

Introduction

It is my pleasure to introduce the fifth 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 2009 and three papers from researchers at Georgia State University, Victoria University of Wellington, the University of Canberra, Silpakorn University and Chulalongkorn University in Thailand.

I would like this opportunity to welcome Marie Stevenson and David Hirsh as Associate Editors for the Journal and Lyn May and Elvis Wagner as new members of the Editorial Board.

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

The University of Sydney

Editorial

This volume of the *University of Sydney Papers in TESOL* contains four articles. Topics include issues in developing speaking assessment tasks, lexical bundles in academic writing, language teachers' beliefs on the teaching of grammar and effects of different types of feedback on learners' pragmatic competence. The volume includes one discussion paper (May) and three empirical studies (Byrd & Coxhead; Petraki & Hill; Nipaspong & Chinokul).

Lyn May critically evaluates the issues of interactional competence in speaking and its influence in assessment (e.g., interviews, group and paired speaking tests). She discusses current research in second language speaking tests which encompasses both the construct of interactional competence and its operationalisation by raters. The institutional need for a speaking test score that reflects an individual candidate's speaking proficiency within the co-constructed and localized nature of interaction is problematized in this article.

Byrd and Coxhead investigate how lexical bundles function across four different disciplinary areas in universities (i.e., arts, commerce, law, and science) through corpus analysis. Six challenges for teachers in using lexical bundle data in English for academic purposes (EAP) courses are discussed.

Petraki and Hill, through the use of questionnaires and interviews, survey teachers' beliefs on the importance and use of certain theories of grammar and their current English grammar practices. Drawing on the teachers' use of different theories for the explanation of grammatical phenomena, this study highlights the importance of preparing teachers of English as a second language to be able to combine various theories of grammar as part of their pedagogical knowledge.

Nipaspong and Chinokul conduct an experimental study which examines the effectiveness of explicit feedback versus prompts on pragmatic awareness of appropriate refusals among 39 Thai learners

of English as a foreign language. They study found that the prompts group outperformed the explicit feedback and control groups on the performance of refusals. Their study also showed that the pragmatic awareness of the prompts groups, especially concerning unconventional refusal expressions, was higher than the other two groups.

Thank you to the contributors for producing these papers. Thank you also to the General Editor, Associate Editors and members of the Editorial Board for their valuable role in the processes of producing this volume.

Aek Phakiti

Editor

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