

Unit 1: Personally Speaking

Goals:

- Feeling comfortable in a new class, with a new teacher and new classmates.
- Making simple introductions (speaking and writing)
- Starting to build a personal profile (speaking, form-filling)
- Writing an email to the teacher
- Reviewing *Freshman English 1*

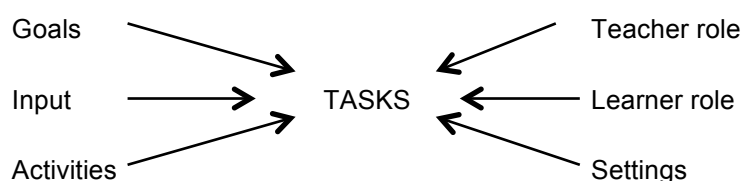
As in *Freshman English 1*, the activities in this second book are not 'hard and fast'. Students do not have to work through all of them, apart from the writing activities on pages 9 and 10 of each Unit, and it is not necessary for everyone to work on the same activity at the same time. If students are able to turn the page without asking the teacher's permission and without having to wait for everyone else, then they can become more self-directed and can begin to take responsibility for what and how they learn. This will allow for a measure of self-direction, collaboration, and short-term goal setting.

Rather than controlling the flow of activities, teachers need to be facilitating learning experiences. They are encouraged to be flexible in all the Units and also to feel free to use their own materials where appropriate. The textbook is scaffolding, providing a preliminary structure for the house that is taking shape. However, every student has different needs and intelligences, so the scaffolding does not determine the final shape of the house, or its contents. It is there for guidance, and it can be modified and supplemented.

Each Unit can be divided into pages 1 - 5 (Lesson 1) and 6 - 10 (Lesson 2), with students and teachers exercising flexibility in terms of which activities are focused on. Teachers might also want to try different sequences of activities with different classes.

Supplementary materials for each Unit (Reference, Reading, Writing, Listening, Viewing, Games and Puzzles, and Links for Teachers) can be found at: www.finchpark.com/KNUFLE/.

The activities on each page of this Teacher's Guide are classified according to the six task components mentioned in David Nunan's book: *Designing tasks for the Communicative Classroom*. Cambridge: CUP (1989).



A framework for analyzing communicative tasks, Nunan, D. (1989), page 11

Unit 1 brings students together in their new surroundings, following on from their summer vacation. It reminds students about the content that they learned and the skills they

developed in *Freshman English 1* and gives them an opportunity to rehearse those skills once more by writing an email to their new teacher (homework). In this email the students introduce themselves, using language and personal information that has been rehearsed during the Unit. This content prepares for following Units, in which personal information is described in greater depth, in résumés, autobiographies, interviews, and personal statements.

Unit 1 also introduces the topic of personality, since this is an important starting point in the application process. Interviewers look at the résumé first, but they use this as a base from which to explore more personal aspects. They need to know how the student will fit in to the new environment and what sort of experience he/she has in working with other professionals.

Page 1: Warm-up

Goals	Introductions, reduction of anxiety, familiarity with classmates
Input	Simple instructions (comprehension)
Activities	Icebreaker, introducing oneself to other people
Teacher's role	Facilitator, monitor, participant
Students' role	Speaker, listener, participant
Settings	Classroom, whole class

The first page of each Unit is a warm-up page, introducing students to the theme of the Unit and getting them to talk about it prior to performing speaking and writing activities on that theme. In view of the fact that this page often involves a silent period, or individual work, it could be an idea for future Units if the teacher were to suggest that students complete the main part of the page before coming to class.

There are fewer headings and directions in *Freshman English 2*, in contrast to *Freshman English 1*. Having worked through the 11 Units of the previous book, it is hoped that students have become more organized and self-directed, since they have had lots of practice in comprehending instructions and performing tasks based on those instructions. *Freshman English 2* therefore encourages students to read and comprehend in a more natural way. Information and instructions are presented in a more conversational manner.

This first activity invites individual students to introduce themselves to a neighbor, then to someone else, and then to everyone in the class. These introductions can be brief, but they are important, since they get students to talk to each other and to feel comfortable as a class, from day 1. The teacher can also participate in this activity, which might take 10 to 15 minutes.

In addition to being an icebreaker, this activity also begins the process of building a personal profile, which will be used in later Units.

Whenever the teacher's role includes that of participant, it is suggested that the teacher take part in the activity by performing along with the students. In this way, the teacher can model the relevant forms and functions to students who need help in those areas, thus giving the appropriate instruction to the appropriate students at the appropriate time.

Students should already have the vocabulary to perform this activity, but the teacher might want to write some suggested phrases on the board, covering basic personal information, hobbies, hopes for future employment, etc.

Hello. My name is
 I'm from Seoul and my major is Environmental Engineering.
 I am interested in sport and foreign affairs.
 I would like to be a news reporter.
 Nice to meet you.

Hi! My name is ...
 My hometown is Busan.
 I haven't decided my major yet.
 My hobby is listening to music.
 I hope to have a great time on this course.

How do you do?
 I am You can call me
 I was born in Jeju, but we moved to Daejeon when I was 4.
 I hope to be a Home Economics teacher.
 Healthy food is very important for young children.
 It's a pleasure to meet you.

There are many ice-breaking activities that could be used at this point, and teachers can use them as appropriate, perhaps using different ones in different classes. The final goal of these icebreakers is for everyone to feel comfortable and accepted in the first lesson.

Page 1: Campus friends

Goals	Introducing the six campus friends who will appear throughout the book
Input	Pictures, flags, names of students and their countries, information text
Activities	Reading, discussing
Teacher's role	Facilitator, helping to introduce the campus friends
Students' role	Discoverers, discussers
Settings	Classroom, pairs, groups

A narrative runs through this book. This narrative centers around six characters who appear in the Units and introduce the activities. These are freshman students, two of whom are Korean, and four of whom are foreign students studying in Korea. One of their profiles is presented on page 17 as a sample short bio. The other five appear in the Word Bank, on pages 123 -125.

The second activity on this page introduces the six students. These friends mirror the students taking the Freshman English program, since they have similar goals and job-related needs. In this way, students working through the book are able to identify with the six

friends as they apply to be reporters on the University English newspaper, visit places in Korea, and explore the themes in the book.

The characters are shown sitting around a table in the library. Their names are provided, along with the flags of their countries. There is not much to talk about here, since the campus friends are simply being introduced to the readers. This page explains that they have met in the library, to talk. Their conversation is in Unit 2, on page 12.

The note at the bottom of page 1 explains the theme of the Unit.

Page 2: Identity survey

Goals	Introduction to giving and responding to interviews, making Wh questions, thinking about personal information, preferences, and identity, reporting personal information
Input	Personal information categories, survey form
Activities	Interviewing a classmate, listening, writing responses, introducing the classmate to other members of the group or the class
Teacher's role	Facilitator, monitor, participant
Students' role	Discoverers, negotiators of meaning, participants
Settings	Classroom, pairs, groups

This survey activity, which introduces the topic of form filling, gets students interacting in a structured interview format, making and responding to Wh questions. Not all these questions are not likely to be asked by a customs official, prospective employer, or university admissions panel, but they do investigate the topics of identity, character and personality, which are relevant to the application process. Question 17 develops this theme by asking students to identify someone who has influenced them. This is also about identity, since the person chosen often represents values and status seen by the student as desirable. The role model provides a direction and a target for which to aim. Sample role models identified by 2012 freshman students include the following (thanks to instructor Kate Connors for these names):

- **Yoon Bong-gil** (1908-1932). He disguised a bomb as a water bottle and killed various Japanese military personnel in Hongkou Park in Shanghai in 1932. "A young Korean patriot has accomplished something tens of thousands of Chinese soldiers could not do" (Chiang Kai-shek).
- **Lee Kun-hee** (1942-...). President of Samsung.
- **Go Seung-deok**. At the time of writing, he is the only person who has passed all three major civil service exams. He is a Grand National Party Assemblyman.
- **Jo Su-mi** (1962- ...). Soprano opera singer. She won a Grammy for the Best Opera Recording in 1993. Herbert Karajan called her "a voice from heaven" (2008).
- **Kang Sue-jin** (1967- ...). Ballerina. Principal dancer at the Stuttgart Ballet. "I have never looked for [any] other road in my life. I have given myself to ballet, have done my best so far, and there is no regret in my life" (Wikipedia).

- **Sean** (No Seung-hwan – Korean hip-hop singer) and **Jung Hye-jung** (1973-...), Korean actress. They are seen as a model married couple.

Page 3: Reading and discussion: Eccentricity

Goals	Reading and discussion related to identity
Input	Reading passage, discussion questions, magazine format
Activities	Reading, comprehending, discussing
Teacher's role	Facilitator, monitor, language resource (reading strategies)
Students' role	Negotiators of meaning, participants
Settings	Classroom, groups

The reading passages that appear in *Freshman English 2* are part of the integrated approach in this book and are intended to be more than just reading practice. They attempt to provide information and context for the rest of the Unit. In addition, they function as sample newspaper/magazine pages, showing students how they might format their own articles when they do the Print Media Project (Unit 10).

Unlike *Freshman English 1*, this book does not offer three graded reading passages in each Unit. In *Freshman English 2*, all the reading passages are part of the flow of the Unit, helping to explain and clarify the theme.

If students have flexibility in their choice of activities, they can pay as much attention to the reading activities as they wish. Advanced students can gain reading practice while accessing the information in them and basic level students can choose to read the easier sections. If the textbook is seen as a collection of learning resources and opportunities, then students can access these at different levels and learn different things from them. Van Lier (2000) makes this point when talking about 'learning affordances'. He gives the analogy of a leaf in the jungle. The leaf represents food for a caterpillar, housing material for a bird, storage material for an ant, shade for a frog, and medicine for the local medicine man. Each user gets different things from the leaf, which is capable of performing different functions. If we see learning activities in this way, then it makes sense for students to be given opportunities from which they can learn what is appropriate for them at their stage of proficiency. It is not necessary for everyone to learn the same thing at the same time.

The reading passages in *Freshman English 2* are presented as newspaper articles, newsletters, or magazine articles, in order to familiarize students with the formats that these genres use. Students make their own newspapers/magazines (Unit 10), so these reading passages are helping them to prepare for that time. The use of headlines also helps students to think about their purpose and style.

The reading passage on page 3 is about eccentricity. It is easy for students to think that they have to conform to the status quo and do everything their seniors (and their future bosses) tell them to. However, the use of the English language at work and in academic studies brings with it an expanded perspective on responsibility and creativity. Students need to be aware that if they study abroad, work abroad, or interact with foreigners in the

workplace, conformity is not always desirable or effective. In fact eccentricity is often an effective way of getting things done, solving problems, and standing out from the crowd. For example, Jeff Haden observes as follows:

The best employees are often a little different: quirky, sometimes irreverent, even delighted to be unusual. They seem slightly odd, but in a really good way. Unusual personalities shake things up, make work more fun, and transform a plain-vanilla group into a team with flair and flavor. People who aren't afraid to be different naturally stretch boundaries and challenge the status quo, and they often come up with the best ideas. (<http://www.inc.com/jeff-haden/the-8-qualities-of-remarkable-employees.html>)

This reading passage does not imply that students need to be eccentric. It is setting the scene for discussion and opening the door to individual responsibility and decision-making. Korean students need to be sensitive to the characteristics of their working and/or studying environments, especially if they find themselves in a cross-cultural setting.

The reading passage has three paragraphs. These can be read as three different passages (basic, intermediate, advanced) according to the wishes of the students. Basic level students can just read the first of the three paragraphs, intermediate students can read the first two, and advanced students can read all three. On the other hand, students at all levels can attempt any of the passages.

There is opportunity for discussion at the bottom of the page, where the discussion questions focus student attention on creativity, optimism, improving the world, and the need for eccentrics. These questions put a positive perspective on creative, 'out of the box' thinking, reinforcing the call made by the then Korean Minister of Education, Science and Technology for the promotion of creative thinking in education. A spokesperson at this meeting reported: "We expect children who grow up in the smart learning environment to strengthen their abilities in creativity, problem solutions, communications and cooperative work" (<http://www.koreaitimes.com/story/21522/korea-hosts-5th-apec-education-ministerial-meeting-gyeongju-may>).

Page 4: Star signs

Goals	Learning about signs of the zodiac, accessing information in a table, identifying personal star signs, interacting with everyone in the class, choosing adjectives to match personality
Input	Information, instructions, names, signs and dates of the western Zodiac,
Activities	Interacting with the whole class, asking questions, choosing adjectives
Teacher's role	Facilitator, monitor, participant
Students' role	Questioners, negotiators of meaning, participants
Settings	Classroom, everyone, groups (according to star signs)

This page continues the theme of identity, in preparation for form filling, bios, résumés, etc. Star signs are a popular topic of discussion once they have been introduced, since they

mirror the interest in fortune-telling (Oriental versions – Sa-Ju) typically shown by students and soon-to-be-wed young couples. Students can identify their western Zodiac sign through this activity and discuss the suggested characteristics of people born under that sign.

The group activity at the bottom of the page asks students to find people in the class who have the same star sign and to discuss their characteristics together. This activity provides a further opportunity for practicing vocabulary and thinking about personal qualities, but it also gets students to work in groups different to the ones they would normally choose. Students can either discover characteristics they have in common by talking about this topic, or else (perhaps if they already know a little about horoscopes and astrology) they can discuss the typical characteristics of people born under their sign.

Page 5: Personal information: Puzzles

Goals	Problem solving, deduction, data collection, data analysis
Input	Information, instructions, problems (text)
Activities	Discussing, solving puzzles, finding information
Teacher's role	Facilitator, monitor, promoter of thinking skills
Students' role	Participants, problem solvers, collectors and analyzers of information
Settings	Classroom, groups

This activity offers some puzzles on the theme of the Unit. Puzzles promote problem-solving and logical thinking, so they should not be seen as a waste of time or a 'game'. The ability to solve a puzzle in one's second language is a valuable one.

As the note at the bottom of the page points out, the solution to puzzle 2 can be found by performing an Internet search for "Age calculator." This puzzle provides an interesting perspective on the topic of personal information. Puzzles 4 to 6 ask students to collect information about classmates. It is important that students discuss appropriate methods of collecting this data. What is the easiest and simplest strategy?

As in Book 1, the answers to puzzles 1 and 3 are in the back of the book, but they are less definite now and students are sometimes referred to Google Search in order to find the solutions themselves. Puzzles 1 to 3 also invite students to derive personal information about characters in the book (Kadi, Deniz, and Emily). This makes the puzzles more relevant to the book and the students who are using it.

Personal information: Dialog

Goals	Reading together (preparing for form filling, role plays, dramas)
Input	Information, instructions, dialog, Glossary
Activities	Reading, comprehending, using appropriate stress, intonation, etc. (delivery)
Teacher's role	Facilitator, monitor, participant (if individual students need help)
Students' role	Participants, readers, speakers
Settings	Classroom, pairs

As with all the other dialogs, this one can be read aloud and/or acted out by the students. Students might also be encouraged to make their own dialogs and role-plays as the book progresses. This will be good preparation for the Drama Project in unit 9. The dialog in this Unit is for two characters, but the number of participants varies throughout the book.

Kadi begins the dialog on this page by saying “Hi”. It is important that students understand the level of register that is being used here. They often think that Korean is the only language that is hierarchically structured and because of this they can be confused by imported sit-coms, films and mini-series that give a very informal picture of personal and professional interactions in the west. As a result, students tend to use informal language all the time when speaking in English. Teachers might want to point out that the characters in this book (and on sit-coms such as *Friends* and *Modern Family*) are either closely related or intimate friends. Their language is not typical of business or academic situations.

For this reason, Unit 1 of *Freshman English 1* contains formal and informal e-mail language and the conversational phrases in the Word Banks in *Freshman English 1* and *Freshman English 2* include formal and informal language. Teachers can help students greatly by explaining that spoken English is determined by the context in which it is used, so that they should be careful when speaking to their superiors. In an English-speaking context, it is always best to listen to the other person (professor, boss, official, etc.) in order to identify and use the appropriate register. Sometimes professors or bosses will set the level by saying, “Call me Charles,” but students should wait for this to happen.

In the dialog on this page, Minghua replies to Kadi by saying “Good morning”. There appears to be a confusion of register between these two friends. Minghua prefers to use formal language, even when greeting a friend. On the other hand, perhaps he likes this greeting.

Page 6: Language workshop: Routines and hobbies

Goals	Present tense (routines), gerunds (hobbies), data collection (bios)
Input	Information, instructions, sample sentences (present simple, gerunds)
Activities	Deriving rules from sample sentences, entering students’ own hobbies, finding information (Word Bank – bios) and entering it into a form
Teacher’s role	Language resource, facilitator, monitor
Students’ role	Participants, collectors and categorizers of information
Settings	Classroom, individuals, pairs

The Language workshops that appear in most Units, identify language (grammar, phrases, etc.) needed by students when exploring the content of the Units (bios, résumés, personal statements, etc.). Given the multilevel approach of the series, it is recognized that many students will already be conversant with this information and will not need to study it further. They can either complete the relevant page at speed, or skip it and move on to more challenging tasks. As with the Writing workshops in Book 1, the Language workshop provides useful review material for students who need it.

In the case of students who do need to study the Language workshop pages, the teacher needs to stress that the focus is meaning-oriented. It must be remembered that freshmen students in Korea have studied English in a grammar-translation setting for at least 9 years before they get to university. If they have not acquired necessary grammar during that time, despite this grammar-based teaching, then it is likely that the instruction they received did not match their learning styles or their personal preferences. It is also likely that a 'more of the same' approach ("My students don't know any grammar, so I'm going to make sure they learn it") will be counterproductive and even demotivational. The approach suggested in this series is therefore meaning-based and socio-constructivist (Williams & Burden, 1997). If students are encouraged to discover the language they need while they are performing various tasks, then the learning will be seen by them as relevant and meaningful.

This particular Language workshop looks at present simple tense (routines) and gerunds (hobbies). Present simple and present progressive are often confused by EFL users ("I wear my jacket" vs. "I am wearing my jacket"), so the first activity on this page presents model sentences using the present simple tense plus indications of frequency, for routines. It is not necessary to present incorrect sentences, or to go much deeper into this topic, though teachers are more than welcome to produce their own worksheets when needed. The goal is for students to be able to use the present simple tense for interviews, and gerunds for filling in forms and entering information about hobbies and interests in bios, résumés and personal statements.

The second activity, for pairs, asks students to fill in a form with personal information of the six campus friends. Lee Chang-min's information has already been filled in. In order to complete this task, students will need to look at pages 1 and 17, and pages 123~125 (short bios) in the Word bank. When performing this activity, they will be accessing information and entering that information in a form. This transactional task thus leads into the form-filling tasks on the next page. They will also be using and exploring the Word bank, reading the bios (skimming for information), and taking a first look at the model bios which they will be studying in Unit 2.

Page 7: Application form: Internship

Goals	Form filling, interviewing (transaction of information), making questions
Input	Information, instructions, application form
Activities	Making questions, giving information, entering the information on a form
Teacher's role	Language resource, facilitator, monitor
Students' role	Participants, questioners, responders, writers
Settings	Classroom, pairs

This is a sample form of the type that many students will be filling in during their university career and later on. In addition to personal, information, it also asks about contact details, education, and general topics. This form therefore prepares students for the writing their bios (Unit 2) and résumés (Unit 3). ['Resume' is spelt without accents (é) on this form, to show that this spelling is also widely used.]

Names: Teachers can draw the attention of the students to the different ways of writing Korean names – Kim, Moon-gi; Kim Moon Gi; Kim Moongi, etc.). It can also be interesting to talk about the difference between Kim Moon-gi and Moongi Kim. Why do students westernize their names? Why do they have western nicknames? How does this affect their Korean identities?

The First two items on the form are Family name and Given name. Students are often confused when asked to enter these. It will be useful to show them the Revised Rules for the Romanization of Korean (http://en.wikipedia.org/wiki/Revised_Romanization_of_Korean) on Wikipedia, since they might wish to review the way they spell their names in English.

Titles: Though titles do not appear on this form, teachers might wish to explain the appropriate use of Ms., which can also be confusing for EFL learners.

Address: Students rarely know how to write their address in English or how to write to an overseas address. This should be a valuable learning opportunity and teachers can expect to receive various questions on this topic.

Postcode: It is quite possible that students don't know their Postcode. However, when they look it up on the Internet, it is possible that their address will also appear in English.

Email addresses: It can be useful to talk about the need to have an email address that can be used in professional and academic correspondence. If students use shrek5098@... or star-raider97@... for example, this will probably not cut any ice with prospective professors or employers. Teachers might also like to mention that Hanmail, Daum, and Naver are (at the time of writing) known for disliking e-mails written in English. These often go to the Spam Box or are simply rejected. Students need internationally acceptable email addresses as well as qualifications. It is no use applying overseas if the response goes into the spam box.

General: This section makes the point that students need to achieve an acceptable level of performance English, and that they need to think about their objectives in the short term and the long term. This topic will be further explored in Unit 2.

Page 8: Writing an email to the teacher: First draft

Goals	Email writing (review of Book 1), self-introduction to the teacher, peer editing
Input	Information, instructions, 5 parts of an email, 10 tips for writing emails
Activities	Brainstorming, writing first draft, peer editing
Teacher's role	Language resource, facilitator, monitor
Students' role	Writers, editors
Settings	Classroom, individuals, then pairs

Unit 1 in Book 2 introduces the topics of identity and form filling. It also performs a brief review of Book 1 (see page 10), just to remind students of what they studied in the previous semester. Page 8 presents an explicit review of an important topic – writing emails. This topic appeared in Unit 1 of Book 1, where the 5 parts of an email were identified (Book 1, page 8) and 10 tips for writing emails were studied (Book 1, page 11). Students also wrote an email to the president, in Unit 10 of Book 1.

The content of page 8 of Book 2 should therefore be familiar with students. The 5 parts of an email are presented once more, along with the 10 tips, as a reminder. Students then write their first drafts. Writing this email is a valuable activity, not only because it introduces the students to the teacher, but also because it provides information about the students – their level of writing proficiency, their needs, and their perceptions.

The instructions at the bottom of the page ask students to exchange books (pairs) and peer edit each other’s first drafts. This procedure should be familiar to students who have worked through Book 1, and they should also be familiar with the marking code on page 122. Reminders of what to look for when editing are on page 9.

Page 9: Writing an email to the teacher: Final draft

Goals	Email writing (review of Book 1), self-introduction to the teacher
Input	Information, instructions, blank email image
Activities	Writing final draft, self editing, sending an email to the teacher
Teacher’s role	Language resource, facilitator, monitor
Students’ role	Writers, editors
Settings	Outside of the classroom, individuals

Students start the writing process in Unit 1 by writing an email to their teachers (page 8, first draft and peer editing). This relatively informal activity prepares for the more formal writing that follows by getting students to think of their personal details, learning needs, hopes, and plans. Page 9 asks students to write a final draft of the email, based on peer feedback (page 8). The checklist at the bottom of the page is used for peer editing, but it is also useful for self editing when students write the final draft. The items in the right hand column of this checklist come from Book 1, so students should be familiar with them. The marking code that they used in Book 1 is reproduced in Book 2 in the Word Bank, on page 122.

While page 9 will be cut out and put in the Portfolio Pocket, students are encouraged to send an actual email containing their final draft, to the teacher, who can make a separate email address for this assignment, or put a filter on his/her email account, so that the students’ emails get sent to an assigned folder automatically. These emails will provide valuable information in terms needs analysis and deficiency analysis. They will also show what students can do.

Page 10: Review: What can I do?

Goals	Reflection on Book 1 (all) and Book 2 (Unit 1), preparation (Unit 2), consciousness raising, goal setting
Input	Information, instructions, self assessment forms
Activities	Self assessing (Book 1), reviewing, previewing, preparing, and organizing

Teacher's role	Language resource, facilitator, monitor
Students' role	Managers of their own learning
Settings	Outside of the classroom, individuals

The final page of each Unit is a review/reflection/goal-setting page. This process of reflecting on achievement and using this information to set new goals is extremely important in language learning. The final pages of each Unit therefore function not only as reviews but also as a practical application of learning strategies. If students learn how to self assess, how to reflect on their learning, and how to set realistic goals based on that self-assessment and reflection, then they will have a skill that will be invaluable throughout their lives.

Students review the content of Book 1 in the self-assessment topics on this page. They are asked to think about whether they have sufficient mastery of these topics, and whether they need more help. This will be very useful for the teacher, since it will show how much the students know about the syllabus of *Freshman English 1*, and teaching goals can be adjusted accordingly. If certain topics are still not understood by a significant number of class members, then perhaps these need to be reviewed before (or at the same time as) working on the content of *Freshman English 2*.

As in all the Units 1-9, students are encouraged to review the current Unit and to prepare for the following Unit by looking at the links on the website (www.finchpark.com/KNUFLE). They can also take a look at page 11 and fill in the bubbles on that page, before the next lesson.

The goal of self-assessment is not to provide objective measurements of proficiency. Rather, these assessments show the students what they can do and what they need to do, in terms of their own beliefs and perceptions. Language learning is controlled by emotions and affect, and 'objective' measurements ignore these factors. However, it must be remembered that the student's beliefs and perceptions control their learning. 'Truth' for the student is usually different from the teacher's 'truth', which is why research instruments such as the Beliefs and Language Learning Inventory (BALLI, Horwitz, 1988) investigate student beliefs. The research on language teaching and learning beliefs is interesting and relevant to the program (Google search: beliefs language learning teaching).