

Introduction

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This issue of the *Hawaii Pacific University TESOL Working Paper Series* brings together our students' work from both the spring and fall semesters of 2010. In this combined issue is a range of paper types, including empirical study, literature review, descriptive paper, reflection paper, annotated bibliography, and book review. The topics are diverse as well, including semantics, communicative language teaching, assessment, and students' attitudes towards their learning.

In the first entry, Celsi conducted an empirical study which examined graduate students' attitudes toward online discussions in a face-to-face course. A strength of her paper is the triangulation of methods to provide a comprehensive understanding of attitude. She attempted to discern students' attitudes both from their self-reported perception in a written survey and from their actual postings in the online discussions. The results showed some interesting congruence and discrepancies between the students' survey responses and their course postings.

In the literature review category is Grant's review of the use of e-portfolios in language assessment. She contended that although e-portfolios bring advantages for those in high-tech environments, in many other environments, the e-portfolio's time has not yet come.

As descriptive papers, Bai and Brook provided contrastive analyses of semantic elements. Bai explored similarities and differences in the meaning of the word *red* beyond the identification of the color as it is used in Chinese and in English. Brook analyzed reasons for transfer errors by Swedish learners of English in the use of the gerund and modals and discussed potential errors due to notable false cognates in the two languages.

In the reflection paper category, Kim wrote about her discovery through her experiences in the teaching practica that it is possible to use a communicative language teaching approach in a test-preparation class. While teaching for communication and for the TOEFL (Test of English as a Foreign Language) seems contradictory, in fact, she found that communicative techniques help with preparation for the speaking portion of the test and for general motivation.

In the first annotated bibliography published in this series, Sawamura's review of assessment in project-based learning stands out as being informative, focused, and valuable. Reviewing eight journal articles and book chapters, Sawamura provided a coherent report on a topic that has not been discussed in any full-length book. Her annotations are certainly useful for practitioners interested in applying or integrating project-based learning in their classrooms.

Finally, in the category of book review, Tarmey provided a useful summary and discussion of Law and Eckle's (2007) book, *Assessment and ESL: An Alternative Approach*. Her review is informative in that the summary is complemented by her critical evaluation of the contents.

These papers are a sample of the best of our MA TESOL students' learning, exploration, inquiry, and reflection. They are evidence that the students are practicing the key elements of the program outcomes (2010) of A. S. K.: Attitude of inquiry, Skills in research, and Knowledge about how language works and how it is learned. As these are working papers, we encourage the authors to continue to develop their ideas to the next level.

Reference

MA TESOL Outcomes (2010). *Master of Arts in Teaching English to Speakers of Other Languages, Hawaii Pacific University*. Retrieved December

17, 2010, from <http://www.hpu.edu/index.cfm?section=graduate416>

