

Introduction

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This issue of the *HPU TESL Working Paper Series* brings together three papers and one teaching unit, reflecting the TESL Programs' emphasis on both theory and practice in language teaching.

Bentkowski's paper opens this issue with a healthy attitude of inquiry. He asked: How does negotiation for meaning actually work in a naturally occurring conversation? How does learning take place in such a situation? And will the learner retain what he learned in the negotiation for meaning process? Bentkowski started with a data set that was near and dear to him: the breakfast conversation in his family. And yet, in that seemingly mundane data, he was able to identify the devices that the participants used to negotiate for meaning, and how learning was not a one-way process. In his investigation of the effects of negotiation for meaning on learning, he showed how social factors in addition to cognitive factors could explain why a certain language form was learned and some other form was not. Bentkowski's paper is inspiring also because it shows that one can gain much insights about language learning processes if one is open to ask questions about what may seem to be familiar concepts and language events.

In the second paper, Fisher asked an important question in language assessment: How can one distinguish a learning disability from language learning issues? The balanced literature review and the useful checklist she included in the paper can be of great assistance to

teachers who face this question in their teaching contexts.

In the next paper, Tuthill turned to look at the history of the *Oxford English Dictionary (OED)*, and highlighted its defining moments. Her literature review demonstrates clearly that such objective and impersonal entity as the *OED* is actually deeply embedded in its socio-economical context and human-to-human relationships. Keeping this in mind can help teachers and learners of English appreciate word meanings as they are defined in dictionaries or by language users.

Finally, this issue closes with a rich set of teaching activities on tropical countries in the winter Olympics by Sawamura. With creative activities that are well scaffolded, Sawamura showed how content-based instruction can be done with attention paid to students' linguistic needs. Her activities are well illustrated and are ready to be used in the classroom.

We are proud to present our students' works and applaud their accomplishments. We would like to remind readers that these are working papers. The authors are strongly encouraged to develop their ideas further and take their works to the next level.