

## Preface (continued)

This approach assumes a degree of freedom in the classroom which reflects another aim of this series - to encourage the students to work by themselves, and to set out on the road to autonomous learning. Students should therefore be encouraged to turn the page, and move on to another task, or to take on some sort of project-activity as a follow-up. Those who feel more comfortable working at basic tasks however, should also be allowed to do so. The teacher, as facilitator and counselor, can then judge what input is appropriate for different groups, and is able to offer more personalized advice and tuition, having been freed from the burden of presenting the same lesson content to everyone.

A further aim of this series is to encourage students to participate creatively in interpretation of lesson content, and to devise new ways in which that content can be improved or adapted for their own purposes. The fostering of such an attitude is a valuable step towards autonomy and self-assessment, as well as helping learners to value their own ideas more. Because of this, many activities can be (and should be) performed in a variety of ways, and a useful follow-up (or review) for any activity (however basic) is to suggest that the students find another way of performing it.

In conclusion, thank you for choosing *Tell Me More!*. I hope it offers teachers and students a rewarding and enjoyable experience in developing interactive communication skills in a Task-Based fashion, and that the activities will encourage, stimulate, motivate, inform, amuse, and extend those who use them.

*Tell Me More!* Was written by the English and Korean authors, who are TEFL educators working in Korea. It was written for Korean students and takes their own culture as the starting point. Rather than concentrating on the stereotyped target language culture, therefore, this book encourages students to investigate their own culture, and to be ready to explain it to visitors to their country

Health and peace to you all.

Andrew Finch, Ph.D.

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