

Introduction

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In this first issue of Volume 5 of the *TESL Working Papers Series*, we are pleased to present four outstanding papers by students in the MATESL program at Hawai'i Pacific University. Three of the papers are based on studies conducted by the authors in the areas of pronunciation, interactional competence, and corpus linguistics. The authors present a review of the literature that inspired them, detail their own studies, and discuss possible application of their findings for language teachers. The fourth paper is a versatile teaching unit that was designed for immigrant children in the North American context but which could be adapted nicely to many language learning settings. This teaching unit demonstrates the program's commitment to addressing practical aspects of English language teaching.

Steve Carruthers studied the value of giving students' feedback on pronunciation by focusing on their facial features. His paper begins with a review of the role of facial movements in the articulation of several English phonemes, illustrating his discussion with excellent photos showing variations in lip rounding, spread, and retraction. He also reviews the literature on the interplay between the visual and auditory factors involved in the perception of speech sounds. His study compares the relative effects of using aural advice, a hand-held mirror, and a web cam to give students feedback about their pronunciation. While his study was small, it offers language teachers food for thought with respect to the possible uses of technology to help language learners with pronunciation.

Keita Yagi's study also centers on the role of feedback. However, his subjects were engaged in an experiential learning task designed to test whether language learners can develop interactional competence even when they have no explicit instruction regarding the language needed to complete the task. His subjects were Japanese students enrolled in an

intensive English language program in Honolulu. They were asked to make ten phone calls each to bookstores asking for specific information. Yagi studied closely how and when they adjusted their questions and answers in response to their interlocutors. He concludes by reminding us of the important role that learning by doing can play in improving the linguistic competence of our students.

Jennifer Johnson employed a corpus linguistics analysis to conduct an interesting study with implications for English language teachers. Her paper begins with an overview of various perspectives on linguistics and how they have influenced the field of language teaching. Then, she focuses on corpus linguistics and discusses how it is influencing current work in curriculum design, classroom practice, and resource development. Her own study was designed to examine the use of *liberal* and *left wing* in six different corpora. Readers will enjoy examining her data, but more important are her observations about the value of such analysis for the practicing language teacher.

Ri Ri (Lily) Kim's teaching unit entitled "Never-Ending Stories" is an excellent example of material that was designed with a particular audience or setting in mind, but which could be adapted for use with many other groups of learners in both ESL and EFL settings. She uses the universal appeal of folktales to help students develop both reading comprehension and creative writing skills. The lessons that she has designed will guide students working cooperatively in small groups, developing a sense of audience, and integrating all of their English language skills as they read and write stories together.

While the number of papers in this issue may be smaller than in the past, we know that readers will be impressed by the scholarship that they display. Due to unforeseen circumstances, several papers that we anticipated including in this issue are still under-going revision. As a

result, readers can look forward to a substantial collection in the Fall 2007 issue. In closing, we would like to emphasize to both readers and authors that the papers published in the *HPU TESL Working*

Paper Series are, indeed, *working* papers. We hope that they will be developed further, possibly with input from readers, and that they might, one day, be published elsewhere.