

Introduction

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This 13th volume of the *Hawaii Pacific University TESOL Working Paper Series* includes an exciting collection of papers and essays on topics ranging from computer-assisted language learning to sociolinguistics, corpus analysis, and teaching English abroad.

In the first paper, Martin Molden explored the kinds of feedback Apple's Siri® can provide learners of English regarding their pronunciation. Molden designed tasks that allowed the learners to interact with Siri® and carefully analyzed its responses from a language pedagogy perspective in order to identify the positive and negative affordances (Gibson, 1979) that learners can find in this technology.

The next four papers all share a sociolinguistic focus. Megan Gold investigated ESOL learners' attitudes toward northern and southern American dialects and the extent to which dialectal variations may impact the learners' listening comprehension. Gold's paper reminds language teachers to expose students to a variety of dialects in the target language to promote diversity and resist linguistic imperialism. Sara Obeid examined Arabic learners' attitudes towards speakers of their own English variety and two major English varieties, British English and American English. What is interesting about Obeid's paper is the finding that in addition to linguistic transfer, learners may also transfer their language attitudes from the L1 to the L2. Continuing this theme, Kristine Salvesen analyzed request patterns by Norwegian learners in Norwegian and in English, and compared these patterns with request patterns by native English speakers. Salvesen found that the learners seemed to transfer some L1 pragmatic routines to the L2, patterns that are deeply rooted in their L1 culture. The last paper with a sociolinguistic focus is a short piece by Megan Gold, Sara Obeid, Kristine Salvesen, and Luke Viano, in which the authors surveyed native and non-native English speakers' attitudes toward four gendered words in English. In their conclusion, they suggested that teachers of English should encourage learners to explore the connotations of their target vocabulary items through hands-on surveys such as the one reported in the study.

The last research paper in this volume, by Linh Tran, reports on a small-scale but practical analysis of vocabulary usage in a high-school textbook recently introduced in Vietnam. Tran described the most frequent vocabulary items and their collocations in contrast with data from COCA, the Corpus of Contemporary American English with the goal of informing teachers and learners of the similarities and differences between the textbook and general American English.

This volume ends with a collection of essays by teachers of English from four corners of the globe: Europe, South America, the MiddleEast, and Southeast Asia. Sara Fowler, Tyson Umberger, Aaron Faidley, and Diana Ang share practical teaching tips and insightful stories from Andorra, Ecuador, the United Arab Emirates, and Laos. These voices from the field are sure to inform and entertain anyone interested in traveling and teaching English around the world.

Reference

Gibson, J. J. (1979). *The ecological approach to visual perception*. Boston: Houghton Mifflin.