

Introduction

It is my pleasure to introduce the sixth volume of the *University of Sydney Papers in TESOL*. In this volume, we have six research articles based on postgraduate students' theses from the University of Technology, Sydney, Victoria University of Wellington and the University of Auckland. The *University of Sydney Papers in TESOL* is a place where research students and early career researchers are encouraged to publish their research. I would like to thank and congratulate Averil Coxhead and David Hirsh for their work as guest editors for this special issue and for carrying out this task so successfully.

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

Editorial

This volume of the *University of Sydney Papers in TESOL* is a special issue on *TESOL and Applied Language Studies Research by Postgraduate Students in Australia and New Zealand*. The idea for this Special Issue started with a discussion in 2010 with Paul Nation, Victoria University of Wellington, who advocated for a journal where postgraduate students could publish their research. We are grateful to the General Editor, Brian Paltridge, and the Editor, Aek Phakiti, for the opportunity given to devote this volume to publication of student research.

The volume brings together six papers representing a range of themes, and reflects different contexts and methodological approaches adopted in postgraduate TESOL and applied language studies research.

One theme within the volume is the role of teachers in the language learning classroom. Susan Oguro, University of Technology, Sydney, considers the use of the target language by teachers in beginner-level classrooms and highlights the effect of learners' affective responses on teaching practice. Zhenjing Wang, University of Auckland & China University of Geosciences (Beijing), carries out a case study on the feedback provided to EFL learners on aspects of discourse by a writing teacher in China.

Another theme within the volume is the role of culture in TESOL. Ho Si Thang Kiet, Victoria University of Wellington, examines a Vietnamese English as a Foreign Language classroom from an intercultural perspective. Ewa Kuśmierczyk, Victoria University of Wellington, investigates perceptions of gaze and bodily movements in academic interactions in the eyes of English-background and non-English-background speakers.

A third theme within the volume is language learning methodology. Natsuko Shintani, University of Auckland, compares task-based language teaching with traditional production-based instruction and asks whether they result in different classroom processes. Yar-Sing Stacey Shiau and Rebecca Adams, University of

Auckland, explore accuracy and complexity in second language oral production in response to increased reasoning demands.

We would like to thank the contributors for constructively working through the peer review process, and the members of the Editorial Board and the external reviewers who dedicated their time and expertise towards reviewing the submissions and ensuring the continued quality of the journal.

Guest Editors

Averil Coxhead

Victoria University of Wellington

David Hirsh

The University of Sydney