

Introduction

Hanh thi Nguyen

In this 10th volume of the *Hawaii Pacific University TESOL Working Paper Series*, we are pleased to introduce four categories of papers: Research Articles, Exploratory Investigations, Book Reviews, and Lesson Plans.

In the Research Article category, Tsukimi describes in detail the communicative strategies used by Japanese middle school students in oral English tests. These observations are valuable as they can inform teachers about the strategies that students may employ to cope with communication challenges. Also focusing on teacher-student interaction, Le and Gonzales examine the gestures used by a teacher and her students in a content-based class. Their analysis and the comparison of classroom gestures and gestures used by native speakers of English in a casual conversation could inform teachers and researchers about the nature of social interaction in a second language.

Turning to the social, cultural, and ideological aspects of language teaching, Kim surveyed textbooks in Korea in order to uncover the gender biases embedded in the language lessons. Her analysis is a good reminder that language teachers need to be aware of social issues beyond the language forms in teaching materials. Also with a focus on the social aspect of language learning, Nguyen's paper analyzes a common phenomenon in second language users' discourse outside of the language classroom: code-switching. Her study highlights the importance of an understanding of learners' linguistic repertoire, which includes not only the L1 and L2, but also the intricate

interaction between these two codes. Finally, Plada looks at second language use more broadly in society through the phenomenon of *Blattesvenska* or "Foreigner Swedish." His description emphasizes the importance of the social and political context of language learning outside of the classroom.

In the Exploratory Investigation category, we introduce two collections: Tsukimi, Gonzales, and Huynh provide their preliminary analyses of the authenticity of textbook language in comparison to naturally occurring conversations, while Erickson, Monica, and Moore report on current views on Pidgin (Hawaii Creole English) by some Oahu locals. Although conducted on a small scale, these exploratory investigations nonetheless bring insights on issues about which language teachers should be informed.

In the Book Review category, Vo highlights the usefulness and relevance of a recent textbook on teaching English to children. Her review also makes some critical comments that could help the reader be more informed when they read the book.

Finally, we are pleased to end the volume with a vibrant and stimulating teaching unit that is the collaborative work of Tai and Tregelles. With ample multimedia resources and involving student research, communication, and collaboration, these inquiry-based lesson plans will make the readers feel like they cannot wait to try them out.

We thank the contributors for their hard work, and we encourage the readers to take their ideas as the starting points of their own inquiries.