learning takes place in its “situated” locales. I will elaborate on the dynamic metacognitive systems and their theoretical/practical implications in my paper, concluding that this call is necessary for both researchers and teachers alike to see its contribution to enhancing EFL teaching/learning in Asia.

J015

Aug. 31/11:00-11:40/Bld2 R402

L2 Learning with or without Awareness

J. Hwang (Konkuk U.: KATE)

This study explores the role of attention in L2 phonetic learning. There have been many attempts to determine the role of attention in the field of second language acquisition, but most of them have failed to even define the exact concept of attention. This study adopts Tomlin and Villa's (1994) conceptions of attention, so-called fine-grained analysis of attention, which they insisted are based on literature in cognitive science and divide attention into alertness, orientation, and detection. The present study manipulates the orientation of Korean L2 learners' attention through varying instructions that require the participants to orient more strongly to one or another phonetic segment in identical stimuli. Forty Korean learners of English were divided into two groups: one experimental, vowel-attending group, and the other control, consonant-attending group. The target pronunciation was the contrast between /i/ (tense) and /I/
(lax) in English, which is known to be difficult for Korean learners of English. Both groups took the same pretest and posttest, which consisted of both vowel and consonant discrimination trials. Between the pretest and the posttest, both groups were trained in an identification task which used the same set of stimuli presented individually over headphones in a forced-choice task with feedback. The vowel-attending group was instructed to attend to word-medial vowels and the consonant-attending group to attend to word-initial consonant. When the correct button was chosen, positive auditory feedback was given, and when the incorrect button was chosen, there was no feedback. The vowel-attending group demonstrated learning of the target contrasts, whereas the consonant-attending group did not demonstrate learning of the target pronunciation, which confirms that the attentional orientation during phonetic training facilitates learning of the specific class of stimuli to which the participants are instructed to attend.

J016

English for International Negotiation at the College Level: A Cross-cultural and Pedagogical Approach

P. Y. H. Chen (National Taipei U.; ETA-ROC)

The purpose of this speech is to explore teaching English for international negotiation in a cross-cultural and pedagogical approach. The speech content is intended for departments of foreign languages and applied linguistics at the college level in their curriculum design of English for international negotiation, as an ESP course.

English for international negotiation is analyzed and applied both in theory and practice to negotiation structure and stages of negotiation cases on various global issues (e.g. trade and economic negotiations, global climate change, water crisis, food crisis, high technology, and humanitarian aides) etc. in the 21st century. It deals with professional and practical terminology (including that in negotiation itself and in relevant cases), rhetorical patterns and modes, cultural and cross-cultural implications, as well as the expression strategies in both language and paralanguage in phonology, syntax, semantics, and pragmatics as found in different international negotiation cases. In English for international negotiation, the language part deals mainly with messages (what) as expressed by negotiators through issued-centered terminology and rhetorical patterns, and the paralanguage part involves negotiators’ style (how) as shown in their tone, mood, rhythm, and intonation as a whole through the negotiation language modes of threatening, promising, thromising, bluffing, and lying..

This speech is thus covering 1) characteristics of verbal communicative acts in English for international negotiation, 2) language and paralanguage in English for international negotiation as delivered in the eight-stage negotiation structure and phases—preparing, arguing, signaling, proposing, packaging, bargaining, closing, and inking—as well as in the negotiation language modes of threatening, promising, thromising, bluffing, and lying, 3) an analysis of the expression strategies of language and paralanguage in English for international negotiation, and 4) conclusion and recommendation in its cross-cultural and pedagogical approach and implications. All of these may lead to a more comprehensive curriculum design for both instructors and students of for international negotiation at the college level.

To sum up, teaching English for international negotiation is based on the combination of