Editorial

It is my pleasure to introduce the second issue of this year of the *University of Sydney Papers in TESOL*. In this issue, we have papers from the University of Canberra, the University of Sydney and the University of Melbourne. Each of the papers in this issue deal with the topic of writing and literacies research. One of the main research concentrations of the TESOL Research Network at the University of Sydney is in this particular area so it is a very nice to have submissions to the journal in this area as well.

Earlier this year we had a very successful visit from academic staff of Fudan University in China for our annual TESOL Research Network Colloquium. As a result of this visit plans are now underway for a similar colloquium to be held in China, in collaboration with Fudan University. Future issues of the journal will contain papers from that colloquium. Further information on the *University of Sydney Papers in TESOL* and the activities of the TESOL Research Network can be found at:

www.edsw.usyd.edu.au/research/networks/tesol/index.shtml

Brian Paltridge
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Editor's Introduction

This volume of the *University of Sydney Papers in TESOL* contains four articles that reflect the current issues and concerns in academic writing and academic literacies.

Jeremy Jones, through a small-scale classroom-based project, examines undergraduate students' writing coherence in an academic English class. Jones's study reveals that sometimes both native and non-native English-speaking student groups had a tendency to lose coherence in their arguments. Jones suggests possible remedies to help students regain coherence in their writing and discusses directions for further research.

Brian Paltridge aims to gain an understanding of the assessment processes, expectations and requirements of the writing component of Chinese university College English Tests 4 and 6. By using a textography – an approach to genre analysis which combines elements of text analysis with ethnographic technique. Paltridge reveals a number of hidden criteria used to judge students' writing performance and strategies for success in this assessment setting.

Paul Gruba discusses trends in media literacy research for TESOL research in an Australian ESL context. Gruba focuses on media literacy through the use of television which is arguably rich in language and culture, and explores three important areas: media studies, cognitive processes and pedagogy. Gruba illustrates a case for each area and suggests possible research questions.

David Hirsh discusses critical issues and dilemmas in the relationship between English language requirements of international students for university admission, university academic support and students' academic performance. Drawing on key studies in the literature in the area, Hirsh recommends a set of interrelated actions to appropriately accommodate international students.

Thanks to the contributors for producing these papers. Thanks also to Wei Wang, Anamaria Ducasse and the members of the

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Aek Phakiti
Editor
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