

Editorial

I am delighted to welcome you to this issue of the *University of Sydney Papers in TESOL*. The contributors whose work appears in this issue are from the University of Melbourne, Macquarie University and University of Sydney. We are especially pleased to have these submissions from colleagues in other universities and in other parts of Australia.

We also have three new members of the Editorial Board that I am especially pleased to welcome: David Hirsh from the University of Sydney and Lourdes Ortega and John Norris from the University of Hawai'i at Manoa. We very much appreciate their willingness to be members of the Board and the expert advice they have given us on submissions to the journal.

Later this year we will be hosting the second TESOL research network colloquium when we will have speakers from Fudan University as well as from other Australian universities joining us for the colloquium. This colloquium will produce a further set of papers that will be published in the *University of Sydney Papers in TESOL*. Further information on this colloquium and other activities of the TESOL research network can be found at:

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

Brian Paltridge

General Editor

Director of the TESOL Research Network

The University of Sydney

Editor's Introduction

This volume of the *University of Sydney Papers in TESOL* contains four research articles that reflect the central strands of TESOL research outlined in the first volume of this journal.

Michèle de Courcy, through the use of questionnaires and interviews, examines the role of home language literacy in the acquisition of English as an additional language within an immigrant community in Australia. de Courcy found a complex interaction between literacy in the first language, literacy in a language other than English, and English proficiency.

Jian E Peng investigates the relationship between second language (L2) willingness to communicate (WTC) and integrative motivation among 174 college students attending an intensive English language program in China. Through the use of questionnaires and regression analysis, Peng found that integrative motivation accounted for a small proportion of variation in L2 WTC.

Stephen Moore explores accounting lecturer perceptions of non-English speaking background (NESB) student writing. Moore achieves his research aim through identification of specific features of samples of writing characterised by the lecturers as "very good" and those characterised as "poor." Moore argues that this study has implications for English for academic purposes (EAP) teachers.

Wei Wang discusses the usefulness of demarcation of genre and micro-genre in contrastive rhetoric research and illustrates this through a contrastive genre study of newspaper commentaries on terrorism in China and Australia. Using the events of 11 September 2001 as a case study, Wang found that the Chinese writers tended to employ the micro-genre of 'media explanatory exposition' more often than other micro-genres, whereas the Australian writers tended to use the 'media argumentative exposition' as the dominant micro-genre.

Thanks to the contributors for producing these insightful and interesting papers. Thanks also to the members of the Editorial Board for their invaluable help in evaluating all the submitted manuscripts.

Aek Phakiti

Editor

The University of Sydney