

Plenary Papers

RICHARD WATSON TODD

Discourse Topics, Linguistics, and Language Teaching.....1

IONA SARIEVA

Supporting Foreign Language Education with Web 2.0 Technologies: Challenges and Opportunities.....14

Selected Full Papers by Author's Alphabetical Order

THANIS BUNSOM and RICHARD WATSON TODD

India's Unchanging Social Structures: A Discursive Investigation of Power Relationships in A Passage to India and The White Tiger23

DARUNEE DUJSIK

A Genre Analysis of Research Article Discussions in Applied Linguistics.....33

MUSLIH HAMBALI

The Use of Internet-Based Directed Reading in English Language Teaching
.....39

NUCHAMON JAMES

The Awareness of Sociolinguistic Aspects between the US and UK Variations on Teaching Standard English Pronunciation to Thai University Students
.....47

NATJIREE JATURAPITAKKUL and RICHARD WATSON TODD

Support Adaptive Testing: Towards a New Future in Language Education
.....54

LI KEYIN

How Can Chinese College Students Make the Most Use of English Classes?
Suggestions on how to make college English studies more productive at a Chinese private
3rd tier college60

TEERAWAT PONGYOO

A Correlational Study of Linguistics Competence VS Performance of the English
Plural Morpheme67

DENDI PRATAMA and WINNY GUNARTI

Visual Language That Educate Children On the Animated Television Series Characters
“Upin & Ipin”75

SHARIFAH AMANI BINTI SYED ABDULI RAHMAN and D.ROHAYU BINTI MOHD. YUNOS

Raising Students’ Awareness of Standard English through Assigned Error Correction Task
.....84

KAVINTRA SONKOONTOD, SUPATRA WANPEN and KITTIPORN NONKUKHETKHONG

Technical English Vocabulary Learning Strategies Use of Engineering Students
.....91

KSENIJA ŠULOVIĆ

Female characters in Baroja's novel: personal and cultural identity99

4th LIROD International Conference Organising Committee



LANGUAGE : IN THE REALM OF SOCIAL DYNAMICS

The 4th Language in the Realm of Social Dynamics International Conference “The Multi-Dimensions in an Era of Language and Teaching” 3-4 May 2012

**Organised by
School of Humanities
The University of the Thai Chamber of Commerce
<http://humanities.utcc.ac.th/lirod/>**

Rationale:

The dynamics of language and society coupled with globalisation and the rapid change of technology in Asia and across the world have generated a new era of language and teaching. Moreover, advanced technology via the internet, iPad, iPhone, cloud computing and other multi-media are shaping new perspectives in literacy research and language teaching.

With this in mind, LIROD 2012 serves as a platform for researchers, educators, industrial professionals and linguists from all over the world to exchange new ideas and applicable methodology face to face and to present their research results and development activities in the field of language and teaching. This conference provides opportunities for scholars, educators and participants to establish research relations and to find global partners for future networking in language, education, society and technology.

Objectives:

The conference aims to:

1. provide participants with an overview of issues related to new challenges and innovations in language, education and social studies;
2. define how language and society are intermingled due to rapid changes in the era of globalisation; and
3. share insights into the role of language and how it has been affected in various domains – business communication, technology, language education and teaching and media.

Conference Sub-themes:

- Linguistic Variation
- Language and Politics
- Language, Media and Society
- Language, Culture and Pragmatics
- Language Teaching in a Virtual World
- Language, Technology and Business Communication
- Innovation (New Approaches) in Teaching and Learning
- Classroom Research / Classroom Assessment
- Teacher Education / Teacher Training / Bilingualism
- Computational Linguistics
- Discourse /Text Analysis
- Sociolinguistics

Dates: 3-4 May 2012

Venue: The University of the Thai Chamber of Commerce
126/1 Vibhavadee-Rangsit Road
Dindaeng
Bangkok 10400
Thailand

Expected Outcomes:

1. Participants have a new vision of new challenges and innovations in language, education and social studies, particularly in a multi-cultural setting.
2. Participants gain from shared experiences and knowledge obtained from research in this field.
3. Participants are motivated to conduct more rigorous research based on interdisciplinary collaboration, so a new body of knowledge is generated.
4. Participants make use of the knowledge gained from the conference to develop themselves in both teaching and research work.

4th LIROD International Conference Organising Committee

Chairperson

Dr. Pasakara Chueasuai

Committee

Ajarn Ampai Boonyarug

Dr. Chanpreeya Boonyarattapan

Dr. Darunee Dujsik

Asst. Prof. Dr. Dhanate Vespada

Dr. Janchai Wongpothisarn O'Dea

Ajarn Narupon Sonsri

Dr. Nataporn Srichamnong

Ajarn Nuannoy Trakulkittipaisal

Dr. Nuwee Chompoochart

Ajarn Panchai Poonwathu

Ajarn Pichitra Dissawaro

Ajarn Rossukon Rattanathada

Asst. Prof. Sutthinee Tangsajjanuraks

Asst. Prof. Tuangrat Koohacharoen

The Use of Internet-Based Directed Reading in English Language Teaching

MUSLIH HAMBALI

Faculty of Teacher Training and Education, Sriwijaya University
Palembang, Indonesia
muslih.hambali@yahoo.com

Abstract

This paper aims at describing how the Internet-Based Directed Reading (IBDR) project could be implemented in English Language Teaching (ELT) to help students improve their English mastery. IBDR refers to an extensive reading assignment given to students individually within a limited time after their formal reading class. There are at least three major uses of IBDR: to increase students' vocabulary stock, to broaden their knowledge of the reading subject matter, and to improve their productive English language skill. The implication of IBDR is that the students are required to present a summary of their individual work either in writing or in speaking. The response of the students toward IBDR was positive. The result of the questioners showed that 85% of the respondents supported the beneficial view of IBDR, and 80% did not support the negative statements of IBDR. This reflects the consistency of the respondents' support for IBDR.

1. Introduction

In the era of modern information technology, teachers may vary their teaching technique from time to time for various purposes in the teaching of English language skills and aspects. Many English teachers have been engaged in different kinds of multimedia, using information technology nowadays. Davies (2002) says that language teachers have been using Information Communication Technology in the language classroom for over 20 years. The internet for example, is one of the ICT multimedia. The internet is a part of CALL (Computer Assisted Language Learning). Call is "a method of instruction and learning in which teachers and students take advantage of advances in information technology (IT) to present, augment and appraise class materials and subject matter" (Stott, 2008, pp. 56-57). Warschauer cited in Davies (2002) distinguishes 3 main phases of CALL, and one of them is Integrative which includes internet. The use of the internet for example can be applied in language teaching such as teaching reading. In teaching reading, the teacher may ask his or her students to do individual learning by assigning them to search for additional information related to the topic of the given reading during their formal class. It is noticeable that within a period of time, the students sometime get a great deal of information. When students use the internet for their learning, this means they have done online learning system. Online learning system is a way of facilitating education and supporting on-campus teaching (Leith & Warren, 2008). The following will be the discussion of how the internet helps students get more information about the reading topic.

2. Literature Review

In a broad sense the term language teaching refers to the teaching of language that includes the four language skills, listening, speaking, reading and writing and all language aspects such as grammar, vocabulary, spelling, etc. However, in this study, English language teaching is limited to extensive reading which is meant for vocabulary enrichment and other related language tasks particularly for the practice of writing and oral communication. As most English teachers will recognize, directed reading could simply be defined as reading assignments given to the students either in groups or individually after formal reading class for different kinds of purposes depending on what target area the assigning teacher needs to focus on such as gathering additional information, making prediction, and so on. There is not much information the writer could learn related to directed reading. However, Golde (1997) states that directed reading can take many forms and serve different kinds of goals such as to explore something new or to have discussions about key issues. This could be done freely in information access centers such as library or self access learning centre using both printed media and electronic ones. Using printed media for example, the teacher prepares reading boxes with plenty of pieces of

ready-made short reading passages accompanied by questions or prepares a variety of reading books, hand outs of reading passages, magazines, etc. This activity aims to train the students to be good at reading especially for comprehension. The reading texts or materials prepared usually start from the simplest to the most difficult ones available in the Self Access Learning Center (SALC) such as reading box of RFU (Reading for Understanding) understanding pieces of reading series prepared by Thurstone (1963). Besides, using electronic media for example, the teacher can make use of computers connected to the internet. Abbott (2001) mentions that “countries around the world have raced to connect their schools and classrooms to the Internet.” (p. 89) Whereas Tomei (2010) says, “As technology is becoming increasingly available and progressively more important in our daily lives, the Internet is being increasingly adopted into schools.” (p. 215) These ideas show us that there is no doubt that internet has been common among most teachers in educational world. Therefore, nowadays, teachers have been using internet not only for teaching language skills but also for information retrieval of teaching materials. In addition, The current use of computers does not only allow students to stimulate experimental trials but also to let them access information from websites for example (Bures et al., 2000).

Meanwhile, Internet Based Directed Reading (IBDR) to be discussed in this study is slightly different from common directed reading as it refers to a monitored extensive reading activity assigned to the students individually within a limited time for a particular topic using internet, a part of electronic media, in the class. IBDR I might say, can actually be considered as a part of huge Internet-based project work as students can get retrieval to a great deal of information needed quickly. According to Warschauer and Kern (2005), using the World Wide Web, students can search millions of files in a minute for authentic materials corresponding to their personal interests. Dudeney and Hockley (2007) state that the internet can be thought of as an enormous encyclopedia since it provides its users quick access to a wealth of information for their project task.

3. Research Methodology

In this study there are two major activities for the purpose of finding how useful IBDR is in language teaching: assessing students to do IBDR and distributing questionnaires to the students. In assessing students to do the activity of IBDR, they are supposed to follow the steps which are actually so simple. First, after formal reading class is finished, the students are instructed to complete the activity of IBDR in the class, monitored by the teacher. The monitoring can be done either directly or indirectly. When the teacher monitors directly, he or she walks around in the class moving from one student to another to see whether or nor each student does IBDR. That the teacher does monitoring indirectly means that he or she monitors each student from the central monitor of the computer in the class or lab. Second, during IBDR activity they gather information related to the previous topic of the reading passage assigned as much as possible. Finally they take notes of everything related to information required including unfamiliar words, and write a summary of information obtained in the form of a paragraph or paragraphs or report the summary orally. Each writing summary with a number of unfamiliar words attached is scored and recorded. The distribution of questionnaires is made at the end of IBDR project. Questionnaires of the use of IBDR consisted of 10 positive statements and 10 negative statements rated along a 5-point Likert scale (1= strongly disagree to 5 = strongly agree). When all activities of IBDR are finished all students’ recorded scores and recorded number of unfamiliar words are calculated and tabulated to find their average using simple statistics. Similarly, the students’ response to the questionnaires is calculated and analyzed using SPSS.

4. Use and Characteristics of IBDR

Basically, Internet-Based Directed Reading (IBDR) project could be implemented in English Language Teaching (ELT) to help students improve their English mastery. There are at least three major uses of assigning students to this activity:

1. to increase students’ vocabulary stock

The students are expected to write any unfamiliar words from the passage they are searching and check their meaning using software dictionary available in the computer or from printed dictionary prepared. In this case they earn more vocabulary stocks. Meanwhile, the number of words retrieved is not the indication of the level of students’ intellectual mastery of English.

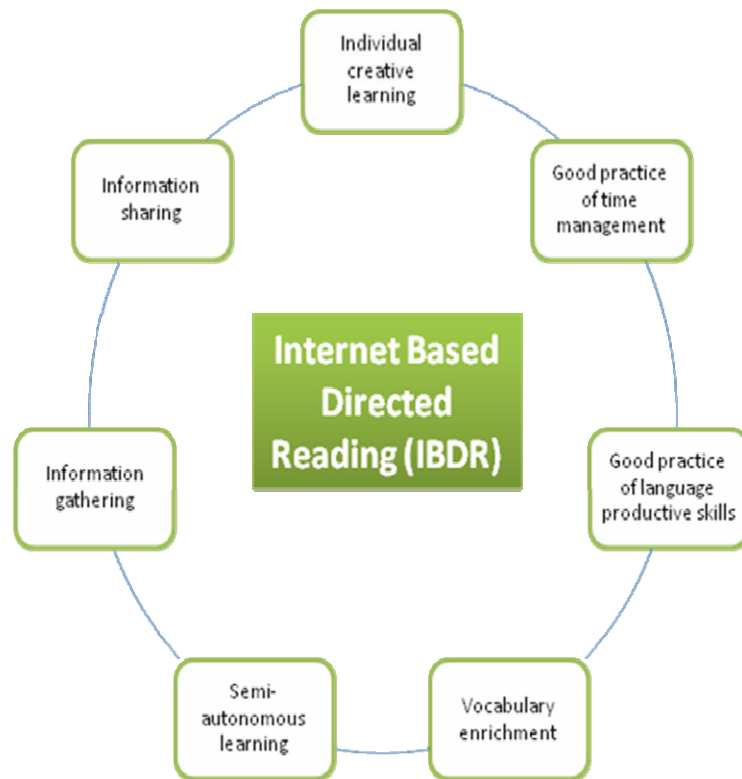
2. to broaden their knowledge of the reading subject matter
When the students do online searching about the reading passage assigned, they must be able to gather and comprehend the passage and try to find new information so that they could gain more knowledge about the reading topic concerned. It should be noted that the students are not allowed to include any information that has been available in the formal reading passage in their summary.
3. to improve their productive English language skill, writing or speaking
After gathering every single piece of information, the students should write a paragraph or more or perform their product in the form of oral presentation. Performing the summary orally will certainly take some time. This can be done after IBDR activity or some other time in the following meeting before formal reading class or in a particular time. When students perform their IBDR product orally each student could possibly get some more additional information about the topic, so sharing information might exist.

The strategies of assigning students to do IBDR include such tasks as comprehending the given reading by finding more information and note taking about the subject matter. Therefore, the implication of IBDR is that the students are required to present the project of their individual work either in writing to be submitted to the teacher or in speaking performed in the class. Again there is no penalty whether or not the students get more unfamiliar words or more information from their IBDR activity since it is an extra reading task. However, their writing product is given feedback and scored as this is for their own use or reference to evaluate their writing skill.

The reading topic of IBDR is usually related to the previous one given during formal reading class. The given IBDR is aimed not only to find extra knowledge about the reading topic but also to increase students' vocabulary stocks and to improve their writing. Therefore, IBDR is also considered as an autonomous learning though not a fully one (semi-autonomous learning) since students are instructed to do a similar activity for a similar topic with limited amount of time. Because the time given for IBDR is varied and limited, the students should manage the use of time as efficiently as possible. The students are encouraged to be creative and competitive with the time for information gathering depending on what particular area of the topic they are interested in. Time management in reading is essential as the students will experience strict of time when they take a certain standard English proficiency test such as TOEFL or IELTS. This will certainly train them to be accustomed to managing the time in their future learning. The time allotted for reading with 50 questions in TOEFL internet-based test for example is 55 minutes (Deborah, 2007), while the one for reading with 40 questions in IELTS test is 60 minutes (O'Connell, 2010). The amount of time for IBDR can be various depending on how much time the teacher has after the real reading class in which he or she serves the students reading activity with the same treatment such as the same text, technique, purpose, etc. In this study, the time for IBDR was 50 minutes. Within this time the students were instructed to do the activities of IBDR.

The characteristics of IBDR can actually be adopted from the previous explanation especially in the section of IBDR. Therefore, it can be concluded that the characteristics of IBDR can be summarized as in the following figure.

Figure 1: Characteristics of IBDR



From the figure above, IBDR exists in the middle of the circle surrounded by elements representing the characteristics of IBDR.

The product of students' IBDR could be different from one and another depending on how much information each individual could retrieve during the time given. Let's have the following table containing extract information in the reading passage of formal reading class and IBDR product. From the table we could learn that each student almost has different pieces of information describing the topic retrieved and different number of unfamiliar words. Most information retrieved seem different from the one in the formal reading passage (text).

Table 1: Sample Product of IBDR in the Form of Extract Information

Reading Passage Topic	Information Available in Reading Text	Student Name	Information Retrieved by Student Using Internet (IBDR)	Number of New Words
Platypus	<ul style="list-style-type: none"> - strange animals - native of Australian - little Animal - flattened Tail - mammal - lay eggs 	Student A	<ul style="list-style-type: none"> - find food during night - average weight (1,5 to 5,3 lb) - life span (16 years) - 50 cm in size - nocturnal - type of food eaten 	30
		Student B	<ul style="list-style-type: none"> - monotremata - duck – billed - age of breeding - people hunt its fur - tiny, blind, naked, babies. - length of tail (370 – 470 mm) - adult weight (05 – 2 kg), 	6
		Student C	<ul style="list-style-type: none"> - semi aquatic mammal - for hunting - meeting time (June – October) - sexually mature females - number of eggs hatched (1-3) - incubation periods (3 phases) - having two ovaries - harmed by water pollution - lay eggs - size of egg (11 mm) 	6
Cattails	<ul style="list-style-type: none"> - edible plant - pointed leaves - produce energy - leaves for animals -swaying leaves 	Student D	<ul style="list-style-type: none"> - aquatic or semi aquatic perennial - height of plant (1-3 m) - flat, effect and linear leaves - size of leaf (0,8 – 2 cm, wide 1-3 m, tall) - number of flowers (1000) - use of leaves for wound or skin - number of leaves (12-16) 	44
		Student A	<ul style="list-style-type: none"> - wild food – stiff plants - parts of flower (female is made) - good place for plant (along the) - use of pollen (fire woods) - number of seeds produced (300.00) - height of plan (10 ft) - cattail seeds - use of fluffy seeds 	15
		Student B	<ul style="list-style-type: none"> - log slender green stalks - rhizomatory and colonial plant - height of cattail (15- 4 dm) - basal leaves (6-18 mm wide) - place of cattail (near water) - naked axis (1-8 cm wide) - birds like the plant 	20

5. What Should be Prepared for IBDR?

It is a good idea if IBDR is done in the language laboratory equipped with complete multimedia such as computers connected to internet. What the teacher does is to monitor the students from the central screen to see whether or not they work with the given task and to give feedback on students' IBDR product. Though IBDR is an extra reading activity, giving feedback is beneficial as the students can learn from and evaluate their own performance. In The Free Dictionary (Feedback, 2008) it is mentioned that feedback can be defined as the return of information about the result of a process or activity; an evaluative response. Therefore, when conducting IBDR, it is suggested that the institution or school facilitate the necessary things such as:

1. A room equipped with at least with computers connected to LAN (local area network) if there is no special language laboratory completed with multimedia.
2. A free hot spot in the room so that the students can get access to internet using laptop in case the computers are not enough for the whole class (this might happen especially if the number of the class is big).
3. Good vocabulary software should be available in the computers to get word meaning easily.

4. Enough good space for each student for online searching to do the task, and
5. Good network and electricity power for quick retrieval responses.

6. Related Result of IBDR Implementation

IBDR was conducted on the forth semester students of English Study Program of Faculty of Teacher Training and Education, Sriwijaya University in the academic year of 2010/2011. Based on the result of six periods of recorded IBDR activities given to 35 students, the average number of new words for the whole activities was 10.5 (rounded 11). Meanwhile, the average score of five writing products of IBDR was 64.7, and 14 students got scores below the average. The six reading passage topics were: Toad and Frog, Bees, The Cattail Plants, A New kind of Corn, Platypus, and Tomatoes. The table below contains complete data of the recorded IBDR product in the form of writing scores and number of words retrieved.

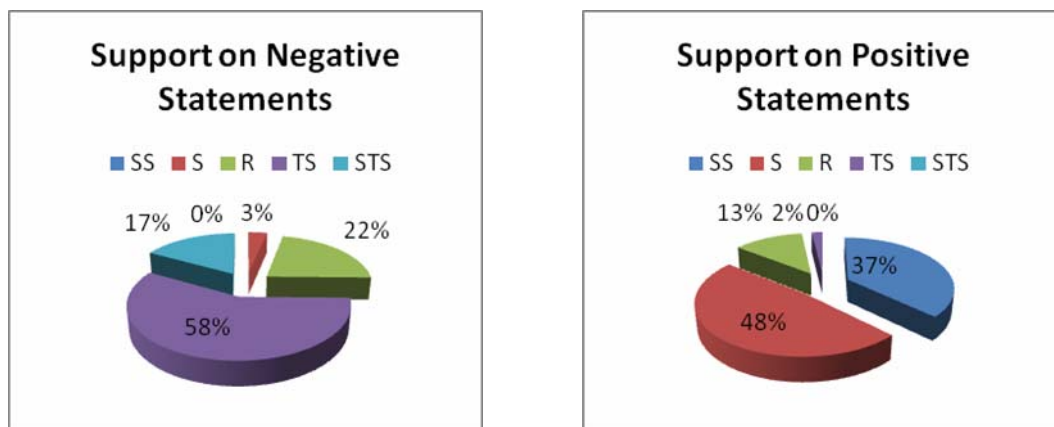
Table 2: Students' IBDR data

No	Student Name	Writing Score						Number of Words Retrieved						
		1	2	3	4	5	Avrg	1	2	3	4	5	6	Avrg
1	Student 1	58	68	65	50	50	58,2	2	6	4	2	5	6	4
2	Student 2	55	60	70	70	70	65	4	3	8	7	6	4	5
3	Student 3	65	60	75	65	65	66	10	6	21	23	13	19	15
4	Student 4	60	70	60	65	65	64	6	20	36	10	7	11	15
5	Student 5	80	80	85	85	85	83	8	5	14	15	10	11	11
6	Student 6	70	65	65	70	75	69	8	14	18	11	11	17	13
7	Student 7	60	70	75	75	75	71	7	13	13	25	10	7	13
8	Student 8	65	65	60	75	60	65	8	15	10	29	4	11	13
9	Student 9	60	65	70	65	65	65	10	9	20	25	18	21	17
10	Student 10	50	55	50	60	68	56,6	8	13	20	44	10	28	21
11	Student 11	55	65	65	70	70	65	3	7	7	6	9	11	7
12	Student 12	65	70	70	75	70	70	11	9	15	13	14	20	14
13	Student 13	70	70	75	80	80	75	10	10	10	10	10	10	10
14	Student 14	70	65	50	60	70	63	9	20	18	13	9	22	15
15	Student 15	65	65	70	70	75	69	7	8	8	10	10	9	9
16	Student 16	46	58	55	40	45	48,8	7	8	3	5	6	2	5
17	Student 17	55	60	70	70	70	65	6	7	8	15	7	5	8
18	Student 18	50	60	65	60	60	59	8	3	7	8	10	5	7
19	Student 19	60	65	65	70	60	64	8	19	19	20	13	9	15
20	Student 20	55	65	60	70	70	64	4	6	7	18	12	9	9
21	Student 21	55	50	60	65	72	60,4	8	9	19	23	14	15	15
22	Student 22	65	70	65	70	70	68	3	15	11	7	31	7	12
23	Student 23	85	75	75	78	70	76,6	5	6	8	9	6	8	7
24	Student 24	60	60	60	70	60	62	2	4	10	10	5	10	7
25	Student 25	60	75	70	75	70	70	5	11	9	23	9	21	13
26	Student 26	50	50	60	65	65	58	3	6	5	16	9	6	8
27	Student 27	50	55	70	70	70	63	2	7	19	21	10	20	13
28	Student 28	50	65	50	50	60	55	7	4	9	20	10	14	11
29	Student 29	46	55	65	75	50	58,2	10	8	22	11	7	7	11
30	Student 30	65	70	70	65	60	66	4	2	6	5	7	6	5
31	Student 31	50	60	60	55	60	57	3	8	6	10	5	10	7
32	Student 32	60	65	70	70	70	67	8	7	15	17	8	16	12
33	Student 33	65	60	80	85	75	73	6	9	7	10	14	13	10
34	Student 34	50	50	50	60	60	54	2	3	7	12	9	7	7

35	Student 35	60	65	75	75	75	70	8	8	11	11	6	7	9
Average		59,6	63,6	65,7	67,8	66,7	64,7	6,29	8,8	12,3	14,7	9,83	11,5	11

In addition, the response of the students toward IBDR was relatively positive. The result of the questionnaires showed that 85% of the respondents (who answered 'agree' and 'strongly agree') supported the benefit of IBDR (positive statements), and 75% of those (who answered 'disagree' and 'strongly disagree') did not support the negative statements of IBDR. On the other hand, 3% of the respondents agreed to the negative statements and 2% of the respondents agreed to the positive statements of IBDR as shown in the following figure 2. Although there was a slightly different number of percentage of students' response of both negative and positive statements, this still reflects that the respondents overall seemed to be consistent to support the use of IBDR.

Figure 2: Diagram of Students' Response on IBDR



Note:

SS = Strongly Agree S= Agree R=Fair TS= Disagree STS=Strongly Disagree

7. Conclusion

In this paper, I have attempted to draw conclusions on the use of IBDR in English language teaching based on the Indonesian context. IBDR gives great benefits to help learners do individual study. The internet has great potential for the application of autonomous learning. Not only can the internet provide a great deal of sources of reading materials, but also it can make learners enjoy doing self-access study. In addition, by using internet learners could improve their language skills such as writing and speaking. For these reasons, it is suggested that the educational institutions prepare language lab or classrooms equipped with enough computers connected to internet. Positive responses from the learners have been promising in that they really supported the use of IBDR in English language teaching.

References

- Abbott, C. (2001). *ICT: Changing education*. London: Routledge Falmer.
- Bures, E. M., Abrani, P. C., & Amundsen, C. (2000). Student motivation to learn via computer conferencing. *Research in Higher Education*, 41, 593-621.

- Brown, H. (1941). *Principles of language learning and teaching*. New York: Pearson Education.
- Davies, G. (2002). ICT and modern foreign languages: Learning opportunities and training needs. *IJES*, 2(1), 1-18.
- Feedback. (2008). In *The free dictionary*. Retrieved from www.thefreedictionary.com/feedback
- Golde, C. M. (1997). Some thoughts about a directed reading class. Retrieved from <http://chris.golde.org/filecabinet/dirreading/html>
- Leitch, S., & Warren, M. J. (2008). Analyzing online teaching and learning systems. *Interdisciplinary Journal of E-Learning and Learning Objects*, 4, 259-267. Retrieved from <http://ijello.org/Volume4/IJELLOv4p259-267>
- O'Connell, S. (2010). *Focus on IELTS*. Essex, England: Pearson Education.
- Phillips, D. (2007). *Longman preparation course for the TOEFL test: iBT, Second Edition*. White Plains, NY: Pearson Education.
- Stott, D. A. (2008). Using CALL to write and research academic essays. In *CamTESOL Conference on English Language Teaching: Selected Papers: Vol. 4*, (pp. 56-57).
- Thurstone, T. G. (1963). *Reading for understanding*. Chicago: Science Research Associates.
- Tomei, L. (2010). *ICTs for modern educational and instructional advancement: New Approaches to Teaching*. Hershey: Information Science Reference.
- Warschauer, M., & Kern, R. (2005). *Network-Based language teaching: Concept and practice*. Cambridge: Cambridge University Press. Retrieved from www.google.co.id/books