

PREFACE TO THE 29TH ISSUE OF JSLAT

It is a delight to present the 29th edition of the *Journal of Second Language Acquisition and Teaching* (JSLAT). JSLAT is a peer-reviewed, student-led academic journal that is reviewed, edited, and produced entirely by dedicated doctoral students in the Second Language Acquisition and Teaching (SLAT) program at the University of Arizona. In addition to providing enriching experiences in the publication process, JSLAT offers students and established scholars alike an outlet for sharing SLA research across our broader interdisciplinary networks.

The SLAT community is particularly grateful for the leadership, insight, and work of Wei Xu, Senior Editor, and Hongni Gou, Junior Editor, for leading the work of recruiting reviewers, facilitating the peer-reviewing process, and preparing materials for final publication. Additionally, we are grateful for the work of JSLAT's blind peer reviewers whose feedback and guidance helped our contributors improve their articles and grow professionally.

This issue of JSLAT features a range of SLA topics and methodologies. In his article, "Genre Innovations in Dissertation Writing: Trends and Recommendations for Rhetoric and Composition Graduate Programs," Anuj Gupta explores innovative choices in dissertations and the notable lack of translanguaging practices in such writing. Dilara Avcı examines misalignment in EFL teachers' beliefs and practices in listening activities in her article, "EFL Teachers' Beliefs and Practices in Teaching Listening in a Primary School." Finally, Hanyu Jia uses speech act research and conversation analysis to identify differences in email requests between Chinese and American students in her article titled "A Comparison of Chinese and American Student Academic Email Requests to Faculty in Higher Education in the United States." Each of these articles demonstrates how research into language use and pedagogy can meaningfully inform teacher education, program administration, future research, and—most importantly—student agency and success.

To learn more about JSLAT and the SLAT program at the University of Arizona, including faculty biographies, program news, and student resources, please visit the SLAT website: <http://slat.arizona.edu>. Previous issues of the JSLAT are available online at <https://journals.uair.arizona.edu/index.php/AZSLAT/index>.

Thank you, once again, to our JSLAT editors, peer reviewers, and contributors for sharing their research and expertise through JSLAT! It is an honor to learn from and with you.

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