

Introduction

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This 11th issue of the *Hawaii Pacific University TESOL Working Paper Series* is truly an interdisciplinary publication and includes works from students in the TESOL Programs and the School of Education as well as a collaborative paper by professors in linguistics and philosophy. Continuing the classroom focus of the series, several papers effectively bridge theory and practice.

Linh Tran's paper is a corpus linguistic exploration of the usage of two near-synonyms, *interesting* and *nice*. Employing four different online and specialized corpora, including the [Corpus of Contemporary American English \(COCA\)](#), the [Michigan Corpus of Academic Spoken English \(MICASE\)](#), Google Books (accessed by [Google's N-Gram Viewer](#)), and a mini-corpus of spoken discourse consisting of [David Letterman's](#) TV show transcripts and ordinary conversations from [TalkBank](#), Tran investigated the similarities and differences of these two evaluative adjectives with respect to their grammatical behaviors, lexical collocations, and pragmatic functions. Based on the findings from previous research and her own results, Tran then developed teaching activities to encourage students to observe and practice language patterns based on authentic examples drawn from the corpora. Application of corpus linguistics in second language teaching has recently been made easier with the availability and accessibility of online corpus tools, and Tran's paper demonstrates that this application is feasible at the classroom level.

Yen Vo's paper focuses on teaching extensive learning with online resources and shows how teachers in an EFL context may organize an extensive listening project

throughout a semester while also promoting social interaction among students with the use of the discussion forum function in a course management system. Her paper not only includes a helpful literature review but also a valuable list of free online listening resources.

Kri Howland, Tyson Umberger, Vanessa Balagtas, Yukiko Ohki, and Rahma Kadir present a teaching unit in Business English to prepare students for job interviews. Framed by an introduction by Candis Lee, the teaching unit includes how to arrange an interview appointment on the phone as well as how to present oneself positively in a face-to-face interview.

Ken Cook and Russell Alfonso bring insights from an analysis of metaphors in music titles to the attention of language teachers. With a keen appreciation of the intricate interface between John Coltrane's music titles and the music itself, they demonstrate that there is much more to music titles than just the words. Their investigation opens up new possibilities for exploring cultural layers embedded in language in second language teaching.

Finally, this issue concludes with Kaile Chong's review of Cruz and Thornton's (2013)'s book *Teaching social studies to English language*, 2nd edition. Starting with a classroom scenario, her review shows how teachers may benefit from this valuable book.

We are pleased to see the high level of inquiry and a commitment to improving classroom teaching in these papers. We hope that the authors will continue to develop the ideas in these working papers, and we encourage the readers to take these ideas to their teaching practices and to carry out similar inquiries in their teaching.