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Thailand TESOL English for Specific Purposes Special Interest Group

Executive Committee, 1997-1998

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NB From February 1st, 1998, the ThaiTESOL ESP SIG web site should be accessed at
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ThaiTESOL ESP SIG Editorial Staff

Web-site maintenance by John Morgan, hosted by RDLThai
Conference programme edited by John Morgan and Richmond Stroupe

Forthcoming Events

The ThaiTESOL ESP SIG will be hosting several one day events during 1998 in preparation for the 4th annual conference, in January, 1999. All conference participants will be automatically included on the ESP SIG Mailing list. Please ensure that you add your name to the list at the registration desk, in case of any changes. Please include an e-mail address if you have one.

Ajarn Dr. Somboon Duangsamosorn
Assumption University, Bangkok, Thailand

Thai Education and Language Learning in Thailand

Ajarn Dr. Somboon Duangsamosorn, an instructor of English who has taught full-time in both the Faculty of Humanities and Faculty of Arts, has served Assumption University for six years, and in his capacity as Director of the Office of Thai Art and Culture, has initiated many professional programs and extra-curricular activities for faculty and students of the university and the general public, such as foreign study tours for students, educational tours to Thai heritage places, regular Thai classes and an ongoing professional tour guide training program which has produced many qualified tour guides for Thailand. Contests and competitions to promote Thai art and culture among school children have been organized at regular intervals in cooperation with other charitable organizations, in particular, the Ruamchit Normkloa Foundation for Children under H.M the Queen's Patronage.

Ajarn Dr. Somboon, with his scholarly background in the Pali language, Thai history and politics, has made the Office of Thai Art and Culture well known as a center of learning and good understanding of other cultures, both inside and outside the university. At present he serves as Specialist for the Parliamentary Committee on Religions, Art and Culture, House of Representatives. Dr Somboon is planning to offer an MA program in Tourism Management to expand the activities of the Office of Thai Art and Culture in the year 2000.

Abstract

An overall view of the history of Thai education is as important as the knowledge of the cultural aspects in teaching Thai students a foreign language with satisfactory results. What is rooted very strongly in the foundation of Thai education is the fact that there is a great amount of rote learning.

Thailand's education began in the temples and palaces. The society being chiefly an agrarian one, needed administrators and scholars to carry out the function of governing the country. The tradition of learning was an oral transfer of knowledge from the teachers to the pupils. Memorization was a way to acquire knowledge.

It is often overlooked, when new teaching methods are introduced to Thai teachers of today that memorization might actually be helpful in generating more language for the learners. The oral tradition of listening to the spoken word and repeating texts and verses are a characteristic of rural societies, and was

widely spread throughout Asia. Civilizations which grew in this way possess different sensitivities to those civilizations that developed the book and the printed word as a means of transfer of knowledge.

Observing those differences and building up on this knowledge of the Thai tradition will give Thai learners an opportunity to do what they can do best, unless we believe that English can not be "taught" by the teacher, but must be "caught" by the student.

Language learning, indeed, depends on a good memory. Memorization leads to more fluency. As the learners gain more confidence and more vocabulary, they will be able to think and express themselves in the language that will be understood by their western counterparts.

Dr. Glenn Fulcher
University of Surrey, Guildford, UK

Assessment in English for Academic Purposes

Dr. Fulcher is Director of the English Language Institute, University of Surrey. He teaches mainly on the MA in Linguistics (TESOL) by Distance Learning. He studied for a BD and MTh in philosophy and theology at King's College London, and an MA in Applied Linguistics at Birmingham. After qualifying as a teacher at Christ's College Cambridge, he spent 11 years working overseas as a teacher and teacher trainer. He earned his PhD in Testing and Assessment at Lancaster University in 1993. He has written widely in the field of Applied Linguistics, and recently published "Writing in the English Language Classroom" with Prentice Hall.

Abstract

Testing and assessment in EAP contexts has traditionally been carried out on the basis of a needs analysis of learners or a content analysis of courses. This is not surprising, given the dominance in EAP of Munby type models of needs analysis, and a research focus in test design that values adequacy of sampling as a major criterion in assessing the validity of an assessment procedure. This presentation will reassess this approach to the development and validation of EAP tests, considering the purpose of testing, the theoretical bases for validating the uses of test scores in terms of decisions and consequences, and other relevant models for test design. Reference will be made to practical test design problems to illustrate the argument.

Ajarn Assistant Professor Nantha Gohwong
King Mongkut's Institute of Technology Thonburi, Bangkok, Thailand

ESP and Thai Language Teacher Development

Ajarn Nantha Gohwong is Acting Dean, School of Liberal Arts, King Mongkut's Institute of Technology Thonburi. Her areas of interest are: ESP, teaching techniques, teacher training, study skills, learner training, cultural factors in language learning and resource-based learning.

Abstract

This paper first discusses the relationships between ESP and the language teaching/learning in Thailand up until now. In particular their effects on both the teachers and the learners of the language. Considering the present status of English as an international language for business and technology, what needs to be done to achieve the optimum result in preparing learners for their future professional success and societal integrity in the world of globalization includes the changing roles and attitudes of the teachers and the learners towards language learning, assessment and problem-solving. Moreover, classroom-based observation and reflection will be specially emphasized as an essential factor in mastering the learning and reasoning skills.

Parallel Workshops and Demonstrations

Elementary ESP? (The Travel & Office File Session)

Keith Adams

Tohoku Gakuin University, Sendai, Japan

Keith Adams, originally from Vancouver, Canada, has taught EFL in Saudi Arabia, Cyprus and Japan, where he is a professor at Tohoku Gakuin University, Sendai.

Abstract

English for Specific Purposes. Is it useful, or even possible, at elementary levels? As Jones (1989) pointed out, business English involves some specialized vocabulary but is actually "simply English used in business contexts - it is not a special language."

This session will seek to address three problems facing students and teachers in business/commercial English classes.

Student job focus

Most learners are or will be office, service or travel industry workers, not executives. They are more likely to send an English fax than to negotiate a contract. Thus, most of the "executive oriented" business English materials available are simply irrelevant to our learners' needs. They need a basic course that gives them a solid foundation in English.

Student level

Most business English materials are at an intermediate level or higher. However, students in many teaching situations are at an elementary level. They need a good "book one", but "level one" of most coursebook series lacks credibility since the students are supposed to be learning English for the workplace.

Student interest

Many students expect general English classes to be enjoyable. Unfortunately, much of the available business English material appears very serious and practical to the point of being quite dry and unimaginative.

In this session, we'll look at these problems, using examples from Workplace English: Travel File & Office File to demonstrate ways to deal with these issues and make our own classes more effective and interesting.

Bringing Words to Life from the Textbook: Making Vocabulary Learning Fun

Christopher B. Allen

Mahidol University, Bangkok, Thailand

Christopher B. Allen is the ELT Consultant of Longman Asia in Thailand. He is currently a Foreign Lecturer at Mahidol University and has taught in China, Hawaii and San Diego.

Abstract

This workshop will focus on making vocabulary learning fun for Upper-Elementary to Upper-Intermediate level students. Participants will learn how to activate students' passive knowledge of vocabulary so that students will have the confidence to use it. Using the dictionary is an essential tool for students of this level, so participants will also be shown how to use it to aid in the production skills (i.e. speaking and writing). The entire workshop will demonstrate simple and effective vocabulary games and activities for use in large and small classes.

Speech: To Be or Not to Be

Tim Cornwall

Professional Consultants, Bangkok, Thailand

Tim Cornwall, M.Ed., TESOL, has taught in Japan, Austria and Thailand for eighteen years. His interests include: Presentation Skills, Report Writing and Academic Preparation. He has published four textbooks and is currently writing EFL textbooks for Speech Classes.

Abstract

Introduction

It is not easy or much fun to make a speech. The Guinness Book of World Records lists the fear of making a speech above the fear of death! Considering this is a fear shown by those speaking in their own language, it is easy to imagine how students feel when asked to make a speech in English.

Workshop Goal

The goal of this workshop is to share ideas to: lead students gradually through the process of producing a basic speech; introduce and practice stage skills; maintain class control to ensure students listen carefully to all student speeches.

Needs

To meet these goals, students must: learn how to put together a speech: introduction, body and conclusion; know what to do and what not to do when writing and giving a speech; learn and practice basic stage skills; make and listen to speeches; be able to judge the content and presentation of speeches.

Speeches

A course should, through examples, questions, group work, exercises and teacher supervision and correction, introduce and carefully lead students through the parts of a speech. It must offer the opportunity to speak about something they know and should not involve a great deal of organizational choice.

Stage Skills

Basic stage skills, such as eye contact, speed control and pauses, must be presented and practiced by students. Each skill needs to be explained, practiced extensively and used to enhance the overall quality of a speech. They also need to earn and judge the ability of other speakers to use the same skills.

Class Management

Listening to speeches often makes students restless. They tend to lose interest quickly or are too busy with the final preparation of their presentation. The resulting distractions can cause serious difficulties. A means to control these distractions and to involve all students at all times is a basic requirement.

Course Materials and Activities in the Personal Advertisements

James E. Clanton

Shane Language School, Bangkok, Thailand

James Clanton completed a Master's Degree in Multilingual Multicultural Education, specializing in Teaching English as a Foreign Language, in 1994, at the Florida State University. He has taught English in Thailand in both academic and business environments for three years.

Abstract

The personal advertisements in Thailand's newspapers are a rich source of materials and ideas for Business English teachers. They provide authentic examples of Business English as well as materials for teachers to use for warm-up activities or entire lessons. This workshop demonstrates lessons and activities teachers of Business English can develop for their students using personal advertisements. The seminar provides teachers with ideas for creating lesson plans, ways of getting students to effectively communicate with each other. It also provides techniques for developing reading, writing, listening, speaking and questioning and interview skills for Business English students, using the personal advertisements.

Can Anybody Teach ESP?

Jerold A. De Hart

University of Aizu, Aizuwakamatsu, Japan

Jerold A. De Hart teaches technical writing, composition, technical presentations and intercultural communication at the University of Aizu, in Aizuwakamatsu, Japan. He is interested in the psychology of learning, and has a Master's in Counselling from Eastern Michigan University.

Abstract

Do ESP teachers have something I don't? Applying for a qualified ESP position requires an awareness of two domains. ESL teachers looking for employment may not know all that is involved in taking on an ESP position or may have a skewed understanding of what ESP is all about. These applicants may feel their TESOL qualifications suffice. Do they? What magic does one need to be an official ESP teacher?

SPECIAL NOTICE

In the event of any last-minute cancelled presentations, Jerold De Hart has kindly offered a second presentation as a stand-by. In the event of such cancellation, the following abstract highlights the topic that Jerold will present.

The Impact of Hi-Tech ESP Courseware on Low TOEFL Score Students: A Study in Technical Writing at the University of Aizu.

Abstract

Japanese students entering into computer science programs have much experience with test English but virtually no experience in composition and no experience with technical writing styles. In ECS programs, frustrated students lack confidence in writing with sophisticated technical vocabulary when their basic sentences are inept. Lower TOEFL score students may perceive this task as impossible and shift learning a technical genre to simply producing a written product to pass the class. What can be done?

English for Hospitality: Using Authentic Sources

Robert Dodson & Dr. Elango Kandan

Assumption University, Bangkok, Thailand

Rob Dodson is a former British hotel manager, tour operator and travel and tourism studies course coordinator. He was a World Tourism Organisation General Assembly delegate in Bali (1993), Cairo (1995) and Istanbul (1997). He has been a Visiting Professor at the Universities of Jodhpur, Kurukshetra and Srinagar Garhwal in India and AIUBAT in Bangladesh. He is the author of "Eastern Europe by Rail" (1994), Bradt Publications, UK & Golbe Piquot Press, USA; and co-author, with J.J. Courtney, of "Ticket to Thailand: A Study of Tourism" (1994), Assumption University Press. He can be contacted at elcrds@au.ac.th

Dr. Elango Kandan has taught and researched in EFL and ESL for two decades. For the last five years, he has specialised in English for Journalism, English for the Hotel Industry and English for Business Communication. He hopes to draw on experiences and insights for a forthcoming teachers pack, English for Hospitality.

Abstract

This presentation aims to introduce preparatory work on a manual for teachers. It will describe experiences in teaching and learning about the Hospitality Industry. Many examples involve action learning and the use of language in a business context.

English for Hospitality, to our knowledge, is not a formal course anywhere. We believe that elements of what we propose would be useful in many ESP situations. This may be especially true in preparatory English language courses for service industries, e.g., English for Tourism, English for Hotels, English for Business, English for Medicine and English for Law.

More than six months ago, we met former students and faculty of English for Hotels and English for Tourism courses to review matters. We concluded that one useful additional resource would be a teachers' manual. It would contain learning material which could be photocopied for students and other material, including OHPs which could be used to support teaching. It is progress on this manual which we wish to report and to test.

It is our hope that this manual will be a living project. It will respond to changes and obsolete material can be discarded or modified. New material may be added from a variety of sources to retain the freshness of hospitality; the freshness that we experience when we meet someone for the first time. We hope that you will

wish to share our project and evaluate our materials.

We gratefully acknowledge the cooperation and support of Mini Siam, the Orchid Lodge, Nong Nooch Orchid Wonderland (Pattaya), the Felix River Kwai Swiss Hotel, Jolly Frog Guest house, Rick's Lodge (Kanchanaburi), the Tourism Authority of Thailand and the students on courses at RIK, Kanchanaburi and Assumption University, Thailand.

End of Lesson Activities

Nicholas Ferriman

Mahanakorn University of Technology, Bangkok, Thailand

Nicholas Ferriman teaches English at Mahanakorn University of Technology. He holds the Sheffield Hallam University/Trinity College London Postgraduate Diploma in TESOL and a Post Graduate Certificate in Education for UK secondary schools from Loughborough University.

Abstract

This workshop will present a method and several representative activities to maximise learning potential, and add pace and excitement to the last 5-10 minutes of every lesson. The method capitalises on students' desire to 'escape' class when the bell goes and in essence requires them to complete a task - singly or in pairs - before they can leave. Setting up is minimal. The method encourages student participation, promotes recall and stimulates motivation. Even slow learners enjoy the challenge of racing the clock! It is particularly suited to primary, secondary and university students.

Situational Leadership: How Much Support Should You Be Giving to Your Staff?

Bradley M. Fitzsimmons

APM English Language Center, Bangkok, Thailand

Bradley M. Fitzsimmons is the General Manager and Education Director of APM English Language Center. He is also a certified American Management Association trainer. He brings to Thailand vast experience in all aspects of language teaching. Over the past 15 years he has written over 20 language textbooks aimed at both the general public and business professionals. He has also designed, developed, and delivered teacher training programs (including RSA/UCLES). On top of this, Bradley has designed language and culture related programs for some of the world's largest organizations, including Merrill Lynch, Nissan Corporation, Sumitomo Trading Company, and Yamaichi Securities.

Abstract

When we first move from being classroom teacher to head teacher or Director of Studies, our natural tendency is to focus our time on curriculum and classroom practice issues. While these areas are important, they are not the only responsibilities of senior educational staff.

The main role of senior educational staff is to lead her/his team of teachers and administrative staff. S/he has to determine the kind of leadership individuals require. Some staff need blank sheet of paper only, other require everything including the dotted "I's".

In the past, people saw leaders as practicing either democracy or autocracy at the workplace. While both kinds of leaders undoubtedly exist in many workplace settings, their effectiveness is limited unless applied to the appropriate situation and/or follower. Good leaders vary their leadership style to match situations.

The practice and principle of situational leadership is well established in business environments, and also has its place in educational environments. The aim of this workshop is to understand the concept of situational leadership and how it applies to ELT management. Many of the concepts also directly apply to our students and the kind of leadership they require.

The workshop asks participants to assess their own leadership style, their strengths and weaknesses. It will also demonstrate how to assess their followers and their readiness level. But most importantly, it will help the participants identify the most effective leadership style to apply to the real work situation. This workshop is aimed at senior educational staff, including head teachers, principals, and directors of studies.

Communicative Activities for the Language Laboratory

Helen S. Huntley

West Virginia University, Morgantown, West Virginia, USA

Helen S. Huntley is currently the Director of Academic Programs, Intensive English Program, West Virginia University. Previously, she was the Language Laboratory and Listening/Speaking Coordinator, Ohio Program of Intensive English, Ohio University. She holds a BA in French from the University of Manchester, UK and an MA in TESOL from West Virginia University.

Abstract

In the current climate of communicative language learning, the ability of the traditional language laboratory to enhance language instruction and to provide opportunities for meaningful communicative activities, instead of the teacher controlled drills and exercises of the past, has been called into question. Many existing labs are being underused because of the inadequacy of training for teachers and because of the lack of communicative materials available for use in a lab situation. Moreover, language labs currently in use in language programs tend to be used for individual study and for homework assignments rather than for pair, group, and whole class activities. Many teachers are more comfortable creating activities for the classroom which do not require technological expertise, rather than experimenting with the often superior facilities and equipment available in the language lab.

The presenter will provide a rationale for using the language lab to engage in communicative speaking and listening activities as well as the methods to do so. Activities which can be performed successfully in the language lab at all levels of the curriculum with the minimum of technological expertise will be discussed, with a variety of handouts provided.

English for Medicine: A Communicative Approach

Bob Kirby

The British Council, Bangkok, Thailand

Bob Kirby has been work in at the British Council in Bangkok since July, 1997, where he teaches general, business and academic English as well as running workshops for Thai teachers. He is hoping to establish a medical English course at the British Council.

Abstract

Medical English courses have been well-established for many years in British and American universities, colleges, medical institutions and language schools. These courses offer essential preparation for medical personnel who wish to train, study or attend conferences where English is the medium of communication. A large percentage of medical textbooks, journals and papers are only available in English. For these reasons I am hoping to establish a medical English course at the British Council in Bangkok, to meet the needs of doctors, nurses and medical students in Thailand, who may not have access to courses abroad.

Typically, a medical English course will be teacher-centred, with lecture-style presentations, offering little scope for communicative, interactive methodology in which the participants can practise newly-acquired language in a medical context. In my workshop, I would like to present some of the techniques that I have used successfully on medical English programmes in Scotland and Poland, with medical personnel from a wide variety of backgrounds. The usual focus for medical English courses is on reading, writing and listening skills with little attention paid to oral functions. For doctors intending to work in an English-medium medical environment - even for limited periods - it is essential that they become familiar, not only with the basic oral language functions, but also with the idiomatic expressions necessary for talking to patients, as well as colleagues. The exact nature and range of idiomatic language necessary will be determined by the linguistic and cultural environment, as will the medical expressions and abbreviations used.

Contrary to popular belief, it is not necessary for the teacher of a medical English course to have any previous medical knowledge, simply a willingness to apply basic EFL methodology to the material. There is a reasonable selection of published coursebooks and reference books for the teacher and student of medical English and I shall be referring to some of these during the workshop. However, each group of medical English students will have specific needs and these should be reflected in the design of the syllabus and the materials used.

Cont.

The workshop will begin with group participants brainstorming ideas for teaching medical English, after which a handout will be distributed listing a variety of techniques to be compared with the ideas suggested. This will be followed by a practical demonstration of communicative techniques, including doctor-patient roleplays, reading and listening comprehension exercises. A feedback session will allow participants to evaluate the appropriacy of the ideas presented for teaching medical English in Thailand and South-East Asia.

Using Interactive Multimedia to Improve Teaching and Learning Efficiencies in the Instruction of Business English

Lance Knowles

DynEd International, Inc., Foster City, California, USA

Lance Knowles is Co-Founder and President of DynEd International, the world's leading multimedia language teaching software company. Committed to quality in education, he has over twenty-five years of experience in language education, including more than ten years in the classroom and as a teacher trainer. From 1979-1985 he was the Director of the Language Institute of Japan, which provided language training services to many of Japan's leading companies. A recognized leader in the field of language education, his publications include three textbooks, a language teaching video, and the world's first CD-ROM based language teaching course: Dynamic English. Mr. Knowles has also written and lectured on language teaching and has been a frequent presenter and featured speaker at professional teaching organizations such as TESOL, JALT, and KALT.

Abstract

This presentation focuses on how interactive multimedia can best be used at different language levels, from beginner through advanced, and in different settings.

Depending on language level and job requirements, the role of multimedia varies. In general, multimedia can provide intensive practice in listening and speaking, which cannot be done with any other media or in the classroom. Recent advances in speech recognition technologies, for example, have been a major breakthrough.

However, few students are able to study or practice effectively on their own for any length of time without the direction of a competent teacher and without the impetus of a regular class schedule. In addition, the positive group dynamics of a class can help push the student to practice regularly, which is the key for making significant language improvement. This is particularly true at the beginner language level, when students need the most direction and support.

Regardless of new multimedia technologies, the heart of any effective program must be a well-designed syllabus. Effective use of interactive multimedia courseware requires that it be integrated into a syllabus that has well-defined goals that are clear to both teachers and students. It is essential that students be able to see the connection between what they are studying with what they will be expected to do on the job. When dealing with students from a variety of companies, this can be particularly challenging. Because of this, in the design of our own courseware we have focused on key language concepts and

communication skills that have the widest possible application.

Unquestionably, there are opportunities to increase learning efficiencies and to motivate and engage students in new ways. However there is also the threat of falling victim to the hype which surrounds the technology. Much money can be wasted without a clear understanding of how the investment in technology will be used. Despite the fanfare, complex problems will not be solved overnight. Bandwidth issues, administration, and servicing of networks are all important issues that have high costs that cannot be justified without a clear understanding of the benefits and limitations of multimedia courseware.

Getting the Information You Need from a Needs Analysis

William Martin

AMIDEAST, Cairo, Egypt

William Martin has been an EFL/ESP teacher, teacher trainer, materials developer and program administrator in Ivory Coast, Somalia, Egypt and Thailand. He is the Program Coordinator for the Legal English/Legal Rights English Project for AMIDEAST in Egypt.

Abstract

This workshop will help participants to design and use a needs analysis questionnaire which will give them the information they need in order to design an ESP course.

Workshop activities:

1. Whole-group: discussion of the meaning of ESP, i.e. analyzing the tasks learners will have to perform in English and providing them with the language they need to perform these tasks.
2. Groupwork: preparation of questionnaires designed to elicit the necessary information.
3. Whole-group: presentations by individual groups of their questionnaires.
4. Whole-group: comparison of individual group questionnaires with "model" questionnaires.
5. Whole-group: discussions of principles practiced and learned.

Developing EST Curricula and Materials: Project 2061

George Scholz

United States Information Service, Kuala Lumpur, Malaysia

George Scholz is the United States Information Service Regional English Language Officer (RELO), based at the Fakulti Pendidikan at the Universiti Malaya, Malaysia. George has been involved in language education since 1973 and has been stationed in Malaysia since August 1996. He is responsible for USIS support for English language education in Malaysia, Thailand and Burma. George's areas of professional interest are language program training and computer applications. He holds a BA in Government from Lawrence University in Wisconsin, USA and a MA in English as a Foreign Language from Southern Illinois University in Carbondale Illinois, USA. George has been working in Southeast Asia as a USIS RELO since 1992. Prior to locating in Kuala Lumpur, George was based in Jakarta, Indonesia.

Abstract

"Project 2061" is an American proposal to reform K-12 education in natural and social science, mathematics, and technology. "Project 2061" is an initiative supported by the American Association for the Advancement of Science. In this workshop, participants will receive an overview of Project 2061 and review the proposed performance Benchmarks. Participants will then attempt to develop EST materials (water cycle and financial markets) based on these Benchmarks. These EST materials will be examined in terms of discourse, grammar and lexis. Curricular implementation and methodology will also be discussed. Handouts will be provided to all participants.

Phrase-Games in ESP

Jeffrey E. Taschner

World Learning Associates, Bangkok, Thailand

Jeffrey E. Taschner is currently Director of World Learning Associates (Thailand). He holds a Master's Degree in Curriculum and Instruction (TESOL) from the University of Wisconsin - Milwaukee. He has accumulated 10 years experience in teaching, teacher training, materials development and program management in South-East Asia. Most notably, he served as a USIS English Teaching Fellow in the Philippines from 1992 - 1994. Prior to his postings in South-East Asia, he taught ESL in the Milwaukee Public Schools for five years.

Abstract

Phrase-Games are activities which promote the repetition, internalization and automatization of the standard phrases, idioms and SVO collocations inherent in the discourse of specific fields. These activities are part of an on-going attempt by a regional ELT methodologist to build a better interface between Western post-communicative methodology and traditional Thai educational culture. During this 90-minute demo-discussion, participants will engage in a variety of enjoyable and purposeful ESP Phrase-Games, using a range of topics from various fields. A brief group analysis will follow each activity.

Facilitating the Use of Spoken English for Academic Purposes

Myint Myint Thein

Asian Institute of Technology, Bangkok, Thailand

Myint Myint Thein is an Assistant Professor at the Asian Institute of Technology, Bangkok, Thailand. She taught at three universities in Myanmar before joining the Center for Language and Educational technology, AIT in 1990. Her current research interests are experiential language learning and autonomy.

Abstract

The aim of the workshop is to demonstrate how to facilitate the use of spoken English for academic purposes for learners whose first language is not English and do not have many opportunities to use English in their countries. The workshop will be conducted in an open and flexible manner. The participants will be given the opportunity to work in groups. They will find out what can be done to stimulate and facilitate the use of spoken English for academic purposes for learners whose immediate needs are to communicate effectively for academic purposes, for example, making presentations, participating in discussions and in a variety of classroom situations. The participants will see what kind of opportunities can be created for students to speak out and participate more actively in class and how to successfully achieve these ends.

The objective of the workshop is to introduce participants to the methodological techniques and learning models that help students to become more confident communicators in academic situations. Examples of classroom situations will be presented. Through the workshop the participants will see what are the essential skills for students who are required to take part in academic discussions/seminars and oral presentations, and how to develop those skills, integrating features of experiential, autonomous learning models.

**Recycling Strategies in an ESP Classroom:
A Challenge to Language Educators**

Assistant Professor Encarnita D. Balayon

De La Salle University, Manila, Philippines

Encarnita D. Balayon is an Assistant Professor in the English Language Department at De La Salle University. Her research interests include teaching beliefs and how they affect students' success and failure particularly related to reading, and the development of instructional program and materials for children having difficulty in learning to decipher and understand the printed page. She can be contacted at the English Department of De La Salle University or by email at claedb.CLA.DLSU-MANILA@mail.dlsu.edu.ph

Abstract

Recycling strategies in the language classroom can be a solution towards propelling students to learn how to learn in the content area. The strategies mentioned in this presentation will offer some challenges to language practitioners to recycle strategies that worked successfully with our students towards independent learning.

I used the combination of strategies described in this paper in my research writing classes. Students who benefited from the strategies mentioned are Psychology and Communication Arts majors enrolled in the College of Liberal Arts and College of Education.

This paper is a report on strategies used by my students and myself during the term, as we uncovered classroom realities. Specifically, the paper will dwell on the use of strategies that promote reading, writing, speaking and thinking efficiency, applicable to courses across the curriculum, through:

1. ORID discussion model
2. Rhetorical text patterns
3. Graphic Organizers
4. Cubing
5. Categorizing
6. ERIC
7. OPAC
8. Looping
9. Paraphrasing and Summarising

Why ESP? Which Materials Types? Who Will Teach?

Dr. Varunee Boon-Long

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Abstract

Although ESP has been widely known about since the early 1960s, there are still continuing opinions and arguments towards it. They concern why ESP should be taught; why not only General English (GE)? What kind of materials; authentic, semi-authentic or in-house; should be used effectively and appropriately? And lastly, a point that is as important as the first two, who, between the language teacher and the subject/field teacher, should engage professionally in the teaching of ESP?

The talk will by no means attempt to judge the right from the wrong, but will be an attempt to pile up some "food for thought" from journals, reviews and proceedings relating to these ESP issues. Hopefully this attempt will gear participants into some useful discussion and consequently lead to more awareness and more understanding of ESP and the teaching of ESP itself.

Teaching English to Intermediate/Advanced ESL Students through Group Presentations

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Abstract

This paper presents activities to help instructors to teach intermediate/advanced ESL students the four skills of English (reading, writing, speaking, listening). Through the author's careful design, these activities provide objectives, methods, guidelines and sources for students to prepare for making a presentation. They also provide criteria and forms for instructors to evaluate students' performance. Through involvement in the activities, students feel a strong sense of achievement and bring great variety to the English learning environment.

These activities assume that students have a basic knowledge about the topic of the activity. It is designed to help students make use of what they have learned from textbooks and to provide them with opportunities to share their ideas, thus reinforcing the learning process. These activities will require a significant amount of the student's time if they are to be properly completed. All these activities in this paper have been previously used in the author's classes and have met with a favorable student response.

The Reader's Stance: Implications For Efferent and Aesthetic Reading

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Abstract

At the core of all theories and models of reading is an attempt to explain the comprehension process or the way the reader constructs meaning while reading a text. However, since we read a variety of reading materials, this broad view of reading needs further elaboration. One such elaboration is provided by Louise Rosenblatt in her Transactional Theory of Reading and Writing. This is the concept of reader's stance.

Reading is a selective activity. Reader's stance refers to the conscious or unconscious choice of what aspects of meaning are brought into attention while reading. It is related to reading purpose. Rosenblatt distinguishes between efferent stance which is concerned with the factual, referential, logical, cognitive, quantitative aspects of meaning (public) and the aesthetic stance, concerned with the sensuous, emotive, qualitative (private) aspects. These two stances are seen not as an "either-or" proposition but rather, as belonging to a continuum.

However, even if both aspects of meaning are present in all reading, Rosenblatt suggests that for the transaction (comprehension process) to be fully realized, the reader must adopt a dominant stance. Basically, an efferent stance is called for in reading non-literary or scientific texts; an aesthetic stance is called for in reading literary texts.

Much current practice does not seem to take reader's stance into account. Indeed, some implicitly encourage the reader's adoption of an inappropriate one, as when a teacher asks, "What facts have you learned from the poem?" Rosenblatt suggests that for the efferent-aesthetic repertory to be developed in children, teaching strategies must take reader's stance into account.

The rest of the presentation will show examples of how teachers can teach students to consciously adopt dominant stances based on purpose and type of reading text. Strategies appropriate to literature as well as those that can be applied to various expository materials in the social and natural sciences will be demonstrated.

Computer Assisted Training Systems

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Abstract

Part 1

Corporate English Training Systems has been developed by C.A.T.S. to assist learners in the training of English for the purpose of international communication in the world of trade and commerce. Based on the simple principle of first defining learner needs and then delivering the appropriate training to address those needs, the systems comprise three elements: 1. a computer-based Placement and Diagnostic Testing System 2. over 500 individual, language training modules 3. an Administration System which mediates between the two.

With the Testing System, each learner is placed on an overall scale of language proficiency and immediately receives a detailed report of his or her specific language strengths and weaknesses. This report may act as the basis of a learner-contract between learner and trainer. It provides goals to which both can strive within an agreed time-frame.

The Training Materials relate directly to the language areas tested in the Testing System. Over 500 training modules have been developed, offering content relevant to staff working in an international business environment as well as to students in vocational education. The materials provide a vast resource of authentic business examples and contexts for the training and studying of the structure, meaning and use of English. Flexible in their design, they may be delivered electronically or on paper for use either as self-study material or as supplementary material to classroom instruction.

The Administration System gives the trainer a clear and immediate overview of each students test performance, course of study and progress. It uses modern technology to its best effect, reducing time-intensive administrative tasks to a minimum.

The presentation will include a live demonstration of the systems.

Part 2

The College of Education, University of the Philippines (UP) administers an Intensive English program designed to develop proficiency in oral interaction and listening, reading and writing. The majority of clientele are non-UP students coming from other Asian countries (previously Thais, currently Koreans). CALL has not been used so far in such classes. However, a computer lab will be operational by November which will pave the way for the integration of the C.A.T.S. systems with existing materials and strategies.

The initial use of the materials in November and December will yield data from users in terms of attitudes towards CALL in general, and in terms of the relevance, difficulty level, user-friendliness, etc. of the C.A.T.S. materials in particular. Problems met during this period will be discussed and possible solutions forwarded.

At De La Salle University, Manila, the writing laboratory will be the end-user of the C.A.T.S. systems. Students from the College of Business and Economics and other students from the university will benefit from this program. This year De La Salle is contemplating using computer assisted language learning materials and, in particular, the C.A.T.S. Corporate English Training Systems due to their detailed diagnostic and placement testing, the provision of training materials directly related to these tests and a user-friendly, computer-based administration system.

Perceptions behind the Contents of High School English Textbooks in Japan and South Korea

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Professor Tadahito Kawai is currently teaching at Kinki University, Osaka, Japan. His recent publications have been mainly on English teaching strategies in South Korea, and Korean values seen in the high school English textbooks.

Abstract

Japan and South Korea share quite a lot of similarities. Both countries are generally considered to be composed of a single race and culture. The same can be said about teaching English: teaching aims, teaching methods, teaching environments, and results of the students' proficiency in English. Also, as far as the junior and senior high school textbooks are concerned in the two countries, they must be authorized by their respective Ministries of Education. The analysis of the textbooks, however, will lead us to comprehend not only the different concept of teaching a foreign language in each country, but also the different perceptions (or intentions) of the government or the authors toward the world which are reflected in the contents of the teaching materials. These perceptions are to encourage students' personality building as well as to promote their motivation to learn the language. I will start with the introduction of the foreign language teaching policy and its problems in Japan and South Korea, and then I will come to my main topic. I will introduce extracts from the high school English textbooks under the categories of "nation," "race" and "individual", and discuss reasons why they are included in the textbooks, and what they are expected to achieve. Teaching English should not be confined to teaching the language alone. We must know that the awareness of the perceptions (or intentions) behind the contents of the textbooks contributes to a better understanding of the peoples and their countries.

'What's Really Going On' in Business Communication?

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Gareth Knight has more than eight years experience of teacher training in Asia, and he currently teaches TEFL at Srinakharinwirot University. His research involves the study of interaction in Asian business settings.

Abstract

It is, perhaps, easy to become confused when faced with designing a business English course, especially in Asia. After all, the learners are often unaware of their needs, the business community is uninvolved, EFL teachers are worried about the content area, and everyone is unclear about what the goals should be.

A good place to begin designing a business English course is to look at the kind of language problems business professionals face in their real interaction with members of different cultural groups. Research into the sources of non-communication / miscommunication shows us that the kinds of problems encountered by business people in Asia are not what we might have expected. Often, these problems have less to do with lexis, phonology or morphosyntax, and more to do with the pragmatic and discourse features of communication. These problems arise as the result of sociolinguistic transfer. That is, the rules of speaking of one's own speech community or cultural group are applied when interacting with members of another community or group.

In the classroom, teachers can lead learners to explore the different kinds and levels of social and cultural contexts which guide the use and interpretation of language, and allow them to decide what is socially and culturally appropriate in a given situation. Learners need to understand how context is interwoven with what we say, mean and do through language. By including such an understanding in the goals and design of a business English course, teachers can help the learners to develop their communicative competence further.

Developing a Self-Access Centre

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Khongsak Sangkhamanon has a B.Ed. in English and an M.Ed. in Curriculum and Instruction. He also holds a Graduate Diploma in TESOL from Australia and has 22 years of English teaching experience. His extensive experience covers secondary school, college and university level.

Abstract

The title of this paper is "Developing a Self-Access Centre". The main purpose of this paper is to encourage teachers and administrators from schools, colleges and universities to successfully take up the challenging task of developing a self-access centre to help learners to learn English through appropriate technology.

The self-access centre at Rajamangala Institute of Technology, North-Eastern Campus, Nakhon Ratchasima, will be used as the model. It has been designed and set up with 8 learning corners:

the Speaking Corner	the Reading-Writing Corner
the Listening Corner	the Video Corner
the Television Corner	the Games Corner
the Extra Corner	the Computer-Assisted Language Learning Corner

The centre has been open since November, 1995 and has been attentively developed by means of appropriate learning materials, personnel, technology, good administrators and good participation from students.

The main findings from the statistics and the research on students' attitudes toward services in the Self-Access Centre were as follows:

1. Firstly, toward the number of users - a great number of students were interested in learning in the Self-Access Centre - i.e. there were more than 5000 in the second semester of 1995, compared with more than 6000 in the second semester of 1996, and more than 7000 in the first semester of 1997.
2. Secondly, toward the users' satisfaction - most students were satisfied with the learning corners and also with the learning materials provided at each corner.
3. Thirdly, toward problems - most students pointed out that there were not enough learning materials, computers, space and time available, and counsellors.

4. Finally, toward recommendation - a lot of students said that there should be more new learning materials and equipment. There should also be more space, more time available and more counsellors.

Evaluating Classes and Teachers Indirectly through Introspective Means

Professor Richard H. Schaepe

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Professor Richard H. Schaepe is currently teaching at Osaka Electro-Communication University in Neyagawa, Japan. His main interest is in developing teaching materials, and is currently working on student generated materials which will help empower students to reach their own goals. Professor Hiroshi Yokoyama, Osaka Electro-Communication Junior College Osaka. Professor Tadashi Ishiketa, Osaka Electro-Communication University.

Abstract

Recently in Japan, the Ministry of Education has placed special emphasis on evaluation of classes and the teachers that teach them, with a view to improving college education. As could be expected this caused a variety of strong reactions both for and against.

In response to this development we propose utilizing a modified form of the Inner Graphic Method (IGM), which was developed to help students increase their own awareness and chart their own willingness to study through introspective methods. While keeping the original purpose and forms, we have added sections evaluating student attitudes toward their classes and the teaching methodologies used to teach these classes. As a test case, students were given these revised forms to use during a course in "Language and Communication" taught at Osaka Electro-Communication University during the first semester of the 1997 school year. In this presentation these forms will be explained and the results discussed.

There were two trends noticed during the analysis of the data gathered: Student willingness to study remained high, and, class by class monitoring of the students' comments allowed the teacher to "fine tune" the lessons to fit the class as to the methodology used and to modify his own expectations to fit the attitudes of the students in the class.

Teacher performance was measured indirectly and, thus, this method of class evaluation embodied the spirit of the Ministry of Education's emphasis of evaluation without alienating the classroom teacher.

Using Critical Incidents in Self-Assessment

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Abstract

Over the past two decades, interest within the language teaching profession has focused increasingly on the learner. The self-directed learning movement is perhaps the most tangible and widely-recognised result. It has stimulated research and development in conceptual frameworks, learner training techniques and management strategies for the promotion of learner autonomy.

However, the issue of self-assessment remains somewhat problematic. On the one hand, it appears to lack an objective dimension that can reflect the learner's external, real-world experience. To those with conventional perspectives on language assessment, this renders self-assessment less credible and useful than traditional methods. On the other hand, those committed to genuine autonomy are probably correct in observing that most current self-assessment procedures are merely teacher-imposed criteria "self administered" by learners.

This paper suggests that an awareness of critical incidents in an individual's language learning experience can enrich the self-assessment process by adding to it the confirming dimension of external experience. A critical incident may be defined as a real-world event which a learner recognises as personally significant in terms of language learning progress. For this reason, critical incidents are particularly appropriate for consideration within the ESP area where the learners involved are using English functionally outside the classroom.

However trivial or unpredictable they may appear to others, critical incidents can serve as potent indicators of the effectiveness of an individual's past learning experience and as motivators for further efforts. Unlike assessments that immediately follow a language course, they can also provide a more realistic time perspective on the value of a learning experience.

A preliminary investigation into the use of critical incident awareness as a self-assessment procedure has shown promising results. It suggests that this technique can help to make self-assessment more genuinely autonomous by replacing teacher-imposed criteria with those derived directly from the learner's own world of experience.

Preparation for Undergraduate and Graduate Settings: Language and Student Autonomy

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Abstract

Programs which prepare international students for academic experiences in undergraduate and graduate programs include many focus areas. In programs designed for non-native English speaking students who intend to study in English-medium institutions, the focus on improving students' English proficiency often takes center stage. While there are logical arguments to support such an emphasis, preparatory programs should not discount the need to encourage other skills necessary to become a successful student. One such skill that has far reaching implications is a student's ability to accept the role of a self-directed, or autonomous, learner. It is in this area that many students are ill-equipped.

This presentation will describe an intensive EAP preparatory program designed to enhance not only students' language proficiency but also their ability to define, and determine means by which to address, their own educational needs and goals. The program described here utilizes the knowledge students bring to preparatory programs by incorporating students' expertise and past experiences with relevant learning activities. The development of student autonomy is accomplished through student-directed experiential learning tasks. The presenter will outline how student autonomy can be encouraged by allowing students to select their own topics for class discussions, activities and research foci.

The experiential learning tasks in this preparatory program provide students the opportunity to engage in learning activities outside the language classroom in work and life settings in which they can apply what they have learned. These activities, along with the key process of experience, reflection and further experience leading to communicative activities in both small and large groups

providing opportunities for explanation and feedback, are central to the program described. During this presentation, examples of the experiential learning tasks used in this preparatory program will be provided and discussed.

A framework for such a preparatory course centering around the reporting of real experiences in the development of a research project and report will be provided. Lastly, concerns regarding the generalizability of such a pedagogical approach with students from diverse backgrounds will be addressed.

Using Algorithms for Strategy Training: A Case Study in Action Research for EAP

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Richard Watson Todd is a lecturer and teacher trainer at King Mongkut's Institute of Technology Thonburi (KMUTT). His publications include *Classroom Teaching Strategies* published by Prentice Hall and several articles on course design, language awareness and teacher training.

Abstract

This paper looks at two areas of growth within ELT at present, namely action research and strategy training. While there is a plethora of theoretical literature on the former, case studies to guide teachers in exploring their own teaching are few and far between.

This paper, then, presents a case study of action research in English for Academic Purposes (EAP). EAP, and the wider area of ESP in general, has largely focused on course and materials design, and ignored teaching techniques in contrast to general purpose ELT. The action research presented here focuses on a technique for strategy training which is particularly suited for EAP, namely the use of algorithms.

An algorithm is a step-by-step problem-solving procedure which the researcher felt was appropriate for use with the students, postgraduate Chemical Engineering students on an International Program at KMUTT, since they were familiar with algorithms in the field of computing. Student-generated algorithms were used to reinforce students' learning of reference skills involving contents and indexes. The paper presents data from the teacher's diary, students' diaries, the algorithms the students made and a follow-up interview following the procedures of action research. The main points of interest are the students' very positive initial reactions and the lack of evidence concerning any long-term impact of the training. These main points were then reflected upon by the teacher with respect to his own teaching, thus completing the cycle of exploring the teaching process.

