CamTESOL Conference on English Language Teaching: *Selected Papers*

Volume 1, 2005

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Foreword

The CamTESOL Conferences on English Language Teaching have existed for five years since their first establishment in 2004. As a conference for teachers of English in Cambodia, CamTESOL plays a significant role in building professional relationships among teachers, professors, researchers, and managers in the English Language Teaching (ELT) profession, aiming to promote innovative and effective English teaching and learning in Cambodia. During the past five years, one workshop and four CamTESOL conferences have been organized in the Kingdom of Cambodia. Before the 1st CamTESOL Conference was held at the Institute of Foreign Languages in 2005 on "Practical Issues in Teaching", a workshop on the same theme was organized in September 2004 at the Inter-Continental Hotel, Phnom Penh. The 2nd CamTESOL Conference on "Improving the Practice" was held at Pannasastra University of Cambodia in 2006, and the 3rd CamTESOL Conference on "Internationalizing ELT" was at the Royal University of Phnom Penh in 2007. In 2008, the 4th CamTESOL Conference, which focuses on the theme "Building Bridges to the World", will be held at the National Institute of Education. The CamTESOL Conference series has grown remarkably as the number of participants, both Cambodian and international, and presenters, have increased every year. As evidence of the organization's perpetual development and in response to the needs of teachers, language researchers, and interested readers, the organizers have decided to publish this first volume of conference proceedings.

The CamTESOL Conference on English Language Teaching: *Selected Papers*, Volume 1, 2005, contains four selected papers from the CamTESOL Workshop in September 2004 and the 1st CamTESOL conference in 2005, both which focused on "Practical Issues in Teaching". Many issues relevant to ELT in the Cambodian context such as the perception of teachers' roles, developing and using materials, using a communicative language teaching approach, using pair work and group work, and teaching large classes were examined and explored in both the workshop and the conference. In addition to international participants, the workshop and conference attracted many Cambodian teachers and lecturers of English from high schools in Phnom Penh, the provinces throughout Cambodia, and higher education establishments in the Kingdom of Cambodia. To participants from municipal and provincial high schools in the country, English teaching is still perceived at large as "teaching under difficult circumstances", taking class size, student and teacher motivation, students' and teachers' perception about learning and teaching, the physical environment, and resources into account. In terms of students' and teachers' perception about learning and teaching, for example, attempts at introducing the communicative language teaching approach into the English classrooms frequently meet a great deal of challenge and resistance. Although some teachers have recognized the importance of this approach, they are still reluctant to adopt it since they have already become familiar with their teacher-centered method of teaching and doubt the effectiveness of this newer approach. Cambodian lecturers from most institutes,

faculties, and universities, on the other hand, who have been formally trained through teacher training courses and who have access to the facilities of their own institutions have no difficulty in cultivating the new ideas concerning English language teaching. One of the aims of the first workshop and conference was "to provide a forum for the exchange of ideas and dissemination of information on good practices in English Language Teaching"; therefore, the issues presented during the workshop and conference were made as relevant to and practical for the Cambodian participants as possible.

In this inaugural volume, the first paper, entitled "Investigating the influence of secondary EFL teachers' beliefs and experience on their practice: The case of Macau", presented by Presentacion Maano Fong, a PhD (Education) candidate at the University of Canberra, Australia and Jeremy Jones, a Senior Lecturer in the TESOL and Foreign Language Teaching Program at the University of Canberra, Australia, addresses two main questions regarding how teachers' beliefs and educational experiences influence their teaching and the extent to which the social and work environment influences conceptions about effective teaching and learning. The issues raised by the presenters in this paper are, to a large extent, relevant to the fact that Cambodian teachers' beliefs about education significantly shape the way in which they teach their students. The three following papers each focus on the teachers' adaptation and production of teaching materials for their own classes, which are practical issues relevant to the Cambodian context. The first paper entitled "Maximizing Student Attention to Classroom Learning Materials" and presented by the first plenary speaker Kate McPherson, who was a TESOL teacher trainer in the English Language Centre at the University of Tasmania, examines the collaboration between teachers and learners in enlivening course book material despite the possible remoteness, irrelevance, or lack of skill coverage of some texts. The second paper, which was presented by Pan Somaly, a program coordinator and lecturer of English of the English Language Support Unit (ELSU) of the Royal University of Phnom Penh, looks at the use of stories from Chicken Soup for the Soul in order to develop students' language

skills with a particular emphasis on reading. The third paper entitled "Teaching Speaking and Listening with Scarce Resources" by Jonathan Hull, who is currently teaching at King Mongkut's University of Technology, Thailand, emphasizes teachers' ability in writing their own speaking and listening materials which are more appropriate for the Cambodian context than ready-made materials intended for the global market.

This publication is the first volume in the series of the CamTESOL conference proceedings. Following this, Volume 2, Volume 3, and Volume 4 which will contain the selected papers from the 2006, 2007, and 2008 conference proceedings respectively will be published. At the time of this first volume publication, the 4th CamTESOL conference is about to be held on 23 and 24 February 2008 at the National Institute of Education in Phnom Penh, Cambodia and the next conference is being planned for 2009.

Numerous people, including the organizers, sponsors, and volunteers, have contributed to the conspicuous success of the past conferences. I would like to express my sincere thanks to them for their kind support, sustained effort, and enthusiastic volunteerism. In addition, I would like to express my profound thanks to all the presenters of the selected papers in this first volume, to the editors, and to the sponsors of this publication for their significant contributions. Without them, this publication would not have come into being.

To close this foreword, the first publication of the CamTESOL Selected Papers is dedicated to Kate McPherson, a TESOL teacher trainer in the English Language Centre at the University of Tasmania, Australia and the first plenary speaker in the first CamTESOL conference, who passed away last year and whom we all miss for her fervent support for and substantial contribution to the development of the ELT profession in this age of globalization.

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Investigating the influence of secondary EFL teachers' beliefs and experience on their practice: The case of Macau

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Abstract
The purpose of this paper is to report on an enquiry into the beliefs and educational experiences of secondary EFL teachers in Macau SAR, China. The chief questions addressed are: What beliefs and educational experiences do the teachers have and how do they influence teaching? To what extent are conceptions about effective teaching and learning influenced by the social and work environment? Results show that teacher education has a strong influence on teacher beliefs. Since the issues raised in this paper are likely to resemble those in other educational environments in the world, the authors will promote discussion of the generalisability of the results, especially in the Cambodian context.

Introduction
Teachers' beliefs about teaching and learning lie at the heart of their practice. Whether consciously held or not, these beliefs have an appreciable impact on teachers' professional lives. If beliefs are given freedom of expression, they maintain morale and can give teachers the reassurance that they can bring about effective learning; if they are suppressed or challenged, morale may suffer, teachers do not feel they are giving their best to the learners and the workplace seems unrewarding. Where do these beliefs come from? What factors influence them? To what extent do these factors affect their beliefs and practice? These are the general questions that preoccupy us in the research we present here.

The setting for the research is Macau and in particular ELT in the middle school system in that region. Although, as we shall make clear, the Macau educational environment has certain unique characteristics, there are sufficient resemblances to the Cambodian situation to persuade us that this forum in Phnom Penh is a worthwhile place to present our findings and conclusions. Chief among the resemblances is the reality that in both environments future language teachers learn in a highly traditional teacher-centred school; they study teacher education in programs where they are confronted with new approaches to teaching and learning, influenced by trends in Western countries; and then they return to traditional schools where commonly they are face various impediments to the practice of those new approaches.

Background to the research
Teacher education is supposed to enhance the effectiveness of teachers' work. However in education and language education research it appears that many teachers rely more on their deeply held beliefs about teaching than on the knowledge and skills that they learn from teacher education and professional development programs. In order to maximize the outcomes of teacher education, it is important to understand how teachers' beliefs and experience affect their attitude

to knowledge, skills and new practices to which they are exposed in initial and in-service teacher education.

There have been investigations of beliefs of language teachers in Hong Kong but there are no major studies about Macau language teachers, their beliefs and experience in particular, to date. In fact, throughout the pre- and post-transition period in Macau, there has been very little research at all on second language teaching and second language teachers. Research on teaching has been limited to the areas of Mathematics, History, Ethics and Civics Education and Primary Education. Why the need for research in this area? There are three major reasons:

First, the University of Macau teacher education institution has been undertaking periodic curriculum study and revision. Changes are often not informed by local research. The need for a responsive teacher education curriculum is alluded to in Pang et al's (1999, p. 73) study, which asserts, "It is time to restructure and innovate the curriculum and content of teacher education so that all trained primary and secondary school teachers may be competent and effective teachers equipped with enough professional knowledge, information technology and professional ethics to face the challenge of change in education".

Second, there has been government intervention to improve Macau education since the 1990s. The government's Department of Education and the Teacher Education faculty have collaborated to intensify the improvement of teacher quality and expertise. In language teacher education, professional development courses conducted locally and abroad, which are well received by teachers, have been subsidised by the government. Educational change tends to come from above, but despite them, outmoded practices still prevail. Bray et al (2002, p. 16) observe, "The 1990s brought much government intervention, support and coordination; but long standing features cannot be changed instantly, and the schools display many characteristics from the past. It is also important to raise teachers' awareness about their important role in present day Macau and about the need to develop a flexible teaching behaviour responsive to new changes". They note further that the "achievements and constraints" (p. 16) in Macau higher education institutions greatly hinge on the "quantity and quality of outputs" from Macau schools . For example, secondary school graduates who display strong competence in English gain easy admission to varied disciplines in Macau higher education institutions.

Third, in the experience of the researchers, Macau teachers - both practising and student teachers - commonly express their frustration in not being able to apply what they learn from teacher education courses. They often speak of difficulties of implementation. Information on the challenges Macau language teachers face, on their beliefs and knowledge about teaching English, can provide insights that will strengthen the relationship between teacher education practices and Macau English teachers' professional reality.

Education in Macau

Most of the schools in Macau, whether primary or secondary, are privately run or subsidised. Private schools, many of them long-established religious institutions, are in the majority and only a few are public or government schools. Macau until now does not have a universal educational system. Secondary schools follow different educational policies according to their objectives, philosophy and vision. The three most important subjects in secondary schools are English, Chinese and Mathematics. This emphasis is reflected in the degrees offered in the Faculty of Education secondary teacher education, and the four-year Bachelor of Education (Arts and Science) program offers three major specializations: Chinese, English and Mathematics with minor subjects in IT and History. The Bachelor of Education (English Education) is jointly run by the education faculty (FED) and the science and humanities faculty (FSH). Most of the courses for English majors are taught in FSH by lecturers and professors who are mostly native speakers from the UK, the USA, Australia and Canada, while in FED teaching methodology and education courses such as psychology, sociology, and curriculum are generally taught by foreign-educated local academics. The majority of the academics hold doctorates in their field of specialisation. Since most of the courses for English Education majors are taught by academics who have been educated wholly or partly in English-speaking countries, student teachers get full exposure to English as well as Western approaches to teaching and learning.

The B Ed program has a strong focus on language and study skills, language acquisition and linguistics courses, literary studies, teaching methodology, technology, and offers three-week

school teaching experience in the last year of study. In the language teaching methodology courses, student teachers gain knowledge, skills and practice in different teaching techniques with strong emphasis on the application of learner-centred teaching and other non-traditional approaches. To view Bachelor of Education (English Education) subjects, refer to: <www.umac.mo/fed/doc/po_BED_eng-e.pdf>.

Research questions

1. What beliefs do Macau English teachers have? Where do they come from?

2. What factors influence Macau teachers' beliefs?

3. To what extent do those factors influence beliefs and practice?

Conceptual framework

In this study, the construct of teachers' beliefs makes reference to "implicit theories" (Marland, 1995), and defines such beliefs as personal reasoning, evaluation and judgment intertwined with values, perceptions and experience. Teachers' beliefs offer teachers a source of alternatives or possibilities during the process of projective thinking in which a teacher is constantly engaged in a process of looking inward, recognising familiar patterns (beliefs and past and present experiences, memories) and looking around (classroom realities, institutional, social, cultural expectations) to find a *fit*, to make judgment about what works for a particular group of learners in a particular location.

Richards (1998) identifies two kinds of knowledge that influence teachers' understanding of their work. One kind relates to subject matter and the curriculum, and how the content of a lesson is conceptualised, another to teachers' implicit theories of teaching – "their personal and subjective philosophy and their understanding of what constitutes good teaching" (Richards, 1998, p. 51). Both kinds of knowledge appear to be manifested in the reflections offered by teachers in this study. They talk about the way they approach their syllabus and the planning and execution of their lessons, and their views on what they do (not always approving), but they refer also to their "philosophy", the theories they developed from their experience as learners and as students of education and as practising teachers.

There is a growing body of literature that recognizes that teachers' implicit theories and beliefs influence teachers' perception, judgment and behaviour. Johnson (1994, p. 439) summarizes common assumptions of research on teachers' beliefs. First, teachers' beliefs influence both perception and judgment which, in turn affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching and how the information is translated into classroom practices. Finally, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs.

Teachers' prior beliefs and experience evidently have an effect on present beliefs. It is well documented in both general teacher education and language teacher education that teachers' school experience, the years spent in classrooms as a pupil and learner, form early conceptions about teaching and learning, referred to as the "the apprenticeship of observation" (Lortie, 1975, cited in Richards and Lockhart, 1994, p. 30). These beliefs are sometimes found to be impervious to influence.

Teachers' early understandings are further shaped by the dominant values of the cultural context. The pressure to conform to expectations about appropriate behaviour may compel teachers' adherence to conservative behaviour. There are unrecognised cultural and societal forces in the classroom that influence teachers' work. As Yero (2002, p. 29) explains, "The culture of a school is the set of complex relationships among the people in the school - the students, teachers, administrators, support, staff, parents, members of the school board. Each teacher within that culture has personal values. It is difficult to avoid buying into those values". Those values and expectations influence teachers' conceptions of how good teaching should proceed.

Practical imperatives play a significant role in the formation of beliefs. For example, Brown (2000) reports that teachers cannot easily accommodate new practices, for example adopting CLT techniques, because of such classroom realities as size of class, teaching materials, textbooks, as well as the pressure from local tradition. The interpretation of the role of a teacher as an explainer rather than as a guide or facilitator is an instance of the effect of local tradition. Other realities such as prescribed curriculum, lack of

resources and students' level of ability are very likely also to prevent application of beliefs.

All the above factors that influence belief and practice will be seen to play a role in the Macau teachers' accounts. It will be seen that early experience of school, as children and adolescents, has a very strong impact on the teachers, even if those teachers feel they have to reject the values that characterized teaching and learning in their early years. School culture frequently restricts independence, and the "realities" evoked by Brown and Yero clearly weigh on the teachers, perhaps more heavily so than on teachers in other environments.

Methodology and data collection

The approach adopted in the research was essentially qualitative. In order to probe teachers' beliefs and experiences, data were gathered from detailed interviews of pre-service and in-service teachers. The goal of such an approach was to arrive at "an interpretive account of what people do in a setting, the outcome of their interactions, and the way they understand what they are doing" (Watson-Gegeo. 1988, p. 576).

The first group of subjects, 30 in number, was drawn from fourth-year pre-service student teachers enrolled at the B Ed (English Education) program (for secondary school teaching) at the University of Macau. They had just finished the one-year two-semester block teaching practice at selected Macau secondary schools. Their ages were between 23 and 25, all female. The second group of subjects consist 27 in-service English teachers currently employed at Macau secondary schools; some known to the researcher, others not. Their ages ranged from 23 to 35, with years of teaching experience from one to 10. Four were male, 23 female. Semi-structured open-ended interviews of teachers in the two groups were conducted, with individuals or small groups. Each interview lasted from 30 minutes to an hour. Interviews were audio-recorded and written notes were taken during the conversation. Since the focus of this study is a general consideration of teachers belief systems to gain a greater understanding of language teaching in Macau, the exploration began with past experiences, how those past experiences may have accounted for the formation of beliefs, how those beliefs may relate to their present teaching. (See Appendix 1 for a schedule of the major interview questions.)

Two case studies from the research

At the time of the interview, Renee had just completed her three-weeks of EFL teaching practice at a typical Macau secondary school, fulfilling the requirements of her B Ed at the University of Macau. Ina has worked as a qualified EFL teacher for two years, also at a typical secondary school. She is a graduate of the University of Macau. (Note: the names of subjects quoted here are pseudonyms.)

Case Study 1: Renee
Experiences and emergence of beliefs
At high school

Renee reports that at high school she had two "totally" different learning experiences studying in the two sections of the same school, Chinese-medium and English-medium:

> "In Chinese section, we have to memorize the questions, for example, just memorize the questions and the exercise behind…, at the back of the passage. When we have the test and the answer and the question and the answer is the same as in the book. It is very easy to get a high mark. So I just think I have confidence with my English but when I go to English section I think … it's very different. We have to make use of the language. We have to speak and write in English but in high school we don't have the chance to speak English very much because I think the teaching model is quite traditional …"

Renee views her overall high school learning experience in English as "traditional", because even in the English section using the language was only for the purpose of accomplishing reading and writing tasks, the teacher directed teaching, and innovative teaching and learning activities were absent. The focus of teaching was to prepare students for tests and exams and learning was evaluated in a brisk question-and-answer exchange: "They just ask, you just pick up the chips, and [they] ask you to answer all the questions one by one … we do all the exercises. No games, no competitions. Just very, very traditional and actually we learned English by ourselves because we have the test". However, she felt learning experiences in both sections had some beneficial effect on her as a learner. In the Chinese section, faithful memorisation gave her high marks, which built up her confidence in learning the language. In the English section she noticed a remarkable improvement in her proficiency, which she attributes to total exposure to the target language. She felt she was "forced" to learn the language

since all subjects were taught through the medium of English.

At the university

When asked about her learning experiences at the university, Renee reported that she had expected to be taught the way she was taught by teachers in the past: "Before we go to UMAC (the University of Macau), I think teaching is just like that, it's just like what we were taught in high school". In the teacher education program, she learned that there are different ways to go about teaching and bring about good teaching: "After we entered and studied in the Faculty of Education, there is a lot of methods, we can do a lot more, actually, but I can see quality lesson. I'm impressed".

Giving her overall impression about the learning she gained from the university, Renee says she appreciates the knowledge and skills she acquired and chose what was applicable in her teaching situation when she did her actual teaching practice. She claims that the language methodology course made her understand the practical application of innovative approaches, and during her practice she used those practical ideas. She values both the theoretical and practical knowledge and emphasizes how she grew to recognise the value of using only English in the class, an important tenet of CLT. From her reflections about her learning experience at the university, it can be sensed that Irene was stimulated and inspired by new teaching and learning experiences.

Influence of beliefs on teaching

Probed about her beliefs, Renee was asked: "To what extent do you think your past learning experiences influence the way you teach now?" She responded that experiences of both school and university were important. For example, she believes now, as she learnt at the university, that English should be used to teach English, and acknowledges the negative experience of her high school when English was taught through Chinese. Renee recounts the difficulty she has had teaching in a Chinese school where she felt that her new beliefs conflicted with the teaching expectations of her students. For example, she started teaching her class using "80%" English but the students complained to her mentor. She reports that in a Chinese school "they [the students] refuse to listen to English and they just think it's a waste of time", that every time she used English "they just sleep and talk and sometimes fight". She strongly

believes that using more English in teaching is useful for improving her students' proficiency as well as her own but insists that the students' poor proficiency level and lack of interest in participation made it difficult to conduct the lesson and its various activities (for example mind-mapping) using only English. She then reverted to using Chinese and from this experience emerged the belief that "you [teachers] can actually teach more things if you [they] use Chinese". Irene therefore faced a dilemma in applying her beliefs: "If I use Chinese I think it is quite in conflict with what I was taught in the university, because you have to use English [to teach English], but they don't understand, so I don't know how to do it".

Renee also mentions another instance when she felt tension in her beliefs. She believes that promoting new and (for her students) unfamiliar reading strategies is "ideal" for developing reading skills, but she found that students refused to engage in this kind of learning so she felt the futility of the attempt. In the end she only applied it when the students were consciously better behaved, that is, when her teaching practice supervisor came to visit the school. In short, Renee felt that her new beliefs were difficult to implement, thwarted by her students' own beliefs, expectations and the routine practices in the school.

Other influences on teaching

In addition to the above constraining factors, there were "significant people" whose expectations Renee could not ignore. One was her school-appointed mentor whose power she felt strongly. Though the mentor was supportive and tried to make Renee understand the reality and not be crushed by it, not feel discouraged if she could not apply all her new teaching ideas, she appeared to be trying to attune Renee's teaching to the expectations of the students and the school conventions. It appears that she felt she was helping Renee to understand the local teaching realities that should not be challenged. An additional pressure came from her university-based teaching practice (TP) supervisor who naturally expected that Renee would apply what she learned from the teacher education program. Because Renee's teaching ability was evaluated against a list of categories of teaching skills and knowledge reflecting the program's conception of teaching competence, Renee had to carefully rehearse her teaching approach before the teaching observation visit. The TP threw into relief the disparity between

what she was supposed to achieve and what she actually did from day to day. Her principal was also a cause of strain for Renee: she knew he was interested in supporting the sort of innovative teaching that she valued but felt her priority was to finish the chapters assigned by the mentor, which left no time for any interesting new approaches. A more significant stress factor was the administrative demand to complete the school syllabus, to cover all the material at the proper pace and by the right time. These complex demands from different sources left Renee frustrated. As she confesses, "I just feel quite depressed at the beginning but later I feel bad because I have to make adjustments between myself and my teaching and my school".

Summary

From Renee's learning experience at high school, quite a few beliefs about effective language teaching and learning emerged. From the years spent studying under traditional instruction in the Chinese school, Renee came to believe in memorisation as an effective learning strategy. It was also here that her belief that "translation is bad" emerged. As a result of her time in the English-medium section of her school the notion arose that total exposure to the target language contributed to rapid improvement in language proficiency. Along with this was the even stronger belief that by working hard and independently, as she did, one could reach high proficiency in the language.

Teacher education learning experiences helped Renee to shape a number of explicit beliefs. In general, she came to espouse CLT and, matching the belief arising from earlier experience as a learner, she affirms that English should be taught in English. In her studies she encountered a number of teaching techniques that she was happy to adopt, for example the development of skimming and scanning skills in reading, which she was unaware of before and now regards as "ideal".

The reality of the language classroom, however, brought about Renee's realisation that little of her learning from teacher education could be applied. She found she could not use English exclusively: "when I use English they [the learners] just sleep and talk and sometimes fight". She adds, "You can actually teach more things if you use Chinese", by which she means she can cover more material from the syllabus and satisfy the pace required by her administration. Both teacher-centred and learner-

centred teaching is needed, she believes now. She feels, as no doubt her own teachers at school did, that teacher-centred teaching is one way to keep a teacher's authority and guide learners' behaviour. She thinks that "students may not know what they want" and thus need strong guidance.

All in all, Renee has compromised on the beliefs that she carried with her into teaching practice and would probably regard herself now as more "realistic". As she says, "They [mentors] told you that you have to face the reality. You can have your own fantasy, you have your dream but there is always a line between the fantasy and reality. Maybe when we become a [full-time] teacher, we can have good control of the class". Yet she has not abandoned innovativeness in teaching: "I will not just follow my mentor's instructions when I become a teacher in the future, I will have my own way and then I will combine them, their ways too". She knows that compromise is necessary and appears not disheartened by the prospect. Despite the sense of defeat that she occasionally expresses, she maintains her professional commitment. She says, "I think before you really engage in teaching you really must ensure that you are really hardworking and a responsible person, and you have to teach with your brain and heart". The self-perception that emerges from the interview with Renee suggests that she would view herself as hardworking and responsible.

Case study 2: Ina

Ina has two years' experience teaching English at an exclusive religious school. She teaches all English subjects in the junior secondary level forms and also teaches a non-language subject at the senior level. She herself studied at a religious school in Macao.

Experience and emergence of beliefs
At high school

Ina spent her high school years at an English-medium secondary school. However, the program was not what most educationists would regard as "enlightened". She reports studying English under grammar-oriented instruction in which heavy emphasis was given to grammar mastery and memorisation of rules. Her prior learning experience is encapsulated thus: "The way I learned in secondary, rules and rules and rules, which I think is actually quite boring and not really useful because … you can remember the rules very well … but you don't know how to use it".

Ina seems to disapprove of grammar-oriented teaching that focused heavily on mastering and memorisation of grammar rules for test or examination purposes. She views this approach "boring" and "not useful". She questions the grammar teaching approach that did not provide practice in language use. If students could not apply the rules to exercises, then, she thinks, memorisation of grammar rules is illogical. As a result of this experience at high school, Ina expresses the belief that in grammar teaching, the teaching of rules has no use. This belief manifests itself in her classroom teaching: "For (teaching) grammar, I don't like explaining rules; I think drills are better, I try to give them more examples, a lot of exercises, and a lot of drills, sometimes play games".

At the university

When asked to talk about her learning experiences in the teacher education program, Ina acknowledges the value of language teaching theories she learned from the courses: "It influenced me a lot, a lot of rooms", by which she means there are different ways to approach teaching. She describes how the learning experiences in the program enhanced her understanding of teaching: "a lot of conscious [thinking] inside my mind". It appears that Regina left the university seeing herself as an English teacher equipped with a host of new ideas and skills: "I have a lot of dreams that I am going to play games with them, a lot of teaching aids".

Influence of beliefs on teaching

Probed about her beliefs, Ina was asked about the extent to which the ways she was taught or learned English in the past affect her present practice. It appears in her response that she takes a dim view of her past experience: "I learned from the past that I should not do that again, because, for example, not just reading the text, not just all those boring stuff, because you know, I was a student before and I know it doesn't work, because students are so bored daydreaming. You can't get their attention and that's useless, you are wasting time, you are wasting students' time".

In the light of experience, Ina now feels that teaching focusing only on superficial coverage of the syllabus does not promote effective learning. Teaching reading, for instance, is not simply about "just reading the text", that is, getting students to read the text quietly in their seats and answer basic

comprehension questions, so that one gets to the end of the syllabus on time and apparently ready for the big test. She thinks, "If you are going to rush, students can't get [learn] anything". Thus now when she teaches, for example, in the vocabulary lesson, she is more flexible with time and gives students time to talk about their interest before she starts the main content of the lesson.

The learner-centred and humanistic approaches fostered in teacher education had a profound effect on Ina. She says she became more learner-centred in her teaching, consciously employing communication-oriented teaching strategies. For example, she used role-play because she believes that it enhances the speaking ability of the learners as it offers them the chance to "speak aloud", that is, to practise saying words or sentences confidently in the target language, regardless of their mistakes in grammar and pronunciation. She states that this strategy worked for the majority of her students while songs worked for the shy ones.

Ina also believes that marks are useful incentives in building the self-confidence of students and getting their class participation. She knows that students value marks and recognises the importance of encouraging student participation through this incentive. She also thinks that learning of the target language should not be confined to learning English from the textbook, so she brought in other resources such as pictures designed to enliven textbook teaching by providing a context for discussion of topics close to their lives. She found the textbook "terrible" and noted that it contained mistakes. In sum, Ina's language teaching strategies reveal an instructional approach that tries to develop learners' interest in the language and get them to talk.

Indeed, raising learners' motivation seems to be a very important project for Ina. She believes that that liking English is a condition of being good at it: "You have to like something before you learn it". She compares language learning to gaining skill in sports (for example, learning to play football or learning how to ride a bicycle).

But at the start of her teaching experience what Ina found was that, confronting her ideas of motivation, her students "hated" English: "They don't like it and they are scared of it". The students demanded the use of Chinese, claiming they did not understand her when she used English only in her teaching. So she used the strategy described above

of choosing topics and references close to the students' lives. For instance, since she was teaching teenage boys, she introduced the discussion topic of dating foreign girls. This sort of approach worked well and she was able to stick to her principle of using English to teach English.

Ina's belief about English as the medium of instruction is clear in her account. She says she uses only English in class, refusing to give in to students' demand for Chinese and uses "easy words" to assist comprehension of difficult material. She thinks that students get used to this strategy, as indeed they did in her classes.

Other influences on teaching

Despite this success, Ina claims that it was far from easy for her to implement beliefs and skills gained from the teacher education program: "If you're really in the classroom I think it's really hard to … use the theories, because we don't have the time". Ina thinks that many beginning teachers have various plans, derived from their Education courses, about to how to go about teaching, but the "system" confronted them, and they found that some of the things they wanted to do were not allowed:

> "The first year when I go, I am full of dreams, the second year, no more, because when you say you want to do that, no, no, it's not allowed, so there's a lot of problems about that, especially when in Form Two, three teachers teaching four classes and I'm teaching two classes, it's really hard for you to make certain decisions, so it's really hard to force, to do something that sometimes I don't really like, so sometimes I'm not really happy, but whenever I am with my students, I am happy again".

In her second year of teaching Ina persisted with her beliefs, though with less struggle. Sometimes she feels the pressure of succumbing to practices she disapproves of, for example getting students to memorise grammar rules or give more homework to students. As regards the latter, she believes that giving homework is a waste of time since students just copy from each other, but, she laments, parents complain if their children are not given "enough" homework.

It is no surprise then that Ina finds it very hard to initiate innovative teaching and change in the established school practices but she does manage to make changes in her own classroom. To Ina, bringing about change in established practices is not going to be easy. There are too many constraining factors in the system - tests, exams, assignments, not to mention the difficulty of

infusing new ideas and practices on old teachers' ways and practices.

Summary

From Ina's learning experience in high school, some beliefs emerged and survived into her practice. For example, she came to believe that rules have no use if they are not applied in real communication. In her teaching she therefore avoids explaining grammar rules and sets students tasks and exercises to which the have to respond orally. She does not want them merely copying out answers in their seats. Ina has also retained the belief that the obsession with covering the syllabus according to a rigid timetable does not promote effective learning.

From the teacher education program emerged her belief in applications of CLT, for example using role-play, games and songs and using authentic materials, and above all the use of English as the only medium of instruction for teaching English: teachers "shouldn't use other languages to teach English". In teacher education, the language of instruction was always English, whether it was in methodology or English proficiency classes. Ina holds to this belief despite her students' demand for Chinese.

Ina found that applying her beliefs from past experiences was not easy. But to her "the teacher should believe in oneself even if the system and fellow teachers aren't helpful. That way, you can still achieve your goals/dreams as a teacher."

Throughout her classroom teaching experience, Ina has tried out her beliefs and knowledge and from these formed personal teaching principles about successful learning of English. She evidently feels that motivation is significant above all: you have to like it before you can learn it.

The interview reveals that Ina sees herself as an innovator who has tenacious beliefs about English and has definite views on effective and ineffective ways of teaching and learning it. She has a strong determination to implement her CLT-oriented beliefs despite obstacles. As she advises future teachers, "There will be a lot of things around you, trying to disturb you ... what you believe. You have to believe, you have to be really strong …" Ina became more flexible with her practice after two years of teaching, having wrestled with the sort of challenges that Renee encountered, and thinks she

will adhere to what she believes: "I'll try my best to stay the way I am".

Discussion and implications

Both participants demonstrated their prior learning experiences as well-remembered events that shaped their views about teaching and learning. They narrated with strong emotion and clarity how they were taught or learned English in high school: "rules, rules, rules", "boring", "I know I should not do that again", "just pick up the chips and [teachers] ask you to answer all the questions one by one", "no games, no competitions".

These distinctly remembered experiences of school have shaped their beliefs about effective and ineffective teaching and learning. As Marland (1995, p.131) claims, "the actions of teachers are guided by internal frames of reference which are deeply rooted personal experiences, especially school ones and are based on the interpretations of those experiences". Further, Rothenberg (1994, p. 371) asserts that "What people remember about schooling becomes a core of their beliefs or lay theories about good practice".

Teachers' beliefs may be influenced by their reaction to values within the culture. Ina, for example, does not believe in giving too much homework since students simply copy from each other without understanding, but parents demand more homework as a measure of "learning". Teachers may thus find it difficult to accept the values that encircle them.

Teachers' beliefs are undoubtedly influenced by classroom experience. According to Marland (1995, p.133), "Whereas opinion is divided as to the impact of on-campus components of pre-service programs on implicit theories, there is no such ambivalence about the effects of classroom experience". Ina's belief that "You can actually teach more if you use Chinese" for teaching English is an example, though it is not one that would be endorsed by her university teachers. This emerged from her practicum classroom experience when she realised that using English slowed down her coverage of the syllabus.

In this study it was also found that both teachers faced constraints coming from teaching and school realities. This finding is consistent with evidence in educational literature of "social, psychological and environmental realities that constrain teachers' ability to practice what they believe" (Borg, 2003,

p.94). As regards specific evidence of hindrance, both Renee and Ina mention factors that prevent application of new ways of teaching and learning. Examples of such factors are: large class size; textbook teaching; exam-driven curriculum; the learners' instinct to memorise and try to master knowledge through repetition; the learners' pressure on the teacher to use Chinese instead of English. Ina also reported external social forces from outside, such as parents' expectations about knowledge and learning. These contextual and social forces were found to inhibit change to the direction of student-centred teaching which the two teachers would like to encourage.

The study found that Renee appears to have suspended some of her beliefs because she felt she lacked the autonomy and power. Ina, by contrast, has refused to dislodge her belief about the potential of learner-centred teaching despite obstacles. It seems that what Ina has that Renee lacks is the energy to experiment with her teaching principles; she does not have Ina's tenacity and sense of challenge. However, we cannot criticise Renee too severely: she simply needs encouragement to stick to her beliefs and above all she needs more time and experience. Six weeks of teaching practice in the two-semester TP block were not enough to allow her to grow in confidence.

It appears that Ina has shown professional skills and adaptability that came from her two years of teaching and from understanding the relationship between her pedagogical choices and the context in which she works. She is able to project what will work and not work, learned how to negotiate with her students about the value of being taught in English and of certain new approaches that she brings to them. Committed to at least trying to implement the learner-centred mode of teaching, Ina is "open to change, and … able to react flexibly to the needs of her students and of the educational context within which she is working" (Tudor 1996, p.231). Meanwhile, Renee's concern is with establishing control, classroom management and fitting into the new system, which she wants to work with rather than against. With little chance of experimentation and no support from the students and the mentor, Renee fell easily back into the teaching approach she knew as a learner.

Implications of the study

A good number of implications arise from this research, for language teacher education in Macau, the schools, and even the society itself whose attitudes make good teaching so difficult to practise in Macau. We merely isolate here three major implications for teacher education, changes that we believe are manageable.

One implication for pre-service teacher education is clear: the importance of providing a longer teaching practicum period to express novice teachers' beliefs and knowledge about effective teaching and learning and to develop professional skills and flexibility. Teacher education authorities should increase collaboration with Macau secondary schools to this end. Unfortunately, there are still many schools that do not offer teaching practice placement to student teachers, apparently not wanting to disturb the routine and delay the completion of the curriculum.

In the light of the experience of Renee and other novice teachers in the study, it is also recommended that more cooperation and rapport be fostered between mentors, who are usually senior teachers, and young student teachers before, during and after the school experience. Teachers like Renee tend too much to feel alone and unsupported. We propose that more experienced teachers or mentors be invited to the teacher education faculty to share their knowledge, beliefs and experiences to pre-service teachers.

Renee's and Ina's perception of the teaching profession reveals an untapped knowledge base in language teacher education. Their stories and comments, and those of other participants in this research, should find a place in the language teacher education curriculum. Education students are aware of many of the realities they will have to face in the schools, but the program does not at present offer enough discussion of them, of the practical ways to navigate through them.

Conclusion

Renee and Ina have told us, with, we sense, remarkable candour, about their experiences as learners of EFL and of EFL teacher education, and then about the challenges of teaching English in schools and classrooms and how their beliefs about teaching grew out of their diverse experience.

Their narratives are in a sense a grand illustration of what Richards (1999, p. 65) calls "the teacher-as-thinker metaphor", in his view an extremely important development in second language teacher education. Instead of taking the learning of teaching skills as simply "the mastery of general principles and theories that have been determined by others", he says, "the acquisition of teaching expertise is seen to be a process that involves the teacher in actively constructing a personal and workable theory of teaching". Renee and Ina may be said to be struggling to construct such a theory in order to survive as confident professionals. But in their circumstances the theory has to be necessarily compromised. Prominent among these circumstances are socio-cultural and educational constraints under which a huge number of language teachers in the world labour and about which so little has been written: constraints such as large classes, unmotivated learners, pressure to use L1, an examination-driven syllabus, a conservative school culture.

Although our study can have only limited external validity, it should appeal to those concerned for English language education in Cambodia. Macau is a developed region and Cambodia a developing country, yet in both there is among language teachers a "conflict or mismatch between old and new perceptions and, more seriously, a threat to prevailing routines and to the sense of security dependent upon them" (Prahbu, 1987, p. 105, cited in Tudor 1996, p. 232). The present research, we hope, urges teacher educators in Macau and Cambodia to review the sense in which their programs prepare student teachers for the phenomenon that has often referred to in this paper, "the reality". Clearly we do not advocate advising teachers to surrender to it; we advocate acknowledging it as fully as possible, understanding it, making judicious compromises if necessary, and trying to change it. We hope too that this research offers language teachers and teacher-educators in Cambodia and similar environments a vivid insight into the working lives of teachers who struggle hard to apply what they believe; and it may give them some courage to deal with the constraints that they face.

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Appendix 1
Interview Questions

A. Introduction of researcher, research and participants
B. Interview: Experiences in learning English to explore teachers beliefs.

Part one: High school (learning experience)

Tell me about your experience learning English in high school. How was English taught in your time? (or) What can you say about the way you learned English in high school?

What English subject areas did you have in your secondary school? (e.g. Reading Comprehension, Dictation Grammar, Vocabulary, General English, Translation, etc.)? How did your teachers teach these subjects?

What do you think of the way these subject areas are taught? (subject areas mentioned are addressed) Do you think you learned what is important (or the students learned what they have to learn) in that particular subject area? Why or why not?

Tell me a positive/negative experience in learning English in high school that gave you some ideas about how best to learn English? Do these ideas help you now?

Which way (s) of learning English in high school did you find most helpful or least useful to you at UMAC (at the university)?

To what extent do you think the way you were taught in the past influence the way you teach now?

Part two: Student teaching/teaching experience

Tell me about your student teaching experiences/ teaching experiences. What subject areas did you teach?

What teaching technique did you use (all subject areas mentioned to be addressed) (Probe if the technique is different from the teachers' or mentors' technique, e.g. Grammar, Comprehension, etc.)

How did the students react to this technique? Among the techniques that you used, what do you think is the most effective? (or) In your experience, in what technique did the students respond less to, or gave no response at all? Why

do you think so? What do you think should be done to these techniques (the one considered as ineffective) (or) How do you think you could make these techniques effective?

Can you tell me what teaching /learning experiences you value most at UMAC (the university). To what extent were you able to implement what you learned from FED(the teacher education program) in your classroom teaching?

If I were to come to your classroom to observe your usual teaching, e.g. Reading Comprehension, what do you think would I see you doing / the class doing? What is your usual approach to teaching a lesson, e.g. grammar, speaking, etc? Where do those ideas come from?

Can you mention some useful ways that you think promote accuracy or fluency in the target language? What do you think of CLT, group work, pair work, and games?

What do you think knowing English means to your students? How do you think they see English?

What language did you use in your TP (Teaching Practice)? In your teaching? To what extent?

Part Three: Conclusion

Before you entered university, what were your thoughts on teaching or on being a teacher? What made you think this way? Is this the reason why you wanted to take up teaching as a profession (or as a course of study) ? Are you happy that you have taken up teaching?

How do you view teaching? After university, do you still view teaching as before? (Probe on changes.)

In general, what do you think of the educational system (specifically, English language teaching) in Macau? (Probe the problems) What are your insights to the problems? (or) Do you have some recommendations about English language teaching in Macau?

In closing, what would you tell those who want to take up English teaching ? (or) What advice will you give those who want to be a teacher/an English teacher?

Thank participant for the participation in the interview/discussion.

Maximising student attention to classroom learning materials

Kate McPherson
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Plenary session–Keynote address abstract

Published coursebooks are often much-maligned in our professional development literature. These materials are criticised for their remoteness, local and personal irrelevance and lack of coverage of the 'important' aspects of language learning. While there may be some truth in these criticisms, it is also important to remember that the teacher's approach to published coursebooks can ensure that such material does provide a valuable and meaningful framework for a study program.

In this presentation, I will examine ways in which teachers collaborate with their learners to bring coursebook material to life. I will draw on familiar published coursebooks in the Cambodian TESOL context to describe a number of practical strategies for beginning learner-centred work with a coursebook, for developing and consolidating cognitive engagement with the book, and for extending the work done within the parameters of a particular coursebook unit.

Good afternoon. Before I begin, I would like to say how happy I am to be here as I feel I have a couple of special connections with Cambodia. Sixteen years ago, a friend of mine came to teach here through Quaker Service Australia. I enjoyed hearing about his work and when he returned to our university some of his colleagues came with him to study with us. They made me want to spend some time in Cambodia, but it has taken me quite a long time to realise that dream! Also, I am so pleased to see here today two of my former teacher-training students, and one of them is presenting at this conference.

Another special connection is with the keynote address at last year's CamTESOL workshop. My message today contrasts with Psyche Kennett's paper in that I am presenting a positive perspective on published coursebooks. So, those of you who were here last year will notice some key differences in opinion. This is good–by considering a range of perspectives on familiar teaching issues, we are able to formulate an approach which best suits our students and ourselves.

I would like to do two things with you in the next forty minutes or so. Firstly, I want to make a case in support of well-chosen published coursebooks. I aim to show how these materials provide us with relevant, useful and stimulating material for meaningful and enjoyable language learning. Secondly, and this is the bulk of the presentation, I want to suggest a number of strategies for maximising student attention when beginning a published coursebook, while working on a coursebook unit and when extending the coursebook unit.

What do published materials provide for us–the teacher and the learners?

Published coursebooks–especially a number of recently published materials–provide a lot for both the teacher and the learners. If we consider such commonly used texts as *Headway*, *Cutting Edge* and *Language in Use*, we can see in these materials a ready supply of:

> topics-including dangerous past-times and family relationships
>
> texts-including extracts from novels and travel brochures, letters, postcards, news reports
>
> tasks-including deducing grammar rules from examples of use and guided role plays.

Thornbury and Meddings (2002) describe how each of these–the topic, the text, or the task–can be taken as a very useful starting point for planning a lesson.

As well as topics, texts and tasks, a common thread in recent coursebooks such as the new edition of *Headway-Upper Intermediate* (Soars & Soars, 2004), is a very deliberate emphasis on language form; the grammar of the language is central. For example, each of the units begins with a Test your grammar task, this is followed by Language in context where students work out rules through carefully structured grammar questions. It is also interesting to see a move towards a focus on the grammar of speech. The grammar of spoken English, rather than spoken practice of written grammar, is examined in Postscript sections at the end of each unit. Here, there is work on areas such as being polite, adverbs, exaggeration and understatement and lexis in discourse. The exercises in the Practice Book also have a strong grammar focus.

In addition to topics, texts, tasks and a grammar focus, a coursebook also provides us with:

> a framework-leads to guidance and support
>
> a syllabus-language skills and language systems
>
> a convenient package-one main text rather than multiple texts, or bundles of photocopied papers which may easily be lost.

In the classroom, a coursebook can provide students with a feeling of security: they know what to expect, they are familiar with the techniques and methods suggested by the book. It is possible that this familiarity may contribute to the particular social routine of that group of students. Students may also experience fewer disruptions or greater consistency across a program if their teachers are working from the same book. Outside the classroom, the coursebook can provide a level of autonomy as the students can learn new material, review and monitor their progress. In this way, they can exercise more control over what they prepare or review. In some ways, certain types of students can become more teacher-dependent without a coursebook.

For the teacher, the coursebook may contribute to the development of professional skills and knowledge. New approaches as required by a new coursebook can extend the teacher's current repertoire, as well as increase a teacher's awareness of options for methodology and strategies for improving effectiveness in the classroom. In this sense, we can see extension of teacher skills rather than deskilling, and on this level at least, the coursebook may be seen as a very effective agent of change (Hutchinson & Hutchinson, 1997).

Before going any further, I feel that I need to stress that I am not promoting blanket acceptance of all published coursebooks. But I do feel that all too often we may have thrown the baby out with the bathwater in our rather easy condemnations of published coursebooks. I am advocating an approach which works constructively with what the book does provide for us. Certainly, there may be numerous occasions where the best course of action is to reject a coursebook item. However, there may also be times when we are able to select key parts of a coursebook unit, or amend the provided text or task, or supplement what is there.

Let us now look at the options we have once we have decided to work with what the book provides by considering ways in which we may fully and effectively exploit this material.

An approach which maximises student attention

So, what constitutes an approach for maximising student attention? I'll focus on just two areas here.

Strategies for beginning student-centred work with a coursebook

First of all, I would like to consider strategies for beginning student-centred work with a coursebook.

The first point I would like to make concerns the teacher's voice. I feel that we should not underestimate the ways in which our voice can generate interest and establish rapport. The crucial moment in building rapport is when we ask our students to turn to the first page in a new book or a new unit. We do not want to produce the situation which Thornbury and Meddings (2000, p. 2) so effectively describe. They write:

> Embarking on a coursebook unit is like embarking on a long-haul flight–hours of boredom interspersed with moments of banal smalltalk with the person who happens to be sitting next to you.

If we convey enthusiasm, interest and some degree of passion for the materials, then the students are more likely to feel positive and curious about what they are going to be working on.

Secondly, when starting off with a new coursebook, it is important to take some time to orient the learners to the book itself, rather than jumping straight into the unit or the page they are about to

focus on. By guiding the students around the book, so to speak, we are able to place the work they are going to do in context. We are also able to give our students a feel for the content, format and approach of the book. By increasing the students' familiarity with the overall shape of the book, we can also increase the user-friendliness of the material.

We can use questions to raise the students' and our own awareness of four key areas:

> the overall structure of the book;
>
> the structure of individual units, lessons, or modules;
>
> the use of textual devices such as symbols, headings, instructions;
>
> and, some aspects of teaching methodology.

So, for the *Headway* series, for example (based on Coffey, 2001, p. 35), such questions could include:

> 1. Why does the title of your book contain the word *Headway*?
>
> 2. Which parts of the text are printed in blue type?
>
> 3. What is the name of the last section in each unit? What is the main focus here?
>
> 4. What kinds of material are included at the back of the book? How could you make use of this?

These questions could be tackled individually and then answers compared in pairs before a whole class discussion or a report. So, the book itself provides the focus of our first lesson, rather than a specific topic from the book.

So, to recap, I have made two points about beginning student-centred work with a coursebook. The first concerned the teacher's use of voice to enthuse and stimulate interest, and the second point focused on taking time to orient the students to the book itself.

Strategies for developing and consolidating cognitive engagement with the coursebook
The second set of strategies I would like to put forward is focused on developing and consolidating cognitive engagement with the coursebook. There are four possible options here.

Ensuring personal relevance of the material
The first option is directed towards ensuring personal relevance of the material. By using a brief

warm-up task, we can totally change the student's relationship with that material. A warm-up task is a task in which the students are focused on the content and can be fairly relaxed, and in which we promote a communicative atmosphere. In some coursebooks, such a task is already provided; for example, Unit 9, Food you like!, in *New Headway Elementary* (Soars & Soars, 2000, p. 66), the starter activity includes the task:

> What's your favourite fruit? vegetable? drink?
>
> Compare with a partner, then with the class.

Another example is in *Cutting Edge Intermediate* (Cunningham & Moor, 2001): Module 11 focuses on Rules and freedom and begins with a mini-task which draws on two familiar contexts for most students: they are asked to make a list of the rules and regulations in their school, and until they are 18 years old. Both topics have potentially wide relevance and as such, can underpin a personally engaging and relevant warm-up task.

In other coursebooks, we may need to work a little harder to create a relevant and engaging warm-up task. Unit 15 in *Language in Use, Pre-Intermediate* is entitled Comparing things. It jumps straight in to a set of three conversations without any topical orientation or warmer. On a recent CELTA course, one of our trainees approached this work beautifully. For her warmer, she brought in interesting photos of her two siblings and she guided the students towards telling her differences between them. As the students did this, the language of comparisons was very naturally brought out. She then moved the students smoothly into the conversations and related tasks presented in the book.

By working to ensure personal relevance of the material, we are more likely to bring out the human dimension of the language, the material and the tasks. The students' cognitive engagement is then enhanced.

Identifying local relevance in the material
The second strategy is concerned with identifying local relevance in the material. One of the most frequent criticisms levelled at published coursebooks is their lack of local relevance. Yet, this is an all-too-easy target for our criticism. No commercial coursebook has been written specifically for our class; it is even possible that

locally produced materials can sometimes miss the mark with some of our classes.

It is quite easy to understand how–in the Australian context, for example–spending time talking about how to get across London on the underground system is not useful. So, we can keep the task frameworks, but we need to substitute alternative information to suit where we are teaching. Changing place names is relatively straightforward.

Changing certain visual cues is also quite simple. An example of what I mean here is reflected in Unit 8 in Language In Use Pre-intermediate (Doff & Jones, 2002), which focuses on A place to live. The unit begins with four pictures of different homes: an inner city apartment block, an English country manor, a rather romantic looking European flat above a coffee shop and a lake-side cottage. When I observed a teacher teach this unit just a few weeks ago, she substituted pictures of Hobart homes, including her own. Seeing the students lean forward in their chairs to get a closer look at these places, some of which they recognised, was clear evidence of their attention and involvement. They then approached the coursebook tasks with definite focus.

Immediate local relevance is seen in Module 7 in *Cutting Edge Intermediate* (Cunningham & Moore). This unit contains a task dealing with tips for foreign visitors to Thailand, which I have used with no amendment at all. The Thai students in my class took great delight in supporting and refuting a number of the suggestions made in the text. Students from other countries were able to present contrasting advice for visitors to their countries and we were able to work from student-generated texts in our subsequent lessons.

Even in material which may initially appear to have no local relevance as it is far removed from our students' experience, there may be other levels on which they are able to relate and establish meaning. An example of what I mean is seen in Unit 19 of Greenall's (2005) Reward Intermediate. The reading text in this unit describes The way of St James a pilgrim's route in northern Spain (the text is adapted from A pilgrim's package, a rather complex piece written by David Lodge for The Independent newspaper). On first glance, it appears to be quite remote from the lives of the students at the centre in which I work. However, on a number of occasions where this has been used in classes I have observed, I have witnessed very active lessons where the students have readily offered fascinating stories of similar journeys in their own countries.

So, in terms of identifying local relevance in our materials, I would like to stress two key issues: first, it may be true that we need to spend less time filling in certain knowledge gaps, if the material is more instantly recognisable and understandable; second, it is also true that, as teachers, we need to stretch our students' boundaries beyond the familiarity of their local experience. I would like to suggest that we need to be flexible in the ways in which we interpret local relevance, and I would argue that it is possible to use material from an unfamiliar context, as long as there are other important levels on which our students are able to respond.

Allowing for heterogeneity in the classroom
The third strategy for developing and consolidating cognitive engagement is allowing for heterogeneity in our classrooms. If we provide for multiple perspectives and multiple types of task response in our class, we can allow mixed level students to get involved in ways and at a pace they can feel comfortable with.

By working with a variety of tasks with a degree of open-endedness, we can provide opportunities for our students to use English to establish and convey their own meanings, not only those suggested by the book. Ranking tasks are a good example of open-ended tasks. In Unit 12 of *New Headway Elementary*, the warmer for the reading task Living dangerously requires the students to rank a number of dangerous sports. The differences of opinion which result from this task make for a very lively and focused discussion.

In the same unit, this ranking task is then followed by a jigsaw reading: half of the class reads one text, and the other half reads a different text. Then the students regroup to share information about their texts. The students' discussion is built around a genuine information gap, and consequently, the content of each discussion varies slightly.

Another example of an effective jigsaw task is Unit 9 on Family relationships in the older edition of *Headway Upper Intermediate*. In one text a father presents his perspective on his relationship with his daughter, and in the other text, the daughter presents hers. As can be imagined, there are some rather striking differences between the two! The tasks include the very open-ended question: "Who

has a more realistic view of the relationship?" Perhaps not surprisingly, students who are also parents take a very different perspective on this question than younger unattached students, and it is this difference, reflecting real life experience, which makes these kinds of tasks so interesting.

So, by allowing for heterogeneity in the classroom, we are acknowledging and working constructively with difference: our students' individual experiences and their specific learning needs are accommodated and capitalised upon.

Achievable memorable tasks
The fourth and final strategy in this section concerns the provision of achievable and memorable learning tasks. It is possible to see how cognitive engagement with a task is likely to be enhanced if that task is achievable. Memorable tasks include those which have a particular resonance given current local or national events or a student's own current personal situation.

Recently, a number of our students and my colleagues were avidly following the media coverage of the Oscars, and a task in *New Headway Upper-Intermediate* fitted in very well with this preoccupation. Unit 8 contains a section of work on using stronger adjectives and adverbs in an oral context. The students are required to rewrite an acceptance speech at the Oscar ceremony using intensifying adverbs. For days after this lesson, around our corridors we could hear echoes of absolutely fantastic, hilarious, and deeply moved!

 In terms of achievability, the student's investment in a task, and their readiness to make certain discoveries are important. In justifying the new version of *New Headway Upper-Intermediate* (Soars & Soars, 2002), the Teacher's Book describes how it makes use of recent developments in language teaching such as: "Communicative approaches which emphasise the importance of individual student's contributions to work out rules for themselves, and to express personal opinions" (p. 4). So, rather than a dry presentation of grammar rules, the students are directed back to examples of use from which they then formulate rules for a particular form in that particular context.

To recap, these four strategies for developing and consolidating cognitive engagement with coursebook material have included:

> ensuring personal relevance;

> being flexible about identifying local relevance;

> allowing for heterogeneity;

> providing achievable memorable tasks.

Strategies for extending the work done on a coursebook unit
Finally, I'd like to suggest that we can continue to maximise our students' attention by extending the work done on a coursebook unit. Rather than finishing the work with the final task in one unit and then rushing forward to the next, we can take some time to more fully exploit the material we have worked with up to that point. The emphasis here is on ensuring coherence: coherence with the previous work, coherence with the work which is to follow and coherence within the lesson itself. I've selected four possible options here.

One option is to use the text that we were working on to focus on an additional language skill; we could set a personal opinion writing task, such as an opinion on the father's view of his daughter. We could also use an extract from the reading text for a pair dictation task. The added bonus here is that using a writing task to finish off an active lesson can have a calming effect on the students.

We could also revisit an aspect of language form by providing a review quiz on a lexical set, or a cloze text which focuses on particular verb forms (such as three ways of describing future actions as presented in Module 5 of *Cutting Edge Intermediate*) or the use of articles. The ways in which our students had handled these aspects of form would determine which area we focused on.

Another option is to encourage a personal evaluative response to the material by asking the students to consider questions such as What did I learn? What did I like? (In fact, this is a feature of David Nunan's coursebooks). The students' responses could be recorded in personal learning journals, and shared in small group discussions; they could also be used as a way into the next unit.

The final option I would like to suggest is to extend the speaking skills component of the unit: this may be done by setting carefully structured out of class surveys or interviews, or by recording an oral text on to tape. I feel strongly about making an effort to maximise time on speaking skills development, as the majority of learners see oral proficiency as a learning priority.

The four options I have suggested here–a focus on a language skill, a focus on an aspect of language form, encouraging a personal evaluative response to the material, and extending work on speaking skills–may be seen as a punctuation point between the end of one section of work and the next.

To recap, I have suggested some possible options for maximising student attention to published coursebook material. I've drawn on some examples of hopefully familiar coursebook units in order to anchor these suggestions.

Final words

To finish, it's useful to remember that the material we take into our classrooms is one component of the complex teaching-learning interaction that occurs in our lessons. The coursebook, or any learning material for that matter, does not teach itself. What makes the difference is our approach: our ability to enthuse, and to establish connections between ourselves, our learners, classroom learning and real-life language use. We can see how important the concept of connectedness is here.

We are working to ensure that our students are able to use English accurately, fluently and appropriately, and to ensure that flexibility and standards are evident in our classes. A well-chosen coursebook (and that book could very well be a *Headway* or *Cutting Edge* text) provides us with much to underpin the achievement of these aims.

The strategies I have suggested this morning for maximising student attention to coursebook material revolve around two main principles:

the first concerns seeing our students as individual users of language with personal experiences to provide a strong support for effective language learning;

the second is based on making the most of the potential inherent in the materials with which we are working.

It is useful to remember that the coursebook is not a sacred text (Graves, 2000), rather it is a working document, which is not the same object in all contexts–it is created in part by the teacher and students in a unique context, and together they collaborate to bring it to life. Thank you.

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Short stories: Motivating learners to read

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This paper explores the use of *Chicken Soup for the Soul* (Canfield & Hansen, 1997) stories for developing language skills with a particular focus on reading. These stories are based on life's issues, difficulties and experiences, and the characters' responses to them. Firstly, the reasons why these kinds of stories are a particular motivating and interesting for learners will be considered. Secondly, these stories can be exploited for reading for text organization and consideration of the basic literary elements of setting, characters, events, and conflicts. Thirdly, use of these stories can promote autonomous learning, which is particularly relevant in Asian culture where learners are often quite teacher dependent.

Introducing *Chicken Soup for the Soul* in the classroom

Using literature in ESL/EFL classrooms has become increasingly popular in recent years. Some teachers use literary genres, such as short stories, novels, storybooks, narrative stories, and poetry, as part of a content-based approach to teaching in language classrooms to improve students' four basic language skills and to keep students motivated and interested in lessons (Kasper, 1997; Tomlinson & McGraw, 1997; Heyden, 2001; Heyman, 2002; Yang, 2002; Bruti, 1999; Molotsi, 2001).

Short stories from *Chicken Soup for the Soul (Canfield & Hansen, 1997)* have been used as an integrated project in the Gonzaga University ESL program in Spokane, Washington (USA) for several years in advanced level classes when the English proficiency of students is appropriate for authentic reading materials. The project works successfully and motivates Gonzaga ESL students to read, to do a presentation on the topic, and to write their own chicken soup stories.

What is Chicken Soup for the Soul?

According to the authors of *Chicken Soup for the Soul*, the stories are short, simple, true, and inspiring. The text is about the lives of common people who do something uniquely and remarkably. Themes are usually from the lives of common people. For instance, stories are about family ties, love, advice, obedience to parents, friendships, relationships, kindness, depression, and eating disorders, can touch and interest readers. Moreover,

Chicken Soup for the Soul stories are a magical medicine. The books content is the metaphorical soup and helps readers to recover from mental tension or from diseases. When people struggle with problems and do not know how to cope with them, this *Chicken Soup for the Soul* brings hope, showing the readers that they are not alone in this world; that many people have the same problems as they do. The book makes readers feel helpful, hopeful, thankful, happy, and passionate after reading it.

Why use Chicken Soup for the Soul stories?

The reasons for choosing *Chicken Soup for the Soul* stories to use in ESL/EFL classrooms are many and varied. Since *Chicken Soup for the Soul* stories follow typical narrative conventions, each story contains the literary elements of setting, characters, plot, and conflicts. The stories usually happen at home, school, work, and other places. Because they are short stories, there are only two to four main characters in most of the *Chicken Soup for the Soul* stories. Each story has a sequence that illustrates to the readers that this is the beginning of the story, the middle of the story, and the ending of the story. The stories also show readers what kinds of problems the main characters face, and how they cope with those problems. When students analyze these kinds of literary texts, they understand that narratives are a distinct genre which differs from the essay (Spack, 1985), and so they can compose their own piece of literature by using the *Chicken Soup for the Soul* stories as models.

Chicken Soup for the Soul is short and about the true lives of common people; accordingly, the language is very simple and authentic, and it uses high frequency words. The stories are easy to read and understand. As Spack (1985) points out short and precise stories are easy for students to read and comprehend deeply. Based on the philosophy of whole language, literature-based teaching encourages language teachers to use short stories or other types of literary genres as resources in their classroom; thus, students learn the target language vocabulary and sentences naturally.

In addition, *Chicken Soup for the Soul* is a well-established, typical literary text with distinctive thematic and formal features which provides readers with lessons about both dark and bright sides of life. This genre of literature delights the students, stimulates their imagination, and enables them to apply the knowledge that they have absorbed from these stories to their real lives as well as their own writings.

Moreover, the stories not only teach students general knowledge, but they also teach learners western culture which is very important for EFL students to know. This benefits Cambodian students who do not have the occasion to directly encounter the culture of other nations and who want to continue their studies overseas. The stories illustrate historically, geographically, and socially the lives of other people in other parts of the world. That knowledge helps students to fill in some parts of the gaps of understanding of western culture that they do not have (Spack, 1985) and to expand valuable and amazing insights about other people and how their lives are (Lazar, 1993). Compared to ESL learners, EFL students need more opportunities to learn about other cultures. Literature is an excellent source that the EFL students can absorb aside from movies, TV, and videos. Unlike EFL students, ESL students have a lot of chances to acquire western culture socially, emotionally, and culturally, both inside and outside the classroom.

Another reason for using literary texts (the *Chicken Soup for the Soul* stories*)* in a language classroom is that it can support a communicative teaching approach to the classroom. Using a literary text in the language classroom encourages students to talk (Enright & McCloskey, 1985), helps students become active problem solvers (Gajdusek, 1988), and provides high energy to the class. From pre-reading to post -reading there are various types of

interactive activities that we can use such as pair work, group work, role-playing, games, and so on.

Finally, using the *Chicken Soup for the Soul* stories in the language classroom helps students promote their writing skills. Kasper (1997) finds that a short story is a useful resource that enables students to write about narrative essays easier because after reading the story, students feel that they have a lot of vocabulary and knowledge of literature that they can use in their writings. Furthermore, the stories make students aware that when they write their own stories, they have to think about their audience or readers' point of view (Spack, 1985).

Lazar (1993) provides a short list of reasons why literature should be used in the language classroom:

> It is very motivating.
>
> It is authentic material.
>
> It has general educational value.
>
> It helps students to understand another culture.
>
> It is a stimulus for language acquisition.
>
> It develops students' interpretative abilities.
>
> Students enjoy it and it is fun.
>
> It is highly valued and has a high status.
>
> It expands students' language awareness.
>
> It encourages students to talk about their opinions and feelings.

In short, using the literary texts (the *Chicken Soup for the Soul* stories) in the ESL/EFL classroom provides a lot of advantages for language learners. It enables learners to practice the four basic language skills in the target language, to experience the culture of other nations, to acquire the target language in funny and enjoyable ways, and to have a chance to express their feelings and opinions. Besides, it is a rich resource for language learners who study foreign language in the EFL environment.

What kinds of stories are suitable for students?
The previous section described the advantages of using texts such as the *Chicken Soup for the Soul* stories in the language classroom. This section focuses on choosing suitable literary texts for students.

Before selecting texts such as those in *Chicken Soup for the Soul* to use in a language classroom, teachers should consider their students'

background: age, level of English, basic knowledge of literature in their first language or other languages, duration of English study (how many hours per week & how many years), what kind of sources that have already been used in the classroom (Lazar, 1993), students' interests, complexity of the sentence patterns, and predictability of the contents. Then, the teachers choose appropriate texts according to the students' level of English.

According to Krashen (1982), teachers should use reading materials that are a little bit higher than students' level of proficiency "i+1", so that students can get some benefits in acquiring a language. However, choosing literary texts for ESL/EFL students differs from choosing normal reading texts. It is well-known that literature can mirror its culture. If students do not have enough background knowledge of the target culture, they may have problems comprehending original literary texts (Johnson, 1981). Consequently, care should be taken regarding the target culture in the literary texts, emphasizing stories that are equal to both students' ability in reading and knowledge of target culture.

Furthermore, in order to engage and motivate students to learn and read more and more, teachers should select the texts that interest the students and themselves (Leki, 1993). The texts some how should relate to the students' real lives or deal with human relationships and feelings (such as conflict between husbands and wives, parents and children, friends and friends, and so on) so that the texts strike a chord in the students' own lives. Many students are curious about the lives of other cultures and they enjoy studying them.

In short, in choosing literary texts (the *Chicken Soup for the Soul* stories) for the language classroom, teachers should be concerned about the students' background knowledge of the literature, levels of the language proficiency of students, and students' interests.

How to Teach with Chicken Soup?
The section above described selecting stories which should satisfy both teachers and students. The best ways to teach the *Chicken Soup for the Soul* stories to students are presented below.

Seeing that the aim of this paper is to use literary texts (the *Chicken Soup for the Soul* stories) that can bear some systematic relation to the

development of the students' reading skills, the teaching methodology will not go deeply into analyzing the details of the language use of the story. The teacher and students will elaborate regularities from the texts they read, interpret the basic literary elements of setting, main characters, events, and conflicts, and the students might apply all the knowledge that they gain from this reading to their own writing.

Using only one type of story in this project may be seen as constraining, but by doing so students can develop a good awareness of a single literary genre while also developing reading skills. Research on literature-based teaching has found that when students work on one genre, they expand clarity, accuracy, and correctness in their writing (Leki, 1993).

A description of the project
The short stories from *Chicken Soup for the Soul* have been used as an integrated project in reading, writing, and listening and speaking classes in the ESL program at Gonzaga University in an advanced level of an Intensive English Course. First, students and their teacher read one story as a whole class. Based on that story the teacher gives a model presentation. Then, each student selects a story and prepares a presentation. After that, individual students create their own stories in the writing class. Sometimes, the students present their own stories in listening and speaking class.

The following sections describe the process of teaching *Chicken Soup for the Soul* Stories and the outline of teaching reading activities are included as well. A detailed lesson plan can be found in Appendix 1.

Reading
Although there are a variety of Chicken Soup for the Soul books, one story may serve as a model text for this project, "The Seed Jar" by Dee Berry (Canfield & Hansen, 1998) Appendix 2. To help students grasp the stories in thoughtful and independent ways, there is a range of pre-reading, active-reading, and post-reading activities.

Pre-reading
In the pre-reading activity, the teacher introduces the cultural and historical background of the story to students. For example, in "The Seed Jar," students use their background knowledge to locate the places where the story takes place on the map of the United States. This background knowledge is

very useful for students. It enables students to understand the story clearly when they read it. As Santa, Havens, and Maycumber (1996) claim, "The richer our background, the richer is our comprehension (p. 3)."

Besides using the students' background knowledge as one of the pre-reading activities, there are other pre-reading activities such as predicting the story from its title or predicting the story from reading the first sentence of each paragraph of the story. Students read or look at the title of the story and guess what the story is about, or students read the first sentence of each paragraph of the story and guess what the story is about. It depends on the story and its title. Some stories are not easy to predict by titles. For instance, it is difficult to guess what the story is about by its title, "The Seed Jar." These kinds of activities engage students reading the story more and more according to Lazar (1993).

In addition to the background knowledge and prediction of the story by its title or reading the first sentence of each paragraph, students have chances to learn how to build up vocabulary through different types of activities. For example, one of the activities is finding synonyms or antonyms of words that the students do not understand (students use their dictionaries to find four synonyms or four antonyms to the specific words that they do not know). The other activity is building a concept of a definition map by which students fully define the words and give examples of them in use. These activities not only help students understand the meaning of the words that they do not know, but also allow students to expand their vocabulary in a variety of ways.

In short, these pre-reading activities are essential for students. They provide the background information about the stories to the students and familiarize them with the stories in ways they find helpful.

Active-reading
In this part, there are various activities that can be used to help students comprehend the story. "Sticky-note Discussions" (Santa & et al, 1996) is one activity used during the reading process. Students read the story and mark the places that they want to talk about with the sticky notes. They can mark the places where they have questions, the places that are interesting to them, or the places that are funny to them. Then, the students work in small groups or in pairs to discuss the passages that they

have marked. The students take turns explaining to their partners or group members why they selected a specific spot. This activity helps students to pay attention to the reading text and makes the class more interactive.

Another aspect of active-reading is "authentic questions" (Santa & et al, 1996). Students read the story and write questions as they occur to them . The questions might be about the vocabulary or the situations in the story that the students do not understand, and other information related to the story that the students want to know. Once students finish reading the story and writing the questions, they can either discuss possible answers as a whole class or in small groups. This activity appears to train students to be good readers which is consistent with the claim that all good readers have questions when they read (Santa & et al, 1996).

In addition to the above activities, selecting quotes from stories is another form of active reading. Students are asked to choose a quote from the story that interested them and to write a personal reflection to that quote or to talk with their partners about that quote. They have to explain in their personal reflection or to their partner why they choose that quote. This kind of activity helps students find out who is the voice and provide them a chance to express their thoughts or feelings about the quote that they select.

Post-reading
Micro-comprehension
After students finish reading the story and have done the "active-reading activities" just outlined, they usually work in small groups, in pairs, or individually to answer the general questions on plot, character, and setting. The sample questions are: What is the main problem in the story? How is the problem solved? What do you know about the main character in the story? Where does the story take place? When did the story happen? Along with these questions students might create a two-column note (see Santa and et al, 1996) and write down the above questions in one column and the answers in the other column. This helps the students to understand the events of the story more clearly.

During post-reading activities, the teacher may sometimes also give selected sentences of the main events in the story in a random order and ask students to work in pairs or small groups to put these sentences in the correct order according to the sequence of the story. When the students find the

correct order, the teacher might ask a few students to retell the story. The students can retell the story by using their own words or using the sentences provided. This way helps students understand the story and be able to produce something that they have read.

Macro-comprehension

Role-play is one activity that many language teachers use in macro-comprehension activities. It is a learning activity in which the students behave in the way somebody else would behave in a particular situation in the story. The teacher might take out parts of the best scenes from the story and write them on note cards. Then, students work in small groups to perform role-plays in front of the class according to the cards that they receive.

Besides role-play, acting is another macro-comprehension activity that language teachers can use as one of the post-reading activities. The teacher divides the students into small groups. One person from each group takes turns to come in front of the class. The teacher shows a well-prepared note card of the main scenes in the story to them. When these representatives understand the scene, they go back to their groups; they act out or draw pictures of that scene, and the rest of the groups' members have to identify what that scene is.

These kinds of activities provide students chances to produce second language spontaneously, to be self-confident, to absorb the second language in a funny way, and to make the classroom more lively and interactively.

Conclusion

Chick Soup for the Soul is a useful collection of stories for the EFL classroom. Each story follows a similar structure, allowing teachers to use similar activities for a variety of interesting content. These stories are accessible for ESL who students who may identify with the everyday concerns characters. In the Cambodian context, these stories can be used for reading activities, bt also as sources of cultural information.

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Appendix 1
A Sample Lesson Plan: Teaching a Short Story
"The Seed Jar"

NB: Copies of the story *The Seed Jar* were made available for participants at the conference. Due to copyright, the story cannot be reproduced here. Interested readers are directed to *A 5th Portion of Chicken Soup for the Soul* (Canfield & Hansen, 1997).

1. Objectives

Students will be able to:

define the genre of *Chicken Soup for the Soul* stories
write a story plan or outline of short stories,
identify the scenes of the story from the pictures,
retell the story,
write a summary of the story.

2. Materials

Handout copies of the story, "The Seed Jar," from A 5th Portion of *Chicken Soup for the Soul*, by Dee Berry.

Worksheets of comprehension questions

Note cards of sentences from the story

Drawing papers and crayons

Whiteboard

Markers

Post-it notes

3. Procedures
A. Pre-reading (20 minutes or more)
Discussion

Discuss orally with the class why the title of the book is *Chicken Soup for the Soul* and what the relationship between the story and the real chicken soup is.

Divide students into groups of five and have them sit together.

Introduce the story, "The Seed Jar," by having students discuss the following questions:

What kind of wedding presents do you usually get from your parents or grandparents?
What are some of the problems people face in their lives?
How do you over come these problems?
Have one student from each group report back what they have discussed to the class after they finished their discussion.

Predicting the story by reading the first sentence of each paragraph

Have students read silently to themselves the title of the story, the first sentence of each paragraph, and the last paragraph of the story. Then, ask them to predict what the story is about.

A. Reading (20 minutes or more)
Authentic Questions

Explain the authentic questions to students. Tell them that good readers have some questions pop up in their minds while they are reading. The questions could be difficult vocabulary, why somebody did something, what would happen later, who did what, how situations developed, and so on.

Have students read the story, come up with any kind of questions, and record them on their post-it notes, note cards, or notebooks.

Have students write some of their questions on the board and discuss the answers as the whole class.

Students might have some questions which are related to American culture and history, for instance, they might ask what the depression is or why Grandma Lou lives alone by herself. Provide some culture background to students.

C. Post-reading
Comprehension Questions (10 minutes or more)

Hand out a sheet of comprehension questions to students and have them discuss the answers in small groups.

After the students finished their discussion, have them share the answers to the whole class.

Story Plans (25 minutes or more)

Introduce the story plan to students by telling them that most stories set up with the same literary elements such as the main character, setting, plot, problem, and

solution, which help readers understand the story deeply and can write better.

Write the framework of the story plan on the board.

As students have already worked on the comprehension questions, they grasped what the story was about. Divide the class into small groups.

Assign each group to work on one or two paragraphs (It depends on the class size) the main events of the story.

Before the students do by themselves, give a model by reading the first paragraph out loud for the class and ask students what the paragraph is about. Write the students answers on the board.

Have students read, discuss, write the main points from each paragraph on a piece of paper with their groups, and then write their findings on the board.

When the students finish their working, talk about the main characters, setting, problem, and solution as the whole class, and give some feedback to the students.

Have a couple of students take turns to retell parts of the story from the story plan on the board.

D. Extension (open-ended)
Acting

Divide the class into groups of five.

One person from each group takes turns approaching the teacher.

The teacher shows a note card that describes a scene in the story to them.

These students go back to their groups, draw pictures or act of that scene and the rest of the group members identify that scene.

The group that can identify the scene first will get a point.

Continue until the last card. Add up scores for each group to find the winner.

Assign students to write a summary of the story as homework. (If students have never written a summary before, the teacher should explain or teach students how to write a summary of the story before assigning it for homework.)

4. Assessment

Class participation (10 points): Students work actively and cooperatively with their classmates on the tasks given. They share their opinions with each other, answer to the teacher or their classmates' questions, and ask questions when they do not understand.

Summary (10 points): The summary includes one sentence introduction, the name of the author, the titles of the story and book, the publication date, and the main ideas of the story with correct grammar, spelling, and punctuation.

Teaching speaking and listening with scarce resources

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Abstract

There may be advantages to teaching in an environment that is rich in resources such as textbooks, DVD players, computers and the internet. Nevertheless, in all contexts, even in supposedly resource-challenged ones, there remains a crucially important resource: teachers. However, many teachers, even those with considerable experience, feel reliant on published materials and do not realize that they can produce their own. Focusing on listening and speaking, this paper seeks to show that teachers can write their own materials and that these materials may be far more suitable to the local context than those written for the global market.

Introduction

Textbooks, not least those for English as a Second or Foreign Language (ESL/EFL), provide a substantial proportion of many publishers' revenue. These are often books designed for an international market and, depending on the context, are seen variously as bland or offensive. Clearly, since there is such a large global market for textbooks, there must be some compelling reasons why institutions and students buy them; one of these reasons is likely to be convenience. Nowadays, textbooks offer increasingly comprehensive packages that include such peripherals as teacher's editions, workbooks, audio CDs (both for classroom use and for self-study), DVDs, CD-ROMs and interactive whiteboards. However, teachers who work in environments that do not have access to such rich resources should not see this as an insurmountable handicap; rather, they should see it as a challenge to write materials for their local contexts, something textbooks for a broad market cannot possibly do. This paper briefly reviews the literature on the use of published materials and then goes on to describe and illustrate, with reference to a sample unit of speaking and listening materials, how teachers can write materials suited to their own students.

Using published materials

This review explores reasons why teachers use published materials and considers factors that drive teachers to adapting them. It concludes that, since most teachers have such expertise in adaptation, writing for the local context is a manageable challenge and that developing this skill, though useful for all teachers, is particularly necessary where resources are relatively scarce.

Most teachers, however much experience they have, use published materials. According to Hutchinson & Torres (1994), probably the most important reason for this reliance is that "the textbook provides confidence and security" (p. 318). However, this sense of support is not confined to actual teaching. Richards (1998) says that "in many schools and language programs the textbooks used in classrooms are the curriculum … Textbooks and other commercial materials in many situations represent the hidden curriculum of many language courses" (p. 125). In other words, textbooks can save time and provide security at several levels, from that of the entire curriculum to that of providing answer keys to individual exercises. This seems to be particularly important for novice teachers; indeed, it is well known that inexperienced teachers teach more closely to textbooks than more experienced ones (e.g. Roberts 1998).

However, it is not only teachers who like the use of textbooks. As Hutchinson & Torres (1994) have said, textbooks can give learners a sense of autonomy because they can see what, in what sequence, and how they are going to learn items in

the target language. In other words, learners also utilize textbooks for the various levels of content they offer – from an overview of the syllabus to individual activities. As Crawford (1995) says, "it may well be this sense of control which explains the popularity of textbooks with students" (p. 28).

Even so, textbooks are not always suitable for particular classes. They may not reflect local culture and so may not motivate students. In any case, both teachers and students may become bored with the same materials. Some schools encourage teachers to write their own materials, but many teachers feel not only that they are too busy but that they do not have the expertise to write materials. In a Hong Kong study, Richards, Tung & Ng (1992, cited in Richards 1998) found that "only 28%" of secondary school teachers reported that they made significant use of materials they wrote themselves (p. 127). To these researchers, this percentage clearly seemed small even though Hong Kong is a resource-rich city where one might expect teachers to feel that they do not need to create their own materials. However, it seems reasonable to suppose that, in places with fewer resources and less new technology, there is a greater need for teachers to develop their own materials. The question, then, is whether teachers in such contexts can rise to this challenge.

Part of the answer to this question is that many teachers are already developing their own materials, though they may not realize they are doing so. Substantial numbers of teachers regularly adapt published materials. Indeed, Studolsky (1989) believes teachers may not use textbooks as intensively as is commonly believed. She notes that teachers might teach a topic in a textbook but use their own materials to modify or replace the presentation in the book. Furthermore, as Freeman & Porter (cited in Studolsky 1989) point out, even teachers who are wedded to textbooks still have to make important decisions about time management, quality of learning based on student performance, and modify instructions so that all students understand them. Why is such extensive adaptation necessary?

Tomlinson & Masuhara (2004) identify five mismatches teachers often identify between published materials and their teaching situation; these are shown in Table 1 (p.12).

Table 1

Reasons for adapting published materials (Tomlinson & Masuhara 2004)

Reasons	*Examples*
Teaching environment	The materials may not have been designed for the local culture.
Learners	The materials may not suit the learners in terms of factors such as age, language level, prior learning experience, learning styles.
Teachers' preferences	The materials may conflict with the teachers' beliefs; for example, they may contain a lot of communicative activities but the teacher wants more grammar, or vice versa.
Course objectives	The school's or the government's objectives may conflict with those of the materials.
Texts and tasks	The texts may be interesting but their associated tasks very boring, or vice versa.

In many ways, it is a very challenging task to write a textbook for the international market. As Byrd (1995) has suggested, "For the writer of textbooks, possibly the most demanding of the differences between writing for a particular class and writing for publication is the search for coherence" (p. 7). Writers have to generate sequences of activities that lead both teachers and learners through the topic and language items presented in such a way that it is not only at a suitable proficiency level for the target learners but also enjoyable and motivating, and provides sufficient and useful practice. Thus, even where a textbook is fundamentally suitable to the local culture, it is a challenge for writers to produce an optimum sequence of activities for a particular class. Where a book is culturally inappropriate, teachers have to adapt even more radically; moreover, where some exercises or components of a book depend on technology that is not available in a particular locality, they may be neither useable nor adaptable.

Richards (1998) observes that teachers should therefore "approach textbooks with the expectation that deletion, adaptation, and extension will normally be needed for the materials to work effectively with their class. These processes … constitute the art and craft of teaching" (p. 135). For the purpose of evaluating textbooks for

suitability, Richards suggests that teachers work together, using the following three macro-criteria: teacher factors (e.g. the quality of the teacher's manual), learner factors (e.g. the interest level of the content), and task factors (e.g. the degree to which the tasks meet their objectives). He also suggests several micro-criteria, such as whether the book promotes interaction among learners and whether it reflects authentic language use.

But what should teachers do if they evaluate a book and find it completely unsuitable for their students? Richards, a well-known textbook writer himself, recommends that they try writing their own materials. Indeed, this advice seems particularly pertinent where self-reliance is required since other resources including new technology are not available.

Writing one's own materials

Richards' recommendation that teachers should try writing their own materials is echoed by Tomlinson & Masuhara (2004) who, in the introduction to their book on developing materials, write:

> "Teachers often think of themselves as being dependent on materials writers and they often do not believe that they are capable of writing good materials themselves. However, all teachers are materials developers in that they are involved every day in matching materials to the needs and wants of their learners. In order to do this, they select, adapt and supplement materials when preparing their lessons and they make decisions about their materials throughout their lessons in response to learners' reactions. They add, they delete, they lengthen, they shorten, they modify. They make use of their experience in teaching and their beliefs about language learning to 'develop' materials of optimum use to their learners." (p. 1)

According to Richards (1998), one way to start this process is to form a team of teachers. First, the team selects a text (either a spoken or a written text); next, each teacher works alone and writes a set of tasks for the text; finally, teachers can come together again to compare and evaluate their respective tasks. If a text from a textbook is selected, the tasks the teachers devised can then be compared with those of the textbook writer.

Tomlinson & Masuhara (2004) also suggest that teachers begin by collecting texts (both spoken and written); this process should focus on topics that are of potential interest to their students. Then teachers should sift through the bank of texts they have generated and select texts that could be used with tasks written by teachers. Tomlinson &

Masuhara (pp. 27-28) suggest several criteria for text selection, including the following:

> Is the text likely to interest most of the students? Does it connect to their lives?

> Are the students likely to be able to understand it?

> Do the text and any associated tasks meet the course objectives?

Tomlinson & Masuhara go on to stress the importance of clear and concise instructions and the potential for illustrations; they end by discussing design issues such as the use of art and photos. Here, it is useful to distinguish between two contrasting functions that artwork can play in instructional materials. First, it may be entirely decorative, in which case it is dispensable; in places with scarce resources, such artwork could, optionally, be added if a particular teacher is a talented artist. Second, artwork may be essential for a particular task; where resources are scarce and no teacher is an artist, such art-dependent tasks should usually be avoided. However, sometimes even non-artists can develop simple artwork (e.g. drawing a simple map for a lesson on giving directions).

For any teachers who still feel nervous about the progression from material adaptor to material writer, there are role models aplenty. Tomlinson & Masuhara (2004) know of groups of teachers getting together to produce supplementary materials in several countries, including several that are (or have, until recently, been) relatively resource-challenged in Africa and southeast Asia: South Africa, Botswana, Indonesia, Malaysia, Thailand and Vietnam. There seems no reason why Cambodia could not be included in this list.

This challenge, if taken up, could lead to the development of textbooks for local markets. This would be consistent with the recent move away from general international textbooks designed to satisfy everyone in every culture towards either regional supplements to these textbooks or to country-specific textbooks. Tomlinson & Masuhara (2004), among others, have observed this trend and they list several countries where national textbooks have been produced recently, including Bulgaria, Romania, Morocco, Nambia and Russia.

Tomlinson & Masuhara (2004) list eleven characteristics of local materials, among which are that they tend to:

be written by groups of local teachers and teacher trainers

be pilot tested on target learners and then revised

be text-driven (both spoken and written texts) rather than language-driven

be content-focused and meaning-focused (i.e. English is used to gain new knowledge and skills)

use both local and international topics

have localized tasks so that learners can personalize and make connections with their own lives

focus on the target students' known needs and wants (pp. 37-8)

With reference to these characteristics, the remainder of this paper describes a sample unit of materials designed to focus on listening and speaking.

Materials for speaking and listening
Introduction
This sample unit of materials for speaking and listening, adapted loosely from Richards & Hull (1987), has been designed with Cambodia as the local context (see Appendix 1). Its purpose is to show teachers that writing materials with few resources, while hard, is nevertheless a manageable challenge.

The unit has four linked phases. For the purposes of most of the tasks, listening is regarded as an integral part of speaking. In normal conversations, people speak and listen; in other words, they interact: when they speak, they are both expressing their own thoughts and also reacting to what the other person is saying. Nonetheless, one of the phases contains tasks that focus on listening.

Resources required
The following resources would be needed for local teachers to create a similar unit:

Word-processor and printer (typewriter or handwriting)

Photocopier

Audio-recording equipment (CD or cassette): For teachers without access to audio-recording equipment, the listening tasks (Phase 4) can be omitted without affecting the other three phases.

Speakers willing to be audio-tape-recorded

Teacher(s)

This final resource is the most crucial. As already stated, a team of teachers working together can more easily create a viable series of activities as each can give the others feedback; also, and crucially, if several teachers pilot test their materials, both the quantity and quality of the information is likely to enhance any post-trial modifications. In addition, teams of teachers can act as speakers for the recording. No artwork was required for this unit, though there is scope for talented teachers to add decorative art.

Topic selection
The topic is public holidays, which happened to be the first item the writer found when surfing the internet on Cambodia. Local teachers are experts on their own locality and, in this case, would not need to resort to the internet for information about Cambodian public holidays. Nonetheless, the web is a useful source of a wide variety of English-language texts on such ubiquitous topics as public holidays. Even if the internet is not available at educational institutions, it may be possible for teachers to access it elsewhere and select useful ideas for use as the basis for instructional materials. There are also alternative, more traditional sources of authentic English-language materials such as libraries, travel agents and English language newspapers. For instance, in Cambodia, the Phnom Penh Post is a useful source; on this newspaper's website, the writer found letters to the editor on traffic problems in Phnom Penh – another topic that, while ubiquitous, is also of considerable local concern.

Proficiency level
Although this unit has been designed for students who are at pre-intermediate or intermediate level, the same topic and similar tasks could be used for lower or higher levels. To do this, both the level of the language input and the difficulty level of the tasks could be modified; for instance, for a lower level, the listening text could be shorter, the speakers could use lower-level grammar and vocabulary, and the tasks could be easier.

Sequencing a series of related tasks
As already mentioned, one of the main challenges in developing materials is writing a series of related tasks and then selecting the best sequence for them to be used in the classroom (e.g. Nunan, 1995; Richards, Hull & Proctor, 2005). This unit has four linked phases. While Phase 1 is designed to schematize students to the topic of public holidays

and should therefore come first, as is explained below, the remaining phases can be taught in various sequences.

Phase 1: Getting started

Purpose and explanation: This simple ranking task (Appendix 1) serves to provide some ideas on the topic as well as some language input; both the ideas and the language can be adjusted for different proficiency levels.

Developing similar tasks: There is a wide range of possible opening tasks, including brainstorming, making lists, categorizing, matching, answering questions and giving personal information. In contexts where resources are supposedly scarce, there is usually a wealth of *realia* (real things) that can be used or adapted. For instance, if the topic is travel, teachers can obtain English-language brochures from local travel agents. If the topic is food, real menus or copies of them can be brought to the classroom; where menus are in the first language only, the teacher can make the original into a bilingual menu, or, for higher proficiency levels, in English only.

Phase 2: One way to say it

Purpose and explanation: The purpose of the input is twofold. First, it serves to clarify the main speaking task – sometimes an example of a task is much simpler than an explanation. Second, it provides language the students can use when they do the main speaking task (Phase 3), and it can include some relatively long turns (in the attached sample unit, some turns are three lines long). This is a reflection of normal conversations, though many ESL/EFL textbooks only offer models of short turns.

Optionally, this phase could be audio-recorded for teachers who want to provide an extra dimension to the dialogue. In addition, it could be deleted where teachers feel their students would be able to do the speaking task without such task clarification or if they feel that their students do not need this language input. (Alternatively or in addition, the listening task could be inserted here; see Phase 4.)

Developing similar tasks: Since this is a model dialogue to prepare students for the main speaking task, it has been devised from the cues in the speaking task (see Phase 3 below). Essentially, there are two main considerations for the materials writer:

deciding how the idea in each cue can best be put into words

ensuring that speakers listen and react to their interlocutors (the people they are talking to)

This dialogue is designed for elementary level, but it could be shortened for lower-level students and lengthened with more complex language and even longer turns for higher-level students.

Phase 3: Now it s your turn to speak!

Purpose and explanation: This is the main speaking activity and, reflecting normal conversations, it involves both speaking and listening. (Phases 1 & 2 act as pre-activities and Phase 4 serves as a possible follow-up activity.) The task seeks to have pairs of students talk informally about a topic that, though ubiquitous, has a local slant (talking about local public holidays). To achieve this, each student in the pair is explicitly asked to take turns formulating questions from a list of prompts and answering those questions. At lower proficiency levels, these cues provide practice in forming questions; as students progress to higher proficiency levels, however, the purpose of such a task could shift so that the cues merely serve as a springboard for a relatively free conversation. This might mean that each student 'chats' informally about the ideas in the cues as well as about ideas of their own.

Developing similar tasks: Many teachers have classrooms where the furniture cannot easily be moved; thus, it is often much more practical to devise pair tasks rather than group tasks. Having divided students into pairs, it is a good idea (except, perhaps, for advanced students) to give explicit instructions on which of the two students in the pair should start speaking first (in this case, Student A is given the first utterance in the conversation).

Phase 4: Listening to other people

Purpose and explanation: This task is designed to provide students with exposure to different voices and accents. Another feature of this phase is that the speakers are talking from cues and thus they are using language more spontaneously and, hopefully, more authentically than if they were speaking from a script. Specifically, unscripted conversations are more likely than scripted ones to contain features of genuine conversations such as hesitations, false starts and restatements. Such features are not only what students have to confront when listening

outside the classroom but can also make comprehension easier than in carefully edited scripts that are devoid of such features as restatement.

The recording was then transcribed (see attached transcript) so that listening tasks could be devised. In this case, the tasks have a dual focus: listening to what others say about the topic (both listening for gist and for details) and how they say it (language use).

As the final phase in this sequence, it serves as a post-activity to the main speaking task; however, as already mentioned, it could equally well serve as a pre-activity, either with or instead of the model dialogue (Phase 2). As a pre-activity, it would have additional purposes: to provide language input and to clarify the main speaking task.

Developing similar tasks: This task is very simple to create. Having first written the cues for the speaking task (Phase 3), the teacher needs to find two speakers (not necessarily native speakers of English) who can do the task confidently while being tape-recorded; usually, one rehearsal is sufficient. Once a satisfactory recording has been made, it should be transcribed so that teachers can devise suitable listening tasks. As with all the tasks in this sequence, the listening task can be adjusted for various proficiency levels.

Conclusion

The four-phase unit of materials on speaking and listening described here was devised without the use of high technology. The key resource for such projects is teachers who acknowledge their existing expertise as adaptors of published materials and are willing to extend their sphere of work to include writing original materials. Such teachers, preferably working in small teams, can pool their local knowledge, including their knowledge of topics that their students are likely to enjoy, and create tailor-made materials. This process is already being achieved in many places with scarce resources. Perhaps the biggest challenge is to get started; though, once the process is underway, it is certain to be a rewarding and professionally developmental experience.

Acknowledgments

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Appendix 1: Same unit of materials for speaking and listening
Topic Public holidays
PHASE 1: Getting started
A What do you like doing on public holidays? Which of these things is most important for you? And which is least important? Rank the items from 1 (most important) to 10 (least important).

   ___ spending time with family and friends

   ___ buying something nice for myself

   ___ buying gifts for others

   ___ going shopping

   ___ doing something different from usual

   ___ eating nice food

   ___ traveling to somewhere I've never been before

   ___ catching up with things I need to do (e.g., homework, housework)

   ___ keeping fit (e.g., doing a sport)

   ___ doing nothing

B Work in pairs and compare your rankings in A above. Then write down two more things you like doing on public holidays and compare your ideas.

_____

_____

PHASE 2: One way to say it
A Work in pairs and practice this conversation.

Lily: What's your favourite holiday, Vutha?

Vutha: Hmm! It's hard to decide as I really enjoy time off work! But I suppose my favourite is New Year …

Lily: New Year? Why do you like it so much?

Vutha: Well, for one thing, it's a long holiday. Three whole days!

Lily: That sounds nice. Do you go out anywhere?

Vutha: Sure … most people go out. Lots of people go to pagodas and offer food to the monks. And they pray. Oh, and there are traditional games, and dances such as roamvong and chhole chhoung. I really love them!

Lily: Interesting! I'm sure I'd love them, too.

Vutha: Yes, and the best place to see them is at Wat Phnom. Most people go there.

Lily: Do you go there with friends?

Vutha: Sure! Most of my friends enjoy the occasion … it's really festive.

Lily: And what else do you do? Do you eat anything special?

Vutha: Yes, in my family, we always cook a lot of special dishes. One of them is Moan Kwai, that's roast chicken. And there's Tea Kwai … roast duck. They're both delicious. We always eat far too much ... But what about you, Lily? What's your favourite holiday?

Lily: Oh, that's easy! It's …

B Do you agree with Vutha? What do you think of the New Year holiday?

PHASE 3: Now it s your turn to speak!

First, work alone and complete Student B's information below. Don't show your partner! Then work in pairs: one of you is Student A and the other is Student B.

Student A

Ask your partner about his or her favourite public holiday. Use some of the ideas below and any ideas of your own. Listen to your partner's answers and try to ask some follow-up questions. Begin like this:

"What's your favourite holiday?"

Ask why he/she likes it so much.

Ask if he/she goes anywhere or stays at home.

Find out who he/she spends the day with.

Ask what he/she does during the day.

Ask what he/she does in the evening.

Ask if he/she eats anything special.

Ask any other questions you can think of.

Now you are Student B: continue the conversation.

Student B

Answer your partner's questions about your favourite public holiday.

My favourite public holiday: _____

The reason(s) I like it: _____

What I do with my family and/or friends: _____

What I do during the day: _____

What I do in the evening: _____

What I usually eat: _____

Now you are Student A: continue the conversation.

PHASE 4: Listening to other people

Listen to Harvey and Chamroeun talk about their favourite holidays and answer the questions. Harvey is an American living in Thailand and Chamroeun is from Cambodia.

A Listen for the main points and complete the table.

	HARVEY	CHAMROEUN
Favourite holiday?		
Stays home?		
Goes out?		

B Now listen for some details. Answer these questions.

Can you give two places Harvey goes with the children?

What kinds of games do the children play in Harvey's family?

What three ceremonies take place during the Water Festival?

What do Chamroeun and his friends eat during the festival?

C Listen again to parts of the conversation and complete what the speakers say.

Chamroeun: Uh, when you stay at home, do you cook anything special?

Harvey: I don't _____, but my _____. Excellent! And she
_____.

Harvey: Well, talking about dinner, _____ do you have …?

Chamreoun:_____ …

Harvey: … during those three days? _____?

Chamroeun: Uh, we don't have anything special, _____ because

_____

because it's really kind of exciting to go around and watch everything around

_____

so we just take _____.

Transcript for sample unit on public holidays

Chamroeun: Harvey, what's your favourite holiday?

Harvey: Mmm … I think my favourite holiday would be New Year's.

Chamroeun:New Year …

Harvey: Yeah …

Chamroeun:…why do you like it so much?

Harvey: It's a …it's a time when … four families get together either at my place or one of their places.

Chamroeun:OK, so when you get … when all the families get together, do you stay at home or do you go anywhere special?

Harvey: Both!

Chamroeun:Both?

Harvey: We stay at home … usually a lot of the time is at home because we have a lot of food around the table … we have children … each family has their own kids … and so the kids are playing computer games and other games outside. So a lot of that time is at home. And then, usually, we will plan a trip out, either to the sea or to the butterfly farm or someplace special so that it's enjoyable for the kids.

Chamroeun:It really sounds interesting and sounds really nice. Uh, it seems that you have a lot of fun when you get together and have kids around

… playing with the kids, right?

Harvey: Yes, a lot of fun!

Chamroeun:And do you do any other things in the evening?

Harvey: In the evening, usually we come back if we've gone out. We come back home and, uh, a lot of that time is for sitting round talking and drinking and eating and playing with the kids and just … enjoying ourselves.

Chamroeun:Yes. Uh, when you stay at home, do you cook anything special?

Harvey: *I* don't cook anything special 'cos I don't like to cook, but my mother-in-law is an excellent cook. Excellent! And she does a lot of the cooking, but some of her children that are mothers now, they do a lot of cooking, too. So the women folks do the cooking and I and the men folks do the drinking and eating!

Chamroeun:Wow! So I … imagine that there would be, I mean there are a lot of food during the day and …

Harvey: A lot … throughout the day … even when we go out with the children, it's kind of like a picnic while the children are playing, especially at the sea.

Chamroeun: OK, so, well, it's really nice.

Harvey: Really, really nice, we really enjoy it.

Chamroeun: OK, thank …

Harvey: But tell me … I've been talking about my favourite holiday, what is your favourite holiday?

Chamroeun: Uh, my favourite holiday is the Water Festival, which takes place in November.

Harvey: Water Festival? What would that mean in the Cambodian language?

Chamroeun: The Water Festival … well, it would mean … OK, Cambodians call it Bonn Om Took, which means ... which means it's a festival, uh ... Bonn Om Took is, it means … it's a festival celebrated in November, uh, to commemorate to the people who died, especially the navy, when they were fighting in the war along the river …

Harvey: Oh …

Chamroeun: So that's the special meaning.

Harvey: And this is in November?

Chamroeun: Yes, in November, but there are actually three ceremonies take place during that time … uh, what we call … what we call the Moon Festival, the Boat Race and Bonn Ork Om Bok.

Harvey: Oh, all in three days?

Chamroeun: Yes, all in three days.

Harvey: Oh, right. And do you stay at home most of the time? What do you do during these three days?

Chamroeun: Uhm, definitely not staying at home! I normally go out with my friends because, during that time, you can imagine a lot of fun taking place … uh … along the river, which we call Tonle Sap river.

Harvey: Ah, yes, yes ….

Chamroeun: It's located in front of the Royal Palace so you can see … imagine that a lot of people who come and gather round and watch all the events taking place there.

Harvey: Are the events through the day or are most of them at nighttime?

Chamroeun: Uh, most of the events are in the daytime, especially the boat races, uh, but in the evening, we've also got a lot of other events and activities such as, uh, concerts, uh, shows, things like that and other performances.

Harvey: Who do you go with?

Chamroeun: Uh … a couple of my close friends … I mean they're really my close friends so we can go and have dinner and talk and, yes …

Harvey: Well, talking about dinner, what kind of food do you have …?

Chamroeun: Uh …

Harvey: …during those three days? Anything special?

Chamroeun: Uh, we don't have anything special, actually, we don't normally have anything special because we kind of want to save time because it's really exciting to go around and watch everything around rather than spending hours and hours sitting in a nice restaurant and things like that, so we just take whatever is available there … just ....

Harvey: Well, Sounds great!

Chamroeun: OK?

Harvey: Listen, I would like to, uh, I would like to come to Cambodia some time and enjoy these three …

Chamroeun: Yeah, you may want to try it. I think it's really great … so, you're always welcome!

Harvey: Oh, thank you very much.

Chamroeun: All right. Thank you very much.

About CamTESOL Conference on English Language Teaching: *Selected Papers,* Volume 1, 2005

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