

# Foreword

Welcome to the second edition of *Freshman English, Book 1*. This book offers an integrated, learner-centered, task-based approach to the development of practical English skills. In doing this, it focuses on personal discovery and recognizes language learners as individuals, with their own multiple intelligences and ways of learning. It also encourages the social skills of teamwork, collaboration, negotiation, and responsibility, developing the whole person through informative, challenging, and motivating speaking and writing activities. In this way, English becomes authentic and meaningful – a living language through which we can express our ideas and share them with others around the world.

Learning a foreign language is one of the most complex activities we perform in our lives, involving logical thinking, emotional management, collaboration, diligence, and responsibility, as well as communication, interaction, and presentation skills. As we discover how to perform various functions in the new language (creating, classifying, comparing, ordering, solving, suggesting, agreeing, choosing, deciding, predicting, and planning), we acquire these skills in different ways and at different speeds, according to our learning styles. Therefore, it is important that we learn *how to learn* as well as *what to learn*, so that we can continue learning for life.

For this reason, every Unit in this book aims to develop problem-solving, critical thinking, comprehension (description, interpretation, ordering, relating), application (solving, changing, choosing), analysis (deduction, inference, classification), synthesis (creativity, curiosity, imagination, invention), and evaluation (judgment, assessment).

Curiosity is especially important when learning a language, and it is promoted here by encouraging learners to investigate, explore, discover, and share their ideas, using riddles, puzzles, surveys, games, mind-maps, brainstorming, role-plays and quotations from famous people. Not only are thinking skills developed in this way, but learners can also become more confident, motivated and independent as their abilities are stretched.

When we have the thinking tools to analyze issues, discuss the causes and effects, and suggest solutions, we can become effective users of the language. *Freshman English, Book 1* therefore provides learners with input language, conversation gambits, vocabulary, and guidance about writing form, style and content, in addition to opportunities for practice (output and performance), organization (portfolio), self/peer-assessment and feedback.

To conclude, I should like to express my thanks and appreciation to KNU press for their active support in this project, the KNU executive staff who made this program possible, and all the teachers on the Freshman English program, who offered their invaluable feedback on the first edition and thereby helped this book to grow into its present form.

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