Editorial

It is my pleasure to introduce the third volume of the *University of Sydney Papers in TESOL*. The past years have seen an increase in the number of case study and mixed-methods research publications in the area of TESOL. In this issue, we have empirical research papers from the University of Melbourne and the University of Sydney. Three of these are case studies (Hee & Woodrow, Moloney & Harbon, Smith) and one is a mixed-method study (Han & Stevenson).

This year we have received numerous submissions from research students who have co-authored their papers with their supervisors. It is very nice to see that the *University of Sydney Papers in TESOL* has become a venue for new TESOL researchers to disseminate their research findings in conjunction with their supervisors who are able to mentor and scaffold their research skills. Today's research students are the future of our discipline. This issue includes two papers based on MEd TESOL dissertations at the University of Sydney (Hee & Woodrow, Han & Stevenson) and two papers based on doctoral theses from the University of Melbourne (Smith) and the University of Sydney (Moloney & Harbon).

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

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Editor's Introduction

This volume of the *University of Sydney Papers in TESOL* contains four articles.

By means of a single case study, Kevin Smith conceptualises Bakhtinian notions of 'narratives of rethinking' and 'centripetal–centrifugal dynamics' to look into how Chinese postgraduate students of a Masters in Applied Linguistics course at a Chinese university critically reflect on their thinking through interactions with 'critical friends' and through journal entries.

Hee and Woodrow use grounded theory to examine the nature of out-of-class interactions during the process of academic assignment preparation among international Korean postgraduate students. This study reveals a number of individual and contextual factors affecting out-of-class interactions.

Han and Stevenson, utilizing a mixed-methods research design, investigate the extent to which Chinese EFL (English as a foreign language) students' comprehension monitoring differs when reading Chinese texts and English texts.

Moloney and Harbon, through the use of classroom observations, field notes, focus groups and individual interviews, explore the development of inter-cultural competence in Australian primary school language learners. They identify learners' expressions of identity formation, and their alignment with the act of speaking the target language.

Thank you to the contributors for producing these papers. Thank you also to the members of the Editorial Board for their valuable role in evaluating submitted manuscripts.

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