

Foreword to Volume 4

From the Dean of the College of International Studies

It is a great pleasure for me to write a foreword for this volume of the *HPU TESL Working Paper Series*. Creating opportunities for students' professional development is a central element in our learner-centered approach to teaching, and I am very happy to see the level of commitment by the TESL faculty to cultivate academic excellence and professionalism among the students. I am also very impressed by the TESL students' works represented here. This publication not only contributes to the field of TESL on the professional level, but also reflects your involvement in developing global citizens in the ESL/EFL classroom.

I welcome the efforts that the TESL faculty and students have put together to produce this fine collection of papers, and I look forward to seeing your continued growth in future volumes of this important series.

Carlos Juárez, Ph.D.

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From the Chair of the TESL Programs

I am indeed extremely happy to see the publication of this volume of the *HPU TESL Working Paper Series*. The initial idea of a student publication in our TESL programs started in the summer of 2004 as a class project in Tim Murphey's course. Two more volumes appeared within a year, one in a class by Jean Kirschenmann and another in a subsequent class by Tim Murphey. In the fall semester of 2005, Hanh Nguyen proposed that the MATESL Program publish a program-wide working paper series to include our graduate students' selected works. The faculty unanimously agreed, and Carol Perrin volunteered to join Hanh Nguyen in the editorship of this publication. Students then were recommended by their teachers to submit their best works. The revision, editing, and production process has been an excellent collaboration among our faculty, the co-editors, and the students.

Having a paper published in this series gives our students not only the opportunity to publish their academic writings but also the valuable experience of working with editors in the publication process. For our program, we hope that the presence of this series both on paper and on-line will raise the standard of our students' works, stimulate professional interaction among past, current, and future students, and strengthen our position in the field.

I would like to express my deepest gratitude to the co-editors, Hanh and Carol, whose consistent and astute attention to this project has been a remarkable demonstration of dedication to the professional development of our students. I sincerely thank our entire faculty for their work in making the publication of this series possible. We deeply appreciate, also, our dean, Carlos Juárez, and his staff for their administrative and moral support. Finally, I heartily encourage all of our students to consider participating in this exciting and valuable professional activity.

Edward F. Klein, Ph. D.

