Introduction

Hanh thi Nguyen
Jean Kirschenmann

In this first issue of volume 6 of the *HPU TESL Working Paper Series*, we again find a nice balance between theory and practice. The issue begins with four papers focusing on issues in language teaching and learning, followed by a collection of content-based teaching activities ready for classroom use.

In the first paper, Sieu Phan provides a concise and informative review of communicative language testing. She not only reviews the principles of communicative assessment but also includes concrete examples of assessment tools in this approach. Unlike most literature reviews, Phan's paper was written with a specific teaching context in mind: her university in Vietnam. This practical concern helps to anchor the theoretical concepts, and those who will be teaching in similar contexts will find the paper particularly useful.

In the second paper, Nimabuchi analyzes ordinary conversations in order to understand how the participants' identities as native speakers (NS) and non-native speakers (NNS) are displayed in discourse. Her detailed analysis of talk raises important questions about the labels NS and NNS, used widely and often predeterministically in applied linguistics. Nimabuchi's study reminds teachers that linguistic expertise does not always reside with the NS, but oftentimes, the NNS may claim this expertise in talk as well.

The next paper, by Son Hung Trang, also shares a focus on discourse with Nimabuchi's paper and focuses on personal experience narratives. Son's helpful review of features of narratives and their roles in education, together with his analysis of two narratives collected in naturally occurring conversations, brings our attention to language in use at the discourse level. This attention can help to enrich language teaching, not only in how we teach, but also what we teach: we should create opportunities for learners to use language in discourse and language that connects with the learners' personal experiences.

The paper by Dennis Chase explores discourse with a critical perspective. Chase examined three broadcast interviews with the same author of a controversial book and showed how hidden messages were embedded in each interviewer's way of introducing the author. These hidden agendas were part and parcel of the communication, and, although they are often implicit and invisible, they should be an important part of language teaching and learning. After all, the goal of communicative language teaching is to enable the learner to communicate, and that should mean the ability to recognize and produce messages, explicit or hidden.

This issue concludes with a collection of teaching activities organized around the theme of architectural landmarks in downtown Honolulu. The reader is encouraged to read Jean Kirschenmann's introduction, which provides a detailed background of this project's context, goals, and teaching principles. The teaching activities are contributed to by both graduate and undergraduate students, and take as their starting point several key local landmarks such as the State Capitol, Aloha Tower, and Iolani Palace. Also featured in these activities are local values, including the sense of family, diversity, and tradition.

We hope that this volume will inform and inspire you in your teaching and your learning about language teaching. We want to emphasize that the papers and activities printed here are works in progress, and we hope that the authors will develop their ideas further on their journey as a TESOL professional.

[This page is intentionally blank.]