adult learners are supposed to experience age- and grade-appropriate language uses for their current and future academic and professional activities. Meanwhile, TBI whose learning outcome should be measured by the ability to do things with the language appropriately, fluently, and effectively was observed to help the learner function as a language user in a real communication. Therefore, they suggested that the two major trends of CLT seemed effective in engaging the learners in Target Language Use (TLU) encouraging and allowing them to take advantage of educational experience and cognitive maturity, which is an essential element in fulfilling CLT promises.

Teaching Asian American Literature for Graduate Students in Taiwan

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Asian American literature, which was originated in the United States, has been taught in colleges in America for a few decades. As an obvious form of multiculturalism, it must be considered in regard to its sociological and political antecedents. In Taiwan, however, instructors only offered this kind of course with a purpose of increasing their knowledge on ethnic writers and issues of multiculturalism after the innovation of curriculum design in university education. The focus of this course will be entirely on fictions because novels are not only the genre most readily available in Taiwan but also the most popular. Fictions popularized in Asian American literature are selected as the assigned reading materials. Teaching materials includes Maxine Hong Kingston's The Woman Warrior: Memoire of a Girlhood among Ghosts, Amy Tan's The Joy Luck Club, Joy Kogawa's Obasan, Carlos Bulosan America is in the Heart, Fae Myene Ng's Bone, and Jen Gish's Mona in the Promised Land. Due to students' language proficiency, instructors have to provide the learners with study guide, biographical sketches, historical and cultural background, and topics for class discussion. Since it is fashionable also to treat ethnicity in the light of other theoretical concepts such as feminism, minority discourse, and the re-definition of canons, cross-cultural, feminist, historical, thematic, and generic, and inter-textual approaches turn out to be some of the strategies used by the instructor in lectures and discussions. It is hope that students will increase their language proficiency, develop their critical thinking ability through independent reading, interpretation, as well as reflection, and will be motivated to take subsequent courses on poetry and drama after acquiring substantial knowledge in the field of Asian American literature in general and fictions in particular.

Paradigm Shift toward Learner-centered Teaching and Learning:
Backloading the Curriculum and Multiple Intelligences

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Teachers and students work together in the classroom to produce maximized learning outcomes. The intended learning outcomes should be able to stretch beyond the gap between the
contemporary classroom interactions and the students' resources for problem solving tasks in their future. Classroom is a place where teachers' past experience tries to transform students' future under the situation of the present. Because what teachers bring to the classroom is mainly from their teacher-training experience, teachers should always be keen to the social changes and where students are heading for. To promote successful learning outcomes in the classroom, teachers as the main manipulators of learning need to pay enough attention to what is taking place in the mind of the students. Backloading the curriculum is one of the possible approaches that teachers can make their academic efforts to perform effective instructions. Multiple intelligences might represent what each student is capable of and such individualized information can help teachers to design efficient educational programs for their students.

This paper introduces a case of successful curriculum backloading project implemented for four consecutive years. A creative initiative to provide an immersion camp to university students with the focus on TOEIC took place basing its rationales on what students needed and what teachers could offer. This paper also presents a university freshmen class that consists of “chronic beginners” and its applied curricula contents to enhance students' fundamental speaking skills. Multiple intelligences have been seldom treated as an important factor to the adult learners. However, considering possible flexibility of adult intelligence development, a group of university students participated in the test of their multiple intelligences and the relationship between multiple intelligences and English skill improvement has been explored.