Introduction

It is my pleasure to introduce the fourth volume of the *University of Sydney Papers in TESOL*. In this volume, we have an article based on a keynote presentation from the University of Sydney TESOL Research Network Colloquium held in 2008 and four papers from researchers at the University of New South Wales, Macquarie University and the University of Sydney.

This year we have received numerous submissions from research students. This volume includes three research articles from research students (Jennifer Cope, Hua Zhong, Lai Ping Florence MA). I am especially pleased to see that the *University of Sydney Papers in TESOL* is becoming a venue for new TESOL researchers to disseminate their findings to a broader audience. I strongly encourage other students to submit their work to us.

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

General Editor

University of Sydney

Editorial

This volume of the *University of Sydney Papers in TESOL* contains five TESOL and TESOL-related articles. Topics in this volume include intercultural competence, genre analysis, attitudes towards first language use in the classroom, second language vocabulary, and language learner beliefs. This volume includes one discussion paper (Moloney), two qualitative studies (Cope; MA) and two quantitative studies (Zhong & Hirsh; Bernat, Carter & Hall).

Robyn Moloney reflects on and discusses her development as both a teacher and a researcher of language and culture through her doctoral experience. During this process, Moloney developed numerous insights into the nature of intercultural competence which enabled her to make a practice-based contribution to language research.

Jennifer Cope reports on a study which examines the system of genres involved in the course application process for English as a second language (ESL) students applying to enter an Australian Vocational Educational College (VEC) by English as a second language (ESL) students. Through the use of questionnaires, interviews, and relevant institutional documents, Cope found that the application process for vocational courses is highly complex, in particular for ESL learners.

Lai Ping Florence MA investigates the attitudes towards first language (L1) use held by a Chinese-English bilingual teacher and his six beginner learners in an Adult Migrant English Program (AMEP) class in Sydney. Through semi-structured individual interviews with the teacher and six learners, MA found that L1 use was highly valued by both the teacher and learners. This paper provides both theoretical and pedagogical implications for English language teaching and research.

Hua Zhong and David Hirsh research the receptive and controlled productive vocabulary growth (2000, 3000, 5000 and academic word list levels) among 41 high school English as a foreign

language students in China. Their findings are discussed with regard to the relationship between classroom focus and actual vocabulary learning.

Eva Bernat, Nan Carter and David Hall explore an empirical relationship between learners' beliefs about language learning and their personality traits using the Beliefs About Language Learning Inventory (Horwitz, 1987) and the NEO-Five Factory Inventory (Costa & McCrae, 1985). Through the use of multivariate regression analysis, they found a rather weak relationship between between learner beliefs & learner personality traits. The researchers discuss implications for future research in this area.

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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University of Sydney