Editorial

We are pleased to present this 13th volume and special issue of the *University of Sydney Papers in TESOL*, which focusses on TESOL and applied language studies research by postgraduate students.

Numerous theses and dissertations in TESOL and applied language studies have contributed significantly to their fields of research, but this research is often not published after completion. Hence, this special issue provides an opportunity for students to disseminate their work to the wider academic community.

In the three papers in this special issue, co-operation emerges as a recurring theme. The papers illuminate how shared interaction or collaboration can have a positive influence on learning or teaching.

In the first paper, Phung Dao and Sara Kennedy provide insights into how English language learners scaffold each other in their spoken interactions. The paper examines structural convergence, which is the tendency of speakers to reuse grammatical structures already used by their conversational partners. The learners of English in this study demonstrate structural convergence during task-based discussions, and the accuracy of structures that the learners reuse is influenced positively by the accuracy of the structures already produced by their conversational partners.

In the second paper, Marella Tiongson explores interdisciplinary collaboration between language teachers and content specialists in English for Specific Purposes (ESP) university classrooms in the Philippines. This collaboration is intended to benefit the language teachers' knowledge and application of discipline-specific conventions, as this is an area that they sometimes struggle with. The study shows that the language teachers and content specialists have shared understandings of collaboration. However, it also highlights the role that factors such as leadership and organizational support play in the effectiveness of co-operation between these two kinds of teachers.

In the third paper, Annita Stell investigates the effects of collaborative writing in English classrooms in Taiwan on the

complexity, accuracy and fluency of texts that learners produce, and also examines the interaction patterns that emerge during collaborative discussions between learners. The study shows that learners who work in a collaborative manner are able to produce texts of greater fluency and accuracy, and that working collaboratively also enables the writers to successfully resolve meaning-related issues in their texts.

We sincerely thank our contributors for their dedication to the writing and editing process, and also our Editorial Board for their detailed comments on the manuscripts.

Co-Editors
Marie Stevenson
David Hirsh