions or comments.