

## **Editorial**

This volume of the *University of Sydney Papers in TESOL*, which celebrates our 10<sup>th</sup> anniversary, contains literature reviews on a diverse range of topics of current interest and relevance to language teaching and learning. The idea of having a special issue devoted to literature reviews arose out of the observation that, despite the considerable value of literature reviews in providing an overview of a field and in guiding directions for future research in this field, relatively few published research reviews are available for scholars, students and teachers.

Andrew Ross (*University of Canberra*) provides a review of the emerging field of foreign language emotion research and also provides a background review of the well established field of motivation research. The review emphasizes that a shift is currently occurring from research with a purely cognitive and motivational focus towards a broader view of language learners that acknowledges the value of their emotional experiences.

Margarita Felipe Fajardo (*University of Wollongong*) reviews research on the critical literacy beliefs and practices of English language learners and teachers. This review uncovers important findings and suggestions for strengthening the teaching of critical literacy in the English language classroom.

Fei Fei Han (*University of Sydney*) reviews word recognition research in foreign language reading. The review highlights the complex nature of L2 word recognition processes in comparison to L1 word recognition processes, with factors such as L1 orthographic background and FL experiences of learners playing crucial roles.

Elaine Ng (*The Chinese University of Hong Kong*) reviews the cognitive effects of bilingualism and biliteracy. The review makes a hitherto little made distinction between bilinguals and biliterates. It reveals nuanced patterns of cognitive advantages for monolinguals, bilinguals and biliterates in the findings of the existing literature.

Chen-Chun Lin (*University of Sydney*) reviews L2 word processing research from a word form perspective. This review

provides a detailed overview the important role that morphological knowledge plays in the learning of English word structure.

Wei Wang (*Fudan University*) and Huizhong Shen (*University of Sydney*) review research on genre learning in second language writing from the perspective of English for specific purposes. Among other things, this review shows that genre learning research is extending its scope from genre and genre pedagogy studies to sociocultural, cognitive, cultural, and critical studies.

Our special appreciation is extended to the contributors for working on their papers, and to our Editorial Board for their detailed comments on the manuscripts.

Editors

**Marie Stevenson**

**David Hirsh**

The University of Sydney