

# Asian-EFL-Journal

## December 2003 Articles

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We present 8 articles in the December 2003 edition of the Journal. We especially thank the learned Mr. Scott Thornbury for his work and all other authors for their dedication to the EFL/TEFL profession.

[The first article](#) is presented by the well known EFL writer, Mr. Scott Thornbury of the U.K. A frequent dilemma of language teachers across Asia is how to teach English vocabulary. The learned author, who is widely published, notes that teachers of English as an L2 should use authentic short text materials, which are rich in vocabulary learning potential. His contention is that words of the text put in appropriate contexts can increase the chances of language learners appreciating not only their meaning, but also their typical environments. The author examines and explains the process involved.

[The second article](#) The second article is presented by Mr. Richard Lynch of Korea. The author, a professor at Taejeon's Woosong University is one of the new emerging luminaries in Asia in the field of distance learning contexts and second/foreign language learning. In this issue, he examines the need for more authentic, performance based testing. Aspects of validity in performance-assessment are examined and underlie a holistic model of assessment of reading, which is also presented for practical EFL/ESL applications. The author contends that the appropriate application of such models will better assist instructors in understanding the degree of authentic learning taking place among EFL/ESL learners and in turn, generate useful washback.

[The third article](#) is presented by Professor A. Wang from China. The article represents a study and analysis of rules of Chinese and English word formation. It is viewed that both Chinese L2 and English L2 learners can enlarge their native language vocabulary in addition to finding out the similarities and differences between the two languages concerned by using contrastive, cross-language approaches focused on morphology. As China is a large and rapidly growing consumer of EFL and ESL learning, but with distinct language learning needs and possibilities, we also continue to encourage the publication of China based authors. In this context, we view with thanks Professor Wang's contribution.

[The fourth article](#) is presented by Ms. Kim Hyun-Sook of Korea. The CLT method was introduced into Korea at the beginning of the country's 7th curriculum. However, other research data noted that teachers did not receive any training in its application or purpose, with the result that 30% of teachers did not use CLT in their classroom. Nevertheless, teachers must assess their students' speaking skills. The author researched ways Korean teachers conducted speaking assessments and noted that teachers needed to have greater assistance and encouragement to try new ways of communicative assessment in their EFL classrooms.

[The fifth article](#) is presented by Mr. Will. Baker of Thailand. The author looks at inter-cultural communication from within a Thai context. Within the English language is embedded a culture. But as the author argues, whilst language and culture are inseparable, what the L2 learner learns or believes about the L2 culture may not be what the speaker of that English intends to transfer to the learner. Cultural stereotypes can be avoided, and to achieve that the teacher must go beyond contrastive analysis of the cultures involved, such that the learning takes place in a 'third place', being neither the target language culture nor the L1 culture.

[The sixth article](#) is presented by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga of Vietnam. The authors carry out action research to determine the value of English games in the Vietnam classroom. They conclude, based on an analysis of past research and their direct observations and research, that games are a justifiable tool in a teacher's repertoire. As well, not only are students seeking change in teacher teaching methods, but they are also trying various ways of vocabulary acquisition. If the game is carefully selected considering various factors peculiar to that group or culture of students, then games can well lead to an improvement in the learner's communicative competence.

[The seventh article](#) is presented by Mrs. J. Ahn of Japan. This article examines L2 theories as pertaining to an individual learner. She examines a single young L2 learner and presents findings and assessments on past, current and future trends that have occurred in relation to this one learner, and eventualities that can be expected to occur if theories hold true. Issues ranging from critical age period analysis, code switching, Konglish, (Korean English) and the student's vocabulary acquisition process are considered.

[The eighth article](#) is presented by Mr. Eric Pollock of Korea's Kyunghee University. The role of the language teacher has drastically changed over the last 20 years. Here the author compares the language teacher in the classroom to the traffic police in a big city. Just as the traffic cop directs traffic with a wave of his arms, so does the language teacher guide the student in the direction of learning, but the duties of the language teacher may need to go far beyond this view.

# **CONFERENCE ANNOUNCEMENT**

**PAC 5 Conference**

Far Eastern National University, Vladivostok, Russia

The Fifth Pan-Asian Conference on  
Language Teaching  
at FEELTA  
June 24-27, 2004

**PAC5**