

To the teacher

Thank you for using *Freshman English Book 1*. This series takes a practical approach to college and university Freshman English programs, focusing on the language learning needs of the students, both in college and in their future careers. For this reason it goes beyond the ‘conversation-only’ curriculum and takes an integrated, whole-language and whole-person approach, providing authentic input and opportunities for output (performance) using all the language skills. The spoken and written activities that form the framework of the Units are set in meaningful contexts and encourage students to see English as a living language – one that will be beneficial to them now and in their future lives.

Learning English in the EFL setting can no longer be justified solely in terms of being able to speak to foreigners. Globalization, international corporations, Free Trade Agreements and a booming tourist industry have upgraded English to a Lingua Franca (ELF), while the economic status of the Asian Tigers (Hong Kong, Singapore, South Korea, and Taiwan), along with China, India, and Japan, has given birth to a sizable community of business people who negotiate and communicate in a common second language – English. The fact that this L2 takes the form of Konglish, Japlish, Singlish, Chinglish, etc. is indicative of the recent growth of regional Englishes (World Englishes), and highlights an important change in the language teaching paradigm. EFL learners now need English for use in their domestic situations in addition to potential international uses, and consequently they need formal and academic English as well as the informal language that has featured in many course textbooks to date. In view of these developments, *Freshman English Book 1* aims to provide an infrastructure of appropriate learning opportunities for college and university students, helping them to develop language skills that they will need in their chosen specializations.

The keywords for the teachers using this series are: Confidence, Motivation, Independence, and Flexibility. The first three of these words express the non-linguistic goals of the books and are based on the idea that students who are confident, motivated and independent (CMI) will be good language learners in, outside and beyond of the classroom. The fourth keyword refers to the role of the teacher in facilitating appropriate learning experiences. Rather than expecting all the students to perform the same tasks at the same time and in the same ways, a flexible teacher is able to monitor individual students, assess their learning needs and guide them onto tasks that are suitable for them. This Teacher’s Guide endeavors to give suggestions on how this might be done when using *Freshman English Book 1*.

Finally, this series attempts to foster discovery learning, teamwork, and self/peer-assessment. These skills are vital in the workplace, but are rarely emphasized in academic environments. In addition to promoting linguistic, affective, and cognitive goals, it is hoped, therefore, that this series will empower teachers in the promoting of learning skills in their students, and that these future business people, medics, lawyers, engineers, academics, politicians, and public servants will later look back on their Freshman English experience and see it as the time when they learned how to learn rather than what to learn.

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