Asian EFL Journal

Speaker's Certificate

This certificate is awarded to

Prof. Gunawan Suryoputro

The above named Educator presented at the
Asian EFL Journal International TESOL Conference in Cebu,
Philippines from 13th-14th August 2010, at the
Cebu International Convention Centre and Cebu Doctors University.
Our congratulations and sincere thanks go to the above named.

Paul Robertson

Dr. Paul Robertson
Asian EFL Journal

TESOL ASIA

The Time-Taylor International Corporation

CHELE

Cebu Hub For English Learning Excellence

THE ASIAN EFL JOURNAL

The 1st

Cebu International TESOL Conference

August 12 - 14, 2010

Cebu International Convention Center
Cebu Doctors University, Mandaue Campus
Benedicto College

Republic of the Philippines
Province of Cebu
OFFICE OF THE GOVERNOR

MESSAGE

On behalf of the Province of Cebu, I welcome the delegates and participants of the 1st Cebu International TESOL Conference with the theme, "The English Language: The Power to Connect" on August 12 to 14, 2010 at the Cebu International Convention Center, Cebu Doctors University-Mandaue and Benedicto College, all in Mandaue City.

Cebu is proud and honored to play host to this international gathering of educators, researchers and students to discuss professional issues on educational standards, and alternative approaches and latest trends in teaching English as Second Language (ESL) and English for Specific Purposes (ESP), second language acquisition theories and the teaching of English to international students.

May the educational workshops, trainings and other conference activities enable you to be abreast of the knowledge and skills needed to tackle the present issues and challenges of your profession. And may your stay in this beautiful island of Cebu be a pleasant, memorable and a fulfilling one.

Mabuhi!

Gwendolyn F. Garcia
Governor

MESSAGE

The strategic advantage of the Filipino for being conversant with the English language has never been more pronounced in this age of business process outsourcing.

The Philippines almost let this edge slip away when nationalists were able to insist on the use of Pilipino as a medium for instruction in basic education.

This gathering of stakeholders should enhance the expertise and resources of local English language educators which should translate to much improved instructional techniques.

Mandaue City feels honoured and privileged to host the very first International TESOL Conference.

Welcome!

Jonas C. Cortes
Mandaue City Mayor

Republic of the Philippines
City of Cebu
OFFICE OF THE MAYOR

MESSAGE

My sincere compliments to the contributors of this program!

"The English Language: The Power to Connect"! With this theme, the potential of Cebu takes the lead with the hosting of the 1st Cebu International TESOL Conference. I am glad to acknowledge Asian EFL Journal and Cebu Hub for English Language Excellence (CHELE) for putting up and establishing Cebu as one of the primary destination for learning English. In union with my podium for development, this program will make Cebu City's teachers, professors, and even students, a beneficiary of it.

Renowned speakers giving their own expertise can institute a learning hub on English in Cebu that can sharpen our constituents' English proficiency to maintain a high level of English education to our people as well as foreign students.

As we move to the future with the changing business environment, Cebu City is confident in the skills and abilities of our people! I give my best regards to this organization, more power and God bless!

Michael L. Rama
Cebu City Mayor

Cebu Leads Foundation, Inc.
CLF
A Multi-Sectoral Coalition

MESSAGE

The Cebu Leads Foundation is a multi-sectoral coalition organized by a group of businessmen, corporate executives and civic leaders who are committed to only one purpose: To help Cebu move forward by promoting LIVABILITY, PROSPERITY and GOOD GOVERNANCE for all Cebuanos. The CLF was incorporated in late 2008.

We are excited about the future prospects of Cebu and the opportunities and benefits that will flow from the creation of CHELE – Cebu Hub for English Learning Excellence.
The conference this August is part of the Road Map to make Cebu a world class center for English and Education.

We are confident that with the creation and activities of CHELE that Cebu will be a major destination for the teaching of English Language Programs and are confident that by 2015, Cebu will be internationally recognized as a center of excellence for ESL and ESP.
We wish all participants at the 1st International TESOL Conference to share in our bright future for all.

Manuel Pages
President of Cebu Leads Foundation

CHELE

Cebu Hub For English Learning Excellence

MESSAGE

CEBU ("Sugbo") in the Philippines has arrived. Its continuing dynamism, rich natural beauty, strategic location and extraordinarily warm and extremely talented people **Make it The Next Best Place to Go** from home--an **Ideal Place to Study**, too!

James Paul Gee (2000) is right. We are now living amidst major changes as in creating new ways with words, new literacies and new forms of learning. These changes also create new relationships and alignments within, between and among spheres of 'communities of practice' which cause the emergence of the 'kinds of people'—the **People as Portfolios**—who believe that man's security resides not in one's 'employment' but in one's 'employability'. Kanter (1995) also avers that in 'employability security', today's work will enhance the person's value in terms of future opportunities. It comes from the chance to accumulate human capital—skills and reputation—that can be invested in new opportunities as they arise.

To our guests, therefore, participating in this **1st Cebu International TESOL Conference** strengthens your 'Englishability' and your power to connect. The world needs us to teach and learn English together and eventually other foreign languages, too. We then enhance our skills and unite all the peoples of the world as we tackle multiliteracies and multilingualism "for improved employment prospects, more self-government and extended access to the wider world." And if you have faith in education, to Kalantzis and Cope (2000) "you are quintessentially a modern 'educated' person."

So, come to Cebu regularly, learn English with us and help promote **Cebu as the HUB for English Learning Excellence.**

Welcome or MABUHI!!!

Dr. Ester B. Velasquez
President, CHELE

PROGRAM

August 13 (Friday) - 1st CEBU INTERNATIONAL TESOL CONFERENCE

Venue: **Cebu International Convention Center (CICC)**
Reclamation Area, Mandaue City
Cebu Doctors University - Mandaue Campus (CDU-M)
Reclamation Area, Mandaue City

8:00 AM	Registration of Delegates Cebu International Convention Center
9:00 AM	Opening Ceremonies
	Welcome Remarks: Bunny Pages President, Cebu Leads Foundation Dr. Ester B. Velasquez Convention Chairman / President, CHELE Welcome Address: Governor Gwen Garcia
9:30 AM -10:15AM	**ELT and the "Science of Happiness"** - Prof. Marc Helgesen (Japan)
10:30 AM -11:15	**Holism and Applied Language Study** - Prof. Roger Nunn (Dubai)
11:25 AM -12:00	**Dynamic Senses for Pronunciation** - Prof. Robert J. Dickey (Korea)
12:00NN -1:15 PM	LUNCH
1:15 PM- 2:00 PM	**Creating and Sharing Writing iRubrics** - Reima Al-Jarf (Saudi Arabia)
2:15 PM - 3:00 PM	**Self Regulation and Approaches to Learning in English Composition Writing** - Prof. Carlo Magno (Philippines)
3:05 PM - 4:00 PM	Shuttle Delegates to Cebu Doctors University
4:00 PM	Opening of Exhibits
4:30 - 5:00	Paper Presentations
5:15 - 6:30	Shuttle service to CICC

August 14 (Saturday) - 1st CEBU INTERNATIONAL TESOL CONFERENCE (day 2)

Venue: **Cebu Doctors University - Mandaue Campus (CDU-**
Reclamation Area, Mandaue City

8:00 AM - 5:00 PM	Viewing of Exhibits (CDU - M)
8:30 - 9:00	Paper Presentation 21 to 30
9:15 - 9:45	Paper Presentation 31 to 40
10:00 -10:30	Paper Presentation 41 to 50
10:00 -12:00	Prof Z.N. Patil "Accent Neutralization for International Intelligibility"
10:45 -11:15	Paper Presentation 51 to 60
11:30 -12:00	Paper Presentation 61 to 70
12:00 NN - 1:15 PM	LUNCH
1:15 - 1:45	Paper Presentation 71 to 80
2:00 - 2:30	Paper Presentation 81 to 90
2:45 - 3:15	Paper Presentation 91 to 100
3:20 - 4:00 PM	**"Pedagogy as Dialogue"**- Prof Z.N. Patil
4:00 - 4:30 PM	**TESOL Teaching the Future Profession** - Prof. Nelia Sarcol
4:30 - 5:00 PM	Panel group Q & A and Closing Plenary CHELE Roadmap Presentation Panel Recap and Closing - Dr. Ester B. Velasquez, CHELE - Dr. Lelani Echaves, CHELE - Bunny Pages, Cebu Leads Foundation Inc.
5:30 - 6:30 PM	**Shuttle service to CICC**

TABLE OF CONTENTS

ABSTRACTS

Pedagogy as Dialogue 12
Prof. Z. N. Patil, *English and Foreign Languages University, Hyderabad, India*

Creating and Sharing Writing iRubrics 12
Reima Al-Jarf, *King Saud University, Riyadh, Saudi Arabia*

Teaching Spelling Skills with a Mind-mapping Software 13
Prof. Reima Al-Jarf, *King Saud University, Riyadh, Saudi Arabia*

Holism and Applied Language Study 13
Roger Nunn, *Petroleum University in Abu Dhabi*

Method-in-Use and Holism 14
Roger Nunn, *Petroleum University in Abu Dhabi*

The Concentric Circles Model: Implications for Learning and Teaching World Englishes 15
Carlo Magno, PhD, *De La Salle University, Manila, Philippines*

Dynamic Senses for Pronunciation 15
Rob Dickey, *member Asian EFL Journal*

Accent Neutralization for International Intelligibility 16
Professor Z. N. Patil, *The English and Foreign Languages University,* Hyderabad, India

North, South, East and West: The Aim's the Same, the Game's the Same 16
Dr. Michael Fennell, *Arab American University Jenin, Palestine*

ELT and the Science of Happiness: Positive psychology in the classroom 17
Marc Helgesen, *Miyagi Gakuin Women's University, Sendai Japan*

Effective Methods to Activate Interactions in On-line English Composition Courses 17
Sookeun Cho, Joohae Kim, Jeong-Hwa Lee, and Youngwoo Kim, *The Cyber University of Korea and International Graduate School of English*

Using Mnemonics in ESL Classroom 18
Dr. Ee Chop Ler, *University Darul Iman Malaysia*

Implementing Task-based Language Approach to the College EFL Classroom 18
Ying-Ying Kimberly Chuang, *Cheng Shiu University, Taiwan*

A Chinese Private College as a Social, Educational and Money-making Institution and a Parody of the Western Teaching Framework (A Case Study of an Educational Paradox and Teaching Practise of Xingjian College, Nanning, China) 19
Dr. Igor Smerdov, *Xingjian College, Nanning, China*

EFL Teacher Knowledge Construction in a Collaborative Setting: Are Two Heads Better than One? 20
Dang Thi Kim Anh, *Melbourne Graduate School of Education, The Universtiy of Melbourne*

EFL Teacher Education in the Context of Globalization: A Vietnamese Perspective 20
Dang Thi Kim Anh, *Melbourne Graduate School of Education, The Universtiy of Melbourne*

Teaching Cohesive Ties to EFL Students 21
Gunawan Suryoputro, *University of Muhammadiyah*

The Impact of EFL Students' Vocabulary Breadth Knowledge on Literal Reading Comprehension 21
Kuang Yu Chen, *YuanPei University, Taiwan*

Phonetic Instruction Enhances Students' Listening Ability 22
Dr. Mohammad Reza Ghorbani, *Iranian Ministry of Education*

The Effect of Dictionary Type on the Recognition and Recall of Concrete and Abstract L2 Vocabulary 22
Abbas Ali Zarei, *Imam Khomeini International University, Qazvin, Iran*

Is Linguistic Proficiency Sufficient? Australian Interviewer Impressions of Chinese EFL Job Applicants 23
Amanda Bayliss, *University of Melbourne*

Learning English as an International Lingua Franca in the Philippines 24
Shigeru Ozaki, *Takushoku University in Tokyo, Japan*

Cultivating and deepening international understanding through English language education 24
Shigeru Ozaki, *Takushoku University in Tokyo, Japan*

Growing up in Two Languages: Korean Returnee Children's Bilingual Identities 25
Hohsung Choe, *Hankuk University of Foreign Studies (Korea)*
Keeseok Cho, *Cyber Hankuk University of Foreign Studies (Korea)*

And Our Students Proudly Present 25
Ozlem Kaya, *Anadolu University, Turkey*

Developing a Process-Based Framework for EFL Listening Pedagogy 26
Chris Haswell & Joe Siegel, *Ritsumeikan Asia Pacific University*

Examining the Vocabulary Levels of Indonesia's English National Examination Texts 26
Furqanul Aziez, *Muhammadiyah University of Purwokerto*

A Non-formal Approach of In-service English Teacher Training through Computer Assisted Teaching: A BRAC CAL Case Study 27
Md. Golam Jamil, *BRAC University, Bangladesh*

Secret-Partner Journal Writing: An Alternative Assessment on Students' Metacognitive Strategies in Oral Communication 28
Elvira S. Balinas, Dennis G. Infante & Dorothy Joy D. Macaranas

The Global Reach of Social Networking Websites for Students and Teachers 28
Jeremy White, *Ritsumeikan University in Shiga Japan*

The Ability of a Deaf Japanese University Student to Learn Spoken English through Lip Reading 29
Jeremy White, *Ritsumeikan University in Shiga Japan*

Language Teaching Equals Culture Teaching: An Analysis of How Culture teaching is Embedded in English Language Instruction 29
Enrico F. Rosales, *University of Regina Carmeli, Malolos City, Bulacan*

Integrating Gender Issues in the Teaching of Contemporary Philippine Short Stories 30
Rebecca Rosario O. Bercasio, *Ph.D., Bicol University, Philippines*
Kariza Matocinos, *Oas Polytechnic High School, Philippines*
Philip C. Reyes, *Bicol University, Philippines*

The Correlation between the Mastery of Sentence Stress, Grammar and the Oral Presentation of Medical Record in English by Students of Ngudi Waluyo Nursing Academy, Ungaran, Central Java, Indonesia 30
Fahrur Rozi, *M.Pd., State University, Indonesia.*

The effect of theme-based Approach on Iranian EFL Students' Writing Skill 31
Dr. Dennis Moradkhan and Ida Ariannejad, *Azad University at North Tehran*

The Effect of Explicit and Implicit Methods of Vocabulary Teaching on Iranian Learners' Passive and Active Vocabulary Knowledge 32
Abas Ali Zarei (Ph.D.), *Islamic Azad University, Takestan, Iran*

The Power of 5: Principles for Building Oral Reading Fluency 32
Joshua Cohen, *Kwansei Gakuin University, Japan*

Written Corrective Feedback: To Provide or Not To Provide? 33
Abas Ali Zarei (Ph.D.) and Mobina Rahnama, *Islamic Azad University, Takestan, Iran*

Using Improvisational Exercises for Increasing Speaking and Listening Skills 33
Ms. Pamila J. Florea, *Hankuk University of Foreign Studies, Yong-In, South Korea*

Teaching an e-Learning Course on ESP for the Students of Computer Sciences An Experience in a University in Iran 34
Ali Bastanfar and Toktam Hashemi, *Islamic Azad university-Khoy Branch, Iran*

An Investigation on Topics of Interest to Chinese EFL Graduate Students 34
Jie Xiaoping, *Graduate School at Shenzhen, Tsinghua University*

Developing ESL Multimedia Software for Sustainable Development 35
Aurelio P. Vilbar, *University of the Philippines Visayas Cebu College (UPVCC),*

The Line that Jerks: Transitivity as a Framework in a Stylistic Analysis of Virginia Woolf's Old Mrs. Grey 35
Bonifacio T. Cunanan, *Ph.D., Bulacan State University*

Intensive Reading Extensively; Increasing motivation and dealing with mixed-abilities in the reading classroom 36
Darrell Wilkinson, MS.Ed. TESOL, DELTA, CELTA, *Soka University and Bunkyo University, Japan*

Content-based Language Teaching and Academic Adjunct Support at University level; A Brief Description of the Curriculum, Pedagogy, and Activities of One Successful English-Medium Content-based University Program 36
Darrell Wilkinson MS.Ed. TESOL, DELTA, CELTA, *Soka University and Bunkyo University, Japan*

Online and Face-to-face Peer Review: Measures of Implementation in ESL Writing Classes 37
Dr. Mehrdad Moloudi, *Islamic Azad University, Karaj, Iran*
Dr. Nooreen Noordin, *Universiti Putra Malaysia*
Ms. Yazariah Yacob, *Universiti Putra Malaysia*

Views and Experiences of English Language Education for Young Learners in South Korea 38
Dr. WooJoo Lee, *Researcher, English Teaching Materials for Young Learners*

EFL Teachers' Attitudes toward Communicative Language Teaching in Taiwanese College 39
Dr. Ming Chang, *Lan Yang Institute of Technology, Taiwan*

A Perspective Evaluation of Problem-Based Learning in STPM Pre-University Programe 39
Radzuwan Bin Ab Rashid, *Universiti Teknologi Mara (UiTM) Shah Alam, Malaysia*

Assessing Students' Metacognitive Awareness of Reading Strategies 40
Jeanne Flores-Purpura and Mylene A. Manalansan, *De La Salle University-Manila*

The Effect of Diacritics on Kinetic Tone Direction and Placement 40
Dr. Nora A. Binghadeer, *Princess Nora University, Riyadh.*

Using the Lexical Approach for Developing the Legal English Vocabularies of the EFL Learners of Law Faculty at Jember University 41
Ahmad Supardi, *UPT Pusat Bahasa (Language Centre) Jember University*

Teaching the Difference Between English Style and Grammar in the Philippines 42
John Sumners, *Sykes Asia, Cebu*

Big Brother and Big Sister: But Whose Power Is Bigger? 42
Burcu Simsek Benderli, *English language teacher in Turkey*

Evidence-Based Teaching: The Implications for the EFL Classroom 43
Percival Santos, *Assistant Professor of Basic Education at Akita International University*

On Linguistic and Language Teaching 43
Duncan Wotley, *University of Kitakyushu in Western Japan*

Perceptions of The Effect of Critical Thinking Strategies on Reading Attitudes 44
Burcu İnal, *Anadolu University*

The Empirical Dimension of Communicative Language Tests: The Case of Selected Philippine Universities 44
Alejandro S. Bernardo, *University of Santo Tomas*

Treading on Eggshells: Interaction Between Intimates 44
Maurie Liza M. Nivales, *Far Eastern University*

Motivation for English language learning of Hong Kong vocational students 45
Yvonne Yeung Siu May, *Hong Kong Institute of Vocational Education*

English Proficiency Level of Call Center Employees: A Basis for Enhancing English Language Instruction 45
Carolina Z. Bucal, *Director, International Language Institute, Systems Plus College Foundation*

Which Grammar Book are We Going to Use?: Comparing Filipino and Foreign-Authored Grammar Reference Books 46
Eduardo A. Bolaños, *Ph.D., St. Scholastica's College and Philippine Normal University*

A Paradigm for Mentoring English Language Teachers: Focus on the Communicative Competence of Teachers in the Delivery of Classroom Instruction 47
Dennis G. Infante, *College of Arts and Sciences, Angeles University Foundation*

The English Teacher as Critic of Student Writing 47
Dorothy Joy D. Macaranas, *College of Arts and Sciences, Angeles University Foundation*

Web Quest : An Instructional Tool for Teaching Abstract Writing 48
Elizabeth Krismiyati, *Faculty of Information Technology, Satya Wacana Christian University*

Overview of Language Teaching in Thailand and Myanmar 48
Robert Kirkpatrick, *Assistant Professor at SIU University in Thailand*

Looking at a Learning Styles Research paper 48
Robert Kirkpatrick, *Assistant Professor at SIU University in Thailand.*

Assessing Pragmatic Ability of Thai Hotel Management and Tourism Students in the Context of Hotel Front Office Department 49
Sonporn Sirikhan, *Chulalongkorn University, Thailand*

Discourse Structure and Temporal Morphology in EFL Learners' Narratives 49
Asst. Prof. Boonjeera Chiravate, *Ph.D, Silpakorn University, Thailand*

Using Discourse Analysis to Improve Interaction in the Language Classroom: A Holistic Approach 50
Dean Dawson, *Hankuk University of Foreign Studies in Seoul, Korea*

Comprehensible Input through Extensive Reading: Problems in English Language Teaching in China 51
Yan Wang, *University of Macau, SAR, China*
Gertrude Tinker Sachs, *Georgia State University, Atlanta, Georgia, USA*

Raters Support and Participant Linguistic Performance in an Oral Proficiency Interview 51
Prof. Dr. Fatur Rokhman, M.Hum and Hendi Pratama, S.Pd, MA., *Semarang State University*

Macrostructural Moves and Metadiscourse in Research Genres 52
Ms. Betty E. Puzon, *De La Salle University Dasmarinas*

Is the English-language teaching profession truly a profession?: A look at the realities confronting language teachers today 53
Rachelle R. Meilleur, *Sojo University in Japan*

The Impact of "Imagination of Students" in the Development of the Professional Identity of Four Japanese Teachers of English in Japanese Higher Education 53
Assoc. Prof. Diane Hawley, Nagatomo N. Associate Professor at *Ochanomizu University, Japan*

The Essentials of Blending Traditional Classroom Instruction and Online Learning in TESOL Teacher Training Programs in Vietnam 54
Duyen Thi Mai Pham, *School of Education, Cantho University, Vietnam*

Effects of Hyper-Pronunciation Training Method on Japanese University Students' Pronunciation 54
Toshinobu Nagamine, *Prefectural University of Kumamoto, Japan*

English Proficiency of Freshman Teacher Education Students: Intervention Packet 55
Dr. Grace Buaya Gimena, *Cebu Technological University*

Materials for Generating Interest in Language Teaching and Learning: Perceptions of Selected Students and Teachers from China, Russia, The Philippines, and Korea 55
Jesse M. Balinas, Erlinda B. Sialongo, Ph.D. Elvira S. Balinas, Ph.D. Carmela S. Dizon, Ph.D
Angeles University Foundation

Writing Portfolio Assessment: It is Time to Talk About the Criteria – the establishment of an Assessment Framework for Vietnamese EFL Students' Writing Portfolios 56
Ms. Thu Mai Duong, Dr. Cuc Nguyen Thi Kim and Prof. Patrick Griffin, *University of Melbourne*

Enhancing English-medium Educational Opportunities for Asian Students in Japan 57
Izumi Kanzaka, Mariko J. Honma, and Junichi Kanzaka, *Soka University, Japan*

Preconceptions of the Philippines and their Affect on Japanese Students' Decisions to Study Abroad 58
Izumi Kanzaka and Richmond Stroupe, *Soka University, Japan*

Apology Strategies by Iranian EFL Learners 58
Leila Anjomshoa, *Islamic Azad University*

Applying Textual Metafunction in EFL Writing: A Method to Teach Writing 59
Setyo Prasiyanto Cahyono, *Dian Nuswantoro University, Semarang*

Effects of Hyper-Pronunciation Training Method on Japanese University Students' Pronunciation 59
Toshinobu Nagamine, *Prefectural University of Kumamoto, Japan*

Teaching EFL Reading in A Private University in Taiwan 60
Yi-Chun Charlene Chen, *Kao Yuan University in Taiwan*

Philippine English in Philippine Movies: Implications of Language Use for ELT 60
Norberto V. Casabal , *Head for Academic Affairs of Lyceum of Bay at Subic Bay Freeport Zone*

Learning English Vocabulary Items by Using Hip Hop and R&B Music Genre Combined with TPR Actions 61
Te Mana Potaka-Dewes, *Tokai University, Japan*

The Production of Reading and Language Book entitled "Speak and Read with Speed and Accuracy Book 1" (based on the basic sight words incorporated with recent commonly used words) 61
Elizabeth Sonto-Mendoza, *Founder of King of Glory International Academy, Cavite City.*

Dimensions of Incidental L2 Vocabulary Acquisition and their Effects on the Reading Comprehension of ESL Learners 62
Karina D. Peña, *Pampanga Agricultural College (PAC)*

English Proficiency of Freshman Teacher Education Students: Intervention Packet 63
Dr. Grace Buaya Gimena, *Cebu Technological University Faculty*

Fun-TASK-tic! Renewed TBLT Framework for Teaching Speaking 63
Rowell G. de Guia, *M.A., College of Education - Bataan Peninsula State University*

Korean EFL learners' Use of Argument Strategies 64
Eunjung Park, *Seoul National University*

A Comparative Analysis of the Discourse Feature in Advertising Language Between Native and Non-native English Speakers 64
Ms. Eunyoung Jang, *Seoul National University in Korea*

Teachers' Awareness of Students' Pronunciation Problems in Learning English 65
Ms. Carla Sih Prabandari, *Sanata Dharma University*

Self- vs. Peer-editing: One Step forward from Assessment to Building EFL Students' Communicative Writing 66
Fatemeh Behjat, *Islamic Azad University, Abadeh branch, Abadeh, Iran*

A Case Study on EFL Learners' Acquisition of the Locatives 66
Ph.D. Pi-chan Hu, *Ching-yun University in Taiwan*

Paradigm Shift in Grammar: Should ESL Classrooms Adopt? (An on-going study) 67
Cecilia Fortuno-Genuino, *Cavite State University-Rosario Campus*

Using Games in the Language Classroom 67
Lyster Tiston-Ramos, *Cebu Normal University*

The New Englishes of Asia 68
Dr. Angel O. Pesirla, *Cebu Normal University*

recordings of pairs' planning and teaching sessions, recorded individual interviews with pair partners, and other relevant artefacts.

Using a sociocultural activity theory perspective (Vygotsky, 1978, 1981; Coles & Engestrom, 1993), the study was able to identify the contextual factors that influenced the student teachers' experience during the fifteen weeks. Preliminary findings suggest that the teaching practice of the student teachers in the study was particularly shaped by multiple aspects of globalization. These include the Internet, Internet applications and shared online resources, the influence of a worldwide shared culture and the border-crossing of international organizations and people, to name a few. Findings also reveal traces of the influence of these factors on the teachers' views of language teaching and learning.

Keywords: EFL teacher education, student teaching, teacher learning, co-teaching and planning, globalization

Bio

Dang Thi Kim Anh is a lecturer at Vietnam National University (VNU) and currently a PhD student at the University of Melbourne. She has been involved in teacher education and trainer training through her work at the VNU and Asian Institute of Technology Center in Vietnam. Her research interests include teacher education, language education, student learning and educational leadership.

Teaching Cohesive Ties to EFL Students

Gunawan Suryoputro, *University of Muhammadiyah*

Abstract

This paper presents how to teach cohesive ties i n economics texts to EFL students who took English for Academic Purposes (EAP) course. The teaching is based one the assumption that the direct involvement of students in selecting course materials and extensive exposure to discourse of economics texts in reading practice can activate their awareness and knowledge of the role of cohesive ties in the text. This knowledge and sensitivity of the cohesion could help them better understanding of the economics text.

Bio

The writer received his BA in English Language Education, MA and Ph. D in English Applied Linguistics. He has taught EAP since 1991 and published some modules of EAP for university students. Currently he is a chair of English Department, Graduate School University of Muhammadiyah. He is interested in EAP and Pragmatics.

The Impact of EFL Students' Vocabulary Breadth Knowledge on Literal Reading Comprehension

Kuang Yu Chen, *YuanPei University, Taiwan*

Abstract

Second language reading is a challenging task for foreign language learners. The amount of vocabulary students store in their brains will assist them in understanding reading, especially when students' first language is a non-alphabetic language. The purpose of this study was to investigate whether EFL students' vocabulary breadth knowledge influences their literal reading comprehension. To accomplish this study, the mixed methods design was used. All the participants in this study were given a set of tests which included Vocabulary Levels Test and Reading Comprehension Tests. Individual interviews were conducted after the quantitative phase and were used as supportive data. The bivariate regression analysis tools were used to interpret the correlations between vocabulary breadth knowledge within literal reading comprehension. The quantitative results indicated that vocabulary breadth knowledge was positively and significantly correlated to literal reading comprehension. The qualitative findings showed that the majority of participants agreed breadth of vocabulary knowledge played a greater role in their literal reading comprehension process. The interview results determined the participants relied more on breadth of

TEACHING COHESIVE TIES TO EFL STUDENTS

Gunawan Suryoputro

Abstract

This paper presents how to teach cohesion to EFL students who take English for Academic Purposes (EAP) courses at the faculty of economics. The teaching is based on the assumption that the direct involvement of students in selecting course materials and intensive exposure to discourse of economic texts in reading practices can raise students' awareness and knowledge of the way which the content of connected texts hangs together. This acquaintance can in turn make them have better comprehension of the text.

Introduction

In discourse analysis a text usually refers to a stretch of language that may consist of sentences that hang together (Combrie, 1985; Hatch, 1992; Slakie, 1995). One of the central issues in discourse is, however, to determine exactly makes some texts coherent. Halliday and Hasan (1976), and Halliday (1994) have intensively identified what features combine elements in texts. These features, known as cohesive devices, can play an important role in the realization of coherence of texts though the coherence, as stated by Carrel & Eisterhold (1983), Hatch (1992), and Celce-Murcia & Olshtain (2000) can constructed in many ways such as rhetorical organization and readers' knowledge of the world or contexts. As Blum-Kulka and Sinclair, in Baker (1991: 221) also state that meaning or coherence is "a property of a text," though the process of interpretation occurs in the mind of the reader. Thus, the coherence can be in texts and in mind, but it can be reached through the interaction between the knowledge of cohesion. In other words, both the linguistic competence (e.g., cohesion) and the readers' background knowledge of the world have a crucial role in the comprehension of texts.

Some investigations on the presence and absence of cohesive elements in texts and the role of cohesion in creating and understanding coherent texts have been conducted by some researchers. Johns (1980) studied cohesive ties in English of Business and Economics (EBE) texts and found that there were constellations of cohesive features in the text. The result of her study could provide EAP designers and teachers some direction for approaching cohesion in syllabus development and teaching.

Another significant contribution to EAP practitioners is the study of Chaudron and Richard (1986). They studies the effect of discourse markers—macro and micro markers—on the comprehension of lectures. They found that macro makers and micro markers can facilitate the understanding of the lecture. Recent studies of the utilization of themes (grammatical cohesion) on the coherence of ESL and EFL learners' writing reveal that thematic choice has to have a great effect on the general structure of a text and contributes significantly to its local and global coherence (Green et al, 2000; Xudong, 2003). Therefore, the role of cohesion in the realization of meaning relations of the elements in texts is very obvious. A lack of the knowledge of cohesion and an inappropriate use of the cohesive elements can effect on the comprehension of the text. This may suggest that understanding of cohesion in texts is crucial as well as problematic

for EFL students. For this reason, this study aims at attempting to provide a strategy how to make the students aware of the cohesive devices in economics texts as it is believed that the conscious knowledge of cohesion will have the impact on the improvement of comprehension of the economics text.

Method

Subjects

The subjects of the study were students of the faculty of economics at Tarumanagara University. 32 students of accountancy who took English as Specific Academic Purposes (ESAP) were selected purposively for one semester. Prior to study at the university, they had learnt general English when they were at senior high schools. At the faculty of economics they were exposed and taught to read textbooks in economics.

Materials

The materials are adapted from a textbook of economics, namely *Business Concept* by Dowling & Arden (1993), and journals of accountancy and management. The textbook are the main source for exercises in a classroom; whereas, the texts from journals that are selected by the students are used for self-exercises in-and-out side of the classroom. On the basis of these materials, the assessment was conducted to see the extent to which the students' awareness on the cohesion gets progress.

Procedure

The teaching cohesion was carried out in the classroom. In the outside of the classroom, the process of learning fully relied on the students' control. They were free to manage their time and to determine whether they worked with or without peers. The aim was to provide more exposure to them on the use of cohesion in the economics discourse. It was presupposed that a direct involvement of the students to search the materials related to their interest and need could drive their motivation in learning. Though they were free to manage their tasks and time, they were obliged to bring their own selection of texts into the classroom. These materials were then discussed in the class.

In the classroom, the process of learning was dyadic interaction (e.g., teacher-students and/or student-student) and group (triadic) interaction (e.g., peers or groups). Both dyads and groups kept focusing on the student-learning strategy. The classroom activities were carried out as follows:

Step 1: Activating Students' Cohesion Knowledge

The teacher begins step one simply introducing cohesive ties with the goal of activating students' cohesion knowledge and arousing their interest. For example they are exposed to some sentences and paragraphs through an overhead projector or LCD:

(1) Tom handed Susan a letter. This gave her food for thought

(2) Read the paragraph below and underline the that it and this refer to.

The sale of goods and services is not restricted to local, regional, or national markets. It often takes place on an international basis. Nations import goods that they lack or cannot produce as efficiently as other nations and they export goods that they can produce more efficiently. This exchange of goods and services in the world or global market is known as international trade.

Step 2: Dyadic Interaction

In this interaction, each student was exposed to work with his or her peer until such a time as he or she could master his or her own action through his or her consciousness and control. Each peer was given a text to identify and/or underline cohesive elements. His or her work was compared with her or his peer. By working in pairs, they can "scaffold each other's performance," (Storch, 2002). An example of activities and extract can be seen as follows:

(1) Skim the following short text while you are recognizing cohesive elements. Underline each element (e.g., reference, conjunction, or synonym and the like) and its meaning relation.

Text 1

Unhappy customers not only stop buying but also can quickly damage the company's image. Studies show that customers tell four times as many other people about bad experiences as they do about good ones. In contrast, dealing effectively with gripes can actually boost customer loyalty and the company's image. According to one study, 95 percent of consumers who register complaint will again do business with the company if their complaint is resolved quickly. Moreover, customers whose complaints have been satisfactory resolved tell an average of five other people about the good treatment they received. Thus, enlightened companies don't try to hide from dissatisfied customers. To the contrary, they go out of their way to encourage customers to complain, then bend over backwards to make disgruntled buyers happy again.

Step 3: Group Interaction

Students learnt to work in groups followed by interactions with the teacher (as a facilitator). They were encouraged to raise possible features of cohesion that make them problematic. Each member of group was free to follow up and find out the solution. But at the final result, the role of the teacher was obviously crucial in order to lead students on the right way of understanding cohesion. To encourage group interaction, they were given a text again to identify cohesive markers provided.

(2) Direction:

a) Read the text and work with your group to answer the question.
b) List references that refer to employees.
c) Find out the closest meaning to employees in the text.
d) Find out the other terms of the company in the text.
e) What does the verb 'do' in line one and six substitute for?
f) Find out the conjunction used in the text.

Text 2

In Japan, there is a closes relationship between the worker and his company. Employee work hard and do hours of unpaid overtime to make their firms more efficient. If necessary, they give up weekends with the family to go on business trips. They are loyal to their organizations and totally involved with them. For example, many of them live in company houses, their friends are people they work with, and in their spare time they do sports and other activities organized by their employers.

Step 3: Individual work

Finally each student worked independently after they were considered to have enough confidence and comfort level of the use of learning strategy in understanding cohesive ties in text. They were given several passages of economics texts in reading comprehension.

Design and analysis

Two kinds of instruments were designed to measure the understanding of cohesion and the reading comprehension of the text. The first instrument was designed to find out the extent to which the students have taken in the knowledge of the cohesive ties as the overt devices to create the coherent text. They were given a passage to complete with and choose appropriate cohesive ties. They works were then analyzed to look at their accuracy in understanding the cohesive ties. The second instrument was the reading comprehension text designed to discover the possible effect of the teaching cohesion on the reading comprehension of economics texts. There were pretest and posttest that were administered to the same subjects before the cohesion teaching was given. Both pretest and posttest consisted of four passages, each with five multiple choice questions. The passages were roughly graded in difficulty. They were taken from textbooks of accountancy and management. The scores on multiple-choice pretest and posttest were analyzed using a *Paired Sample t-test* procedure with the teaching cohesion as the independent factor.

Result and Discussion

Teaching how to recognize and identify cohesive ties is the first and essential step for students. They are exposed to the use of the variety of the cohesion so that they understand the role of the cohesion in the language use. This can be achieved if they are given the authentic texts taken from a variety of economics textbooks or journal.

Text 1 that is given in the exercise above (in step 2), for instance, covers 60 percent of cohesive ties and 90 percent of them are lexical item such as:

a) synonym: (1) unhappy, disgruntled, dissatisfied; (2) customer, consumers, buyers; (3) gripes, complaints; (4) boost, encourage; (5) happy, satisfactory; (6) try, bend over backwards; (7) buying, do business, and (8) register, tell
b) substitution: (1) experiences, ones; (2) tell, do
c) repetition: (1) customers, (2) company, (3) image, (4) study, (5) quickly, (6) again, (7) good, (8) other, (9) people, (10) resolved, (11) tell, and (12) do.

The rest is the grammatical ties such as:

a) conjunction: (1) in contrast, to the contrary (contrast); (2) then, moreover (addition); (3) according to (respective); and (4) thus (logical sequence)
b) reference: they, their

By exposing the students through the text, they could get the knowledge of the cohesive ties that connect clauses and sentence as a unit. This insight may result in the awareness of the students on the role of cohesive ties in creating coherent texts.

To find out the extent to which the students have taken in the knowledge of the cohesion, they are given texts to choose appropriate cohesive ties. The result can be seen in table 1 and 2. Table 1 indicates that the students' comprehension on the grammatical markers is varied. They did not find any difficulties in additives, but they get problems in logical sequence and contrast. Why is the conjunction that carries the meaning of logical sequence and contrast problematic for them? One of the plausible explanations is due to the complexity of the semantic relations inherent in those cohesive ties. If it is the case, these should be given a priority in the class.

Table 1: The Student's accuracy in understanding grammatical ties

CONJUNCTION				REFERECE
Additive	Logical order	Contrast	Expansion	
First (97%) next, third	Therefore (34%)	However, On the other hand (61%)	For example (61%)	It, its, he, they (97%)

Table 2: The Student's accuracy in understanding lexical ties

REPETITION	SYNONYM
definition (595), moved (65%), want (75%), money (75%), profit (80%), perform (57%)	Conversation (79%), creating (81%)

Table 3. Analysis of paired sample test

			Pair 1
			Score Pretest Score Posttest
Paired Differences	Mean		-10,72
	Std. Deviation		9,62
	Std. Error Mean		1,70
	95% Confidence Interval of the Difference	Lower	-14,19
		Upper	-7,25
t			-6,30
df			31
Sig. (2-tailed)			.000

Table 4. Means and Standard Deviation

		Mean	N	Std. Dev	Std. Error Mean
Pair 1	Score Pretest	53, 44	32	10,21	1.80
	Score Posttest	64, 16	32	11,43	2.02

Concluding Remarks

The present study found that teaching cohesion could be used as potential pre-reading activities since this could raise the awareness of the students' knowledge of cohesion as the features of texts. The knowledge of cohesion, as linguistic competence, is necessary in order for the students to successfully recognize the internal links within text. Deficiencies in this knowledge may cause them to miss important cohesive links and, as a result, to have difficulties in the interpretation process of the text. Thus, the ability to recognize the cohesive that is the bottom-up processing as the complement the top-down processing may help the students understand the texts.

Admittedly, although the students were greatly involved in the process of learning, the technique still requested the teacher to work hard, particularly in the preparation stage. First, the teacher had to guide and provide clear directions to how and where to find out some economics journals such as journal of accountancy or management because most students did not have any experience in searching the well-written texts. Even some did not know what the journal was. Second, the teacher had to expose his students through multiple examples of the target cohesive items used in various paragraphs or texts. He had to look for a lot sources that provide the authentic use of the target cohesive items in various texts. For example, he had to obtain some sources from the internet. Third, the teacher had to monitor the interaction. From the observation, it was found that the dyadic interaction was better than the group. When working in group, the interaction tended to be dominated by the active students and the passive one tended to rely their tasks on the expert ones. In the dyadic interaction, each student showed his or her responsibility to work out his or her own tasks. This activity could run successfully if each student could work collaboratively. Therefore, as suggested by Storch (2002:149), the partners of peers had often changed in order to get the collaborative partners or the interaction in expert/novice relationships.

Although the teaching cohesion needs hard work for ESAP teachers, particularly in the preparation stage, it may provide some facilitative guides for approaching cohesion in teaching reading of the economics texts. The study revealed that after five sessions of introduction and practice the students became skillful in identifying the features of texts, and in turn, it improved their reading comprehension. The result of the study, however, might not be used to generate a definitive conclusion because it was regarded as the pre-experiment. Therefore, a further research on the effect of teaching cohesion should be pursued before definitive and valid conclusion can be reached.

References

Bathia, Vijay K. 2002. A Generic View of Academic Discourse, in John Flowerdew (ed). Academic Discourse. London: Person Education.

Baker, Mona. 1991. In Other Words: A Course Book on Translation. London: Routledge.

Carrell, Patricia L., and Joan C. Eisterhold. 1983. "Schemata Theory and ESL Reading Pedagogy." TESOL Quarterly, 17, 553-573.

Celce-Murcia, Marianne, and Elite Olshtain. 2000. Discourse and Context in Language Teaching. Cambridge: Cambridge University.
Chaudron, Craig, and Jack C. Richard. 1986. The Effect of Discourse Markers on the Comprehension of Lectures. Applied Linguistics, 7, 113-127.
Crombie, Winifred. 1985. Discourse and Language Learning: A Relational Approach to Syllabus Design. Oxford: Oxford University.
Halliday and Hasan. 1976. Cohesion in English. London: Longman.
Hatch, Evelyn. 1992. Discourse and Language Education. Cambridge: Cambridge University.
Johns, Ann M. 1980. Cohesion in Written Business Discourse: Some Contrast. The ESP Journal, 1, 35-45.
Jordan, R.R. 1997. English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge: Cambridge University.
McCarty, Michael. 1991. Text and Discourse Analysis. London: Routledge.
Storch, Neomy. 2003. Patterns of Interaction in ESL Pair Work. Language Learning, 52, 119-158.
Varaprasad, Chitra. 2003. Explicit Strategy Training for Teaching Reading: Some Classroom Findings. Reflection on English Language Teaching, 11, 1-26.