

Introduction

I am delighted to introduce the seventh volume of the *University of Sydney Papers in TESOL*. Since our first issue in 2006, we have published a broad range of TESOL-related papers from academics and research students based in Australia, New Zealand and Asia. It is pleasing to see the *University of Sydney Papers in TESOL* serving as a venue for experienced and new researchers to disseminate their work to a wider TESOL audience.

This issue includes a discussion piece from the University of New England (Ellis), and two papers based on student research from the University of Languages and International Studies, Vietnam National University and the University of Queensland (Mai Ngoc & Iwashita) and Victoria University of Wellington (Weir).

I would like to acknowledge the superb contribution to the *University of Sydney Papers in TESOL* of Aek Phakiti who served as editor of the journal from its inception in 2006 through to 2010, and to warmly welcome Marie Stevenson and David Hirsh as our new journal editors. I would also like to thank our Editorial Board members who contribute to the overall quality of the journal.

The *University of Sydney Papers in TESOL* is hosted by the *University of Sydney TESOL Research Network* which also hosts the annual *University of Sydney TESOL Research Network Colloquium* and TESOL seminars. Further information on the activities of the *TESOL Research Network* can be found at:

<http://tesolresearchnetwork.blogspot.com.au/>

Brian Paltridge

General Editor

University of Sydney Papers in TESOL

Editorial

This volume of the *University of Sydney Papers in TESOL* contains three TESOL-related papers. These papers reflect our journal's aim to provide a broad platform for scholars to focus on topical TESOL-related issues through both research-related and non-research related scholarly work.

In a discussion paper, Elizabeth Ellis reflects on language awareness and its relevance to TESOL teacher-training. She builds a powerful case for a multi-lingual focus in the development of language awareness in TESOL teacher-training, by arguing that the traditional monolingual focus of teacher-training in English-speaking countries needs to be replaced by one in which second or foreign language learning experience is a necessity for both pre-service and in-service teachers of English.

In a quantitative study, Khoi Mai Ngoc and Noriko Iwashita examine Vietnamese teachers' and learners' attitudes to Communicative Language Teaching (CLT). They find that there is a mismatch between the attitudes that learners and teachers hold, and argue that learners' voices need to be heeded more in the process of educational reform. The study provides a thoughtful discussion of issues relating to the implementation of CLT in non-western teaching contexts, a topic that has been in the spotlight in recent times.

In a qualitative study, Hamish Weir reports on the transition of Māori students from Māori immersion programs into mainstream English-medium schools in New Zealand. Through the experiences of three students, the study highlights the rigid nature of the transition process and the manner in which this disadvantages indigenous students. A notable feature of the study is that its methodology is underpinned by Kaupapa Māori theory, which focusses on the means by which indigenous knowledge and ways of knowing are understood and expressed.

Our thanks go to the contributors for producing the papers contained in this volume. Thank you also to the Editorial Board for their valuable contributions in reviewing the manuscripts.

Above all, we would like to thank Aek Phakiti for his hard work and dedication over the past years in playing a key role in establishing this

journal in 2006 and in editing the interesting and thought-provoking volumes that appeared in the subsequent years.

Editors

Marie Stevenson

David Hirsh

The University of Sydney