

Preface

The present issue is a thematic issue on academic writing. It features nine papers that originate from an international symposium held at VU University Amsterdam in October 2011. At the symposium, which was organized by Rebecca Present-Thomas, Bert Weltens and John H.A.L. de Jong, papers and posters were presented that addressed different aspects of teaching and testing academic writing, with a special emphasis on the role of the Common European Framework of Reference, commonly known as CEF or CEFR.

Some of the papers represented here discuss attempts at relating local or national testing procedures to the CEF (*Haapanen et al.*; *Haines et al.*; *Heaney*); others address the validity of writing tasks in a standardized writing test (*Zheng & Mohammadi*) and different methods for the classification of (higher) CEF levels (*Present-Thomas et al.*). Two papers present interesting attempts at identifying linguistic trends in higher-level learner English (*De Haan & Van der Haagen*; *Verheijen et al.*). The last paper in the collection (*Callies & Zaytseva*) introduces a new corpus of academic learner writing and its potential use in assessing advanced writing proficiency.

One final remark of quite a different nature is in order here. *Monique van der Haagen*, one of our highly respected Nijmegen colleagues who gave a presentation at the symposium, sadly did not live to see the publication of her work in this volume; she passed away on 17 October 2012. We dedicate this issue to her memory.

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Petra Poelmans
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