Introduction
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This combined volume of the *Hawaii Pacific University TESOL Working Paper Series* brings together a collection of papers that range from linguistics to computer assisted learning to second language acquisition and teaching activities, reflecting the diverse and dynamic topics covered in our BA TESOL and MA TESOL programs.

The first paper by Hang Le and Jennifer Brook is the result of collaboration over several semesters. In it, the authors reported on a classroom research project conducted during Hang Le's "Practicum II in TESOL" course. Le introduced the use of the software *Praat* to help students improve their pronunciation of English intonation. She was curious to find out to what extent the software helped her students and discovered some interesting patterns. Brook helped strengthen the paper to make it ready for publication.

Also an empirical research paper, Pei-Ling "Bella" Lee explored students' questioning behaviors in a graduate class. Using actual videotaped classroom interaction, she aimed to find out when and how students raise questions during class lectures and discussions—important questions that can be useful for both teachers and students. While being a small-scaled study, Lee's research reminds teachers of the benefits of being curious about classroom practices in order to improve their teaching.

Addressing a topic in second language acquisition, Hong Le carefully examined the literature on the different ways that input can be modified before it is presented to the learners. Le not only provided a clear and succinct review of previous research, she also took the insights from the literature and applied them in an exercise in which she modified a sample input so that the reader can see how pre-modified input works concretely.

The next paper in this volume is the first in this series to be written by a faculty member. Ken Cook offered a description of Hawaii Local English with vivid examples and insightful comments on the phonology, syntax, and lexicon of this variety. Anyone who is interested in how English (not Pidgin) is used locally in daily communication on the Hawaiian Islands will find Cook's paper illuminating.

Bridging between research and classroom teaching is Jennifer Brook's paper. She first discussed how *YouTube* as a Web 2.0 site can facilitate language learning and teaching then provided a series of sample lessons that employ some of the key Web 2.0 features of *YouTube,* such as learner-generated content, multi-user sharing, and authentic audience.

This volume concludes with a refreshing collection of teaching activities to bring the novel *Seedfolks* to the language classroom. These lesson plans show that reading in a second language can be a stimulating, enriching, and fun activity. Particularly with *Seedfolks,* learners can explore not only vocabulary and grammar in use, but also universal themes such as sustainability, community, honesty, and love.

We are very proud to present our students' and faculty's writing. We hope that these working papers can continue to inspire the authors as well as the readers and nourish their spirit of inquiry.