



SPE 201
45 Minute Paper

English Language Teaching
Mr Muslih HAMBALI

This paper is aimed at discussing how printed advertisements can be used in ELT especially for secondary school learners who have been taught basic grammar. The printed advertisements are usually in the form of incomplete extract information containing word(s), phrases, abbreviations and even symbols, and rarely are they found in the form of complete sentences. However, though advertisements do not have good sentence structure, they contain data which convey meaning. The major benefit of adopting advertisements in ELT is to train learners to improve their integrated skills such as speaking and writing by transferring extract information to a non-extract form. In the implementation of the use of advertisements, what the teacher should do is to give a model to the learners of how to transfer the data in the advertisements into good and complete non-extract information (ie, in the form of paragraph writing) and to present the product to the class orally.

SPE 202
45 Minute Workshop

Enhancing the RTTC English Pronunciation Curriculum
Ms Darlene GRANT, Mr R. Warren LUTZOW,
Ms Chrissy KULENGUSKI, and Mr David KIERSKI

The universal request from teachers, trainers, and students alike, to Peace Corps volunteers assigned to teach English, is help on their pronunciation. The five Peace Corps volunteer workshop presenters are currently teaching in five RTTCs throughout Cambodia. A focus of their work is on developing and implementing listening and speaking skill activities that: (1) supplement the 18 units in the current RTTC "Teaching Pronunciation" curriculum; (2) allow for broad application (to small or large classes) by teacher trainers, experienced teachers, and neophyte teacher trainees; and (3) address the fact that English pronunciation skills of teachers and trainees fall along a continuum of low, intermediate and high skill. While all units have received upgrade materials by this group, this workshop will include review, demonstration and practice of recommended pronunciation skill activities from selected "Teaching Pronunciation" units.

SPE 203
45 Minute Workshop

Innovative Techniques for Using Dialogues in the Classroom
Prof Terence MCDONOUGH

Most lower-level English textbooks include dialogues for presenting and practising new structures, vocabulary and pronunciation. It is essential to make the most of these dialogues without boring the students. This workshop demonstrates 10 innovative techniques for using sample conversations. Participants learn how to liven up their classroom with challenging activities that build on memory, translation, communication, pair work, competition, pronunciation and motivational principles. General guidelines are offered to less experienced instructors for turning any dialogue into an interesting activity.

SPE 204
45 Minute Paper

Learner-centred and Communicative Group Tasks to Develop Speaking Skills
Ms NGUYEN Thu Le Hang and Ms LE Thi Thu Hien

The students of the Fast-track Program at the Hanoi University of Languages and International Studies, Vietnam National University are expected to achieve the level of CAE at graduation. Meanwhile they need to develop several soft skills to prepare themselves for their future jobs, such as presentation skills, communication skills, negotiation skills, team work, time management and work planning skills. The teaching team, therefore, need to design a series of group tasks which require the students to work together to perform the tasks and develop certain soft skills at the same time. This paper describes the group tasks that the teachers design to develop speaking skills and some soft skills for the 2nd and 3rd year students. A summary of the students' evaluation of the effectiveness of these tasks will also be provided.

SPE 301
45 Minute Paper

Practical Exercises on Connected Speech
Ms NGUYEN Thi Phuong Dieu Lien

The question, "how to have good pronunciation", raised by many English language learners, has never failed to interest linguists and EFL teachers. In order to have good pronunciation, practising individual sounds alone might not help. Indeed, it is necessary that features of connected speech come into focus as well. For many college students in Vietnam, connected speech appears to be a new concept since greater emphasis is often placed on individual sounds. This may prevent students from having a native-like accent because native



IDP Education Pty Ltd
ABN 54 117 616 462

IDP Education (Cambodia) Ltd,
No 46, Street 214
Sangkat Boeung Raing
Khan Daun Penh
P.O. Box 860
Phnom Penh, Cambodia

Tel 855 23 212 113
855 23 215 227
Fax 855 23 426 608
info.phnompenh@idp.com

www.cambodia.idp.com

To: **Mr Muslih Hambali**
Presenter
Sixth CamTESOL Conference on
English Language Teaching

From: Paul Mahony
Conference Convenor
Sixth CamTESOL Conference
Phnom Penh, Cambodia, 27-28 February 2010

This letter serves as recognition that you presented at the Sixth CamTESOL Conference on English Language Teaching, held in Phnom Penh, Cambodia on 27-28 February 2010.

Details of your presentation are recorded below:

Name of Presenter: Mr Muslih Hambali
Title of Presentation: English language teaching
Mode of Presentation: Paper

The CamTESOL conference series commenced in 2005. The conference attracted roughly 1200 registrations. While it is a national conference, international participation is substantial. Registration by non-Cambodians this year surpassed 400, with more than 300 participants coming specifically for the conference from around 30 countries. Details of this conference series may be found on the conference website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at the above conference.

Paul Mahony
Country Director, IDP Education (Cambodia)
Conference Convenor

28/02/2010

"The Use of Advertisements in Teaching English to Secondary School Learners."

Muslih Hambali

Sriwijaya University, Palembang South Sumatra, Indonesia

muslih_hambali@plasa.com, muslih.hambali@yahoo.com

Abstract

This paper aims at discussing how printed advertisements can be used in English Language Teaching (ELT) especially for secondary school learners whose background of English basic grammar has been taught. The printed advertisements are usually in the form of incomplete extract information containing word(s), phrases, derivations and even symbols, and rarely are they found in the form of complete sentences. However, though advertisements do not have good sentence structures, they contain data which convey meaning. The major benefit of adopting advertisements in ELT is to train students to improve their skills speaking and writing integratedly by transferring extract information to non extract one. In the implementation of the use of advertisements, what the teacher should do is to give a model to the learners how to transfer the data in the advertisements into a good and complete non extract information, present the product to the class orally, and write it in the form of paragraph writing.

Keywords: printed advertisement, ELT, extract information, non-extract information

Introduction

In the era of global market, an English advertisement has been popular among many people in Indonesia. The popularity is widely spread not only in cities but also in rural areas or even in remote areas through both electronic media such as television, radio, internet, etc. and non-electronic ones such as newspapers, magazines, leaflets, etc. When English advertisements are performed using electronic media, they are usually delivered both orally and in writing, while using printed ones, they are delivered in writing. The two kinds of advertisements, both printed and non- printed, are commonly used by people to inform their products or own belongings for the purpose of their own needs such as garage sale advertisement when they want to move away, strawberry picking advertisement for those who love nature recreation, and many others

Perhaps understanding written advertisements is sometimes much more difficult than the spoken ones since they are usually presented in the form of extract information. Learners may get confused to read the data in the advertisement if they are not accustomed to. This happens if the advertisement is published in printed media. Common people in particular, sometimes do not know abbreviation or symbol in the advertisement. Meanwhile, there will be less trouble if the advertisement is published in non-printed ones since there is the third person reading it as in radio, TV, movies, etc with clear and complete information. From the brief description above, it will be good if advertisements could be used as a teaching tool to improve learners' English skill such as speaking and writing. In the

following, there will be the discussion of how advertisements can be used in ELT for Secondary School learners in Palembang, Indonesia, where English is used as a foreign language. Formerly Secondary School referred to junior and senior high schools in which it took three years of studies to complete each level. However, since the last few years, the Indonesian government has made the policy of education for nine-year compulsory basic education in which primary schools will take nine years, so both elementary and junior high schools are included in the primary schools. Therefore, a secondary school refers to a senior high school, which only takes three years of studies.

An overview of advertisements

Advertisements, sometimes called ads, can be defined as public notice, especially a paid notice in some public print. Ferrell and Hirt (1989:488) define advertisements as non personal communication transmitted through a mass medium, such as newspaper, television, radio, magazines, etc. In the following, types and uses of advertisements are going to be discussed.

Basically, there are two major types of advertisements (Stead, 1984): product advertising which is designed to sell one or more definite, identified product, and highlights their good qualities, satisfaction-giving features, or prices, and institutional advertising which is created for the purpose of getting some messages across to the public. Though product advertising contains several subtypes, and institutional advertising has different one, both types will not be necessarily discussed. Hence, how advertisement can be used in ELT is a major concern to discuss further.

Generally, there are several reasons or uses of the advertisements: to increase the sales of the product/service, create and maintain a brand identity to brand image, communicate a change in the existing product line, introduce a new product or service and increase the buzz-value of the brand or the company (Manohar, 2008). Kenrick (2008) elaborates some ideas in relation to the use advertisement, such as to provide the functions of advertisement such as to announce, influence individuals to purchase, and promote some products or services, to identify a product and differentiate it from others, and to communicate information about the product, its attributes, and its location of sale. In most books, advertisement, which is meant for advertising, is mostly related to business or commerce. Therefore, advertisement is included in economic science in which learners learn about marketing.

Advertisement is an ideal tool of conveying information. At the beginning, most advertisements were related to commercial products. However, in the era of modern technology, the need of advertisement grow more rapidly, and they cover any kind of information for public not only in the form of objects but also in the form of service including individual's needs such as advertisements for home help wanted, baby-sitting gardening, etc. In the following two examples of advertisement with pictures are both related to objects or products. Some examples of advertisements in the form of service are given in Appendix 1.

In relation to ELT, writing advertisements is a part of business writing. Business writing can be defined as an activity or any written work to conveying of information or

expression of ideas by inscribing the correct letters or symbols especially a literary composition dealing with any commercial establishment buying and selling commodities to improve our quality of life. This writing has been known not only among the environment of institutions, companies, or business organization but also among common people. Therefore, the advertisements may come from governments, institutions, both state or local companies, and individuals. In case of emergency for instance, people may write advertisements in newspapers for such things as baby-sitting, home help wanted, house for rent, job vacancy, garage sale, etc.

Examples of Product Advertisement

BUAVITA ALL VARIANTS

Vit. A, E & C, minerals, fibers,
Good drink for growing children & adults,
100% fresh fruit, no sugar added,
no refreg needed, dry, clean & cool place,
1 yr life, everywhere available

TEH KOTAK

50% off, easy& ready, high quality leaves,
Child 1 yr & adults, bfr open dry, clean & cool place storage,
Aft open ref. 4°C, cheap, available everywhere.

Language of Advertisement

The language grammatical structure of advertisement is not standard one, and therefore, producing well-spoken or well-written advertisements can be complex for those who are not familiar to. The complexity may arise because they are usually in the form of extract information containing words, phrases, derivations, and sometimes symbols that require information transfer to form non-extract information in the form of complete sentences or a passage. Though most advertisements are written using words, phrases, or symbol as they have previously been mentioned, they contain data and have meaning as the following examples.

Job Vacancy Advertisement

SECRETARY/General Ofc.
English, word, spreadsheet, min Dip. Graduate
for CPO Firm. Pref.accounting firm experience.
Salary negotiable. ☎0711-4453679

Needed: Babysitter, mature (age 22-40),
for 2 yr baby (F), INA Rp.10.000/hr, Mo-Fr (eve only, 4 hr),
no exp, also welcome,
please call (021) 8646738

If we notice the above two advertisements, they both contain word such as the word, *spreadsheet*, a phrase such as *accounting firm experience*, derivation such as *F* for female, *exp* for experience, and symbol ☎ for phone. The reason why advertisements are usually in the form of extract information is perhaps the efficiency of , space, money,. Furthermore, most advertisements especially in printed media such as newspapers, magazines, brochures, etc. are written in cuts of words that need to be described to form a complete, meaningful sentence. For examples, “for 2 yr baby” can be transferred to “The baby is two years old.”, “F” for “The baby is female.”, and “Mo-Fri” for Monday until Friday. It should be noted that every single language utterance in the advertisement in fact describes the subject matter.

Transferring advertisement containing extract information to ready read or spoken one requires basic knowledge of grammar competence. Grammar competence needed depends on how complex the advertisement should be described. This usually depends on the English level of learners. When the level of learners is beginning, simple basic grammar is used, while for more intermediate or even advanced ones, more complex basic grammar is required. In short, the higher the English level of learners is, the more complex of basic grammar needs to be introduced or mastered. By mean of simple basic grammar here is for example using a single subject or object noun instead of a subject or object noun phrase with pre modifier or post modifier or both. Let’s say the word ‘secretary’; we can describe it as follows:

- Secretary (single noun).
- A diploma graduate secretary (noun phrase with pre modifiers). The word secretary is modified by pre modifier *a diploma graduate* which is in the form of phrase.
- A diploma graduate secretary with accounting firm experience (noun phrase with pre modifiers and post modifiers). In addition to pre modifier, the word secretary is also modified by post modifier *with accounting firm experience* that is also in the form of phrase (prepositional phrase).

Advertisement in ELT

There are two major language skills that might be good for learners to practice using advertisements i.e. speaking and writing. Both speaking and writing are included in the integrated language skills. Integrated language skills here mean combining four English language skills in teaching to create communicative classroom, and later will be used to help students learn English willingly and comfortably. In this study, the connections of two skills, speaking and writing will lead to optimal use of English as a means of communication when they are combined during instructions. Therefore, we could see the advantage of integrating the skills and move toward improving teaching and learning activities. We do not teach one skill in a different time or separately, but we present the two skills at the same time, meaning the skills cannot be taught separately.

In particular, both speaking and writing are called productive skills because both skills require the language learners to use the language in speaking and in writing actively. Here they use the language as a medium of expressing their ideas, needs, information, etc. in both oral and written communication. Besides, in speaking activity the learners are

trained to fluent their oral production which includes language aspects, such as accuracy, fluency, appropriateness of word, etc. Meanwhile, in writing activity, in addition to grammatical competence, they also practice and improve their vocabulary, spelling, organizing ideas, etc.

Furthermore, since speaking and writing are included in the four integrated language skills that require the learners to employ them in content-based learning activities. In relation to teaching activities, speaking and writing have integrated language skill approach that suggests the learners to include the two skills in unified manner. In relation to the classroom and learning activities, the approach used is designed to incorporate more than just one productive skill in one meeting (teaching and learning). For example, teaching speaking is not limited to speaking, but rather includes pre-speaking activity that interrelated writing. Again, here the two skills include associated or related language aspects such as spelling, pronunciation, syntax, and usage.

Basically, there is no special issue mentioning that an advertisement is a part of English language teaching, but as previously been mentioned the advertisement can be a part of business writing in economic science. However, in relation to English language teaching, again it might be possible if teachers of English could adopt advertisements as teaching media to improve learners' speaking and writing. When they are used in writing, the possible writing to be given to the learners is writing paragraph. A paragraph which can be as short as one sentence or as long as ten sentences (Oshima & Hague, 1999: 16) refers to a basic unit of organization in writing in which a group of related sentences develops one main idea. Similar to an ordinary paragraph, a paragraph of advertisement also contains main idea followed by supporting ideas. When the information or data in the advertisement has or have been transferred into a paragraph, the main idea is usually directly stated and clear. All information in the paragraph usually describes the subject intended as the example below.

Milk Delivery. A strong male having driving license A is needed as soon as possible to work for milk delivery from 5-7 am during working days. The fee is 15,000 rupiahs per hour, and there will be two extra hours on weekends with double fee. Please contact this number (0711-410471) during office hours if you are interested.

Notice that the main idea of the paragraph above is directly and clearly stated or mentioned, i.e. *milk delivery*. It is not necessary to analyze the paragraph or the sentence in the paragraph to find the main idea or the topic as in an ordinary paragraph sometimes.

How to Use Advertisements in ELT

One of the purposes of teaching English is to enable learners to use the language to communicate to each other. Speaking is the most commonly used in communication followed by writing skill. People need to express their ideas mostly through speaking or writing. It might happen that communication fails or misunderstanding occurs because of poor performance in either of both speakers in both skills. There have been many teaching aids discussed in many ELT books or journals and have been used by many English teachers such as using pictures, real media, games, puzzles, etc. However, the

advertisement is one of the many kinds of media which I believe is also good to train learners to speak and write. The following steps might be useful for teachers to follow when using advertisements in their teaching the two language skills, speaking and writing.

1. Prepare plenty of advertisements with a variety of types such as job vacancy, home help wanted, goods products, etc. so that learners may have their own choice based on their interest when they are given assignments. In preparing the advertisements, the teacher can download advertisements from internet or get some from magazines, newspapers or other sources if he or she is unable to make his or her own because of time or inability to draw if the advertisements need pictures. However, it is suggested that the teacher can create advertisements by himself by learning what necessary items to be put in the advertisements based on the common condition of the learners' environment. For example, for secondary school learners, the advertisements might be related to extra school activities such as poetry competition, science courses, recreation, etc.
2. Make sure the related grammar competence for writing advertisements has been familiar to learners such as the use of simple sentence structure such as *be* verb, simple tenses, phrases, etc. Here the learners have been taught or introduced the use of *is*, *am*, and *are*, the use of verbs ending with or without *s/es* for the present simple, word function, etc. This means the use of subject singular and plural should have also been familiar to the students. It is obvious that most sentences in describing advertisements usually involve simple tenses.
3. When learners describe advertisements through speaking or through writing, basic sentence pattern such as *Simple Present Tense*, *Be + adjective/ nouns* are commonly used when the learners are beginning students of speaking or writing class as the following examples:

1. Simple Present with *Be* verb = Subject + *be* + Noun
For example: "The baby is a girl."
2. Simple Present with *Be* verb = Subject + *be* + Adjective
For example: "The baby sitter is mature."
3. Simple Present with a verb other than *Be* = Subject + verb + object
For example: "The baby needs a baby sitter."

Meanwhile, for more intermediate students, in addition to active sentences, passive sentences, phrases, and subordinate clauses as well as complex phrases (for advanced students) should have previously been introduced.

4. Pick advertisements with pictures to attract learners' attention so that they get motivated in describing the advertisements, and sometimes they get helped more easily to speak by the presence of pictures. It should be noted that students are not describing the pictures, but they are to describe the utterances in the advertisements. Pictures just make the advertisements look interesting and impressive.
5. Give a model from the teacher how to describe advertisements by transferring the data in the advertisements using good simple sentences. If the learners are smart enough or in more intermediate and advanced ones, using complex sentence

structures such as passive voice, too many phrases or few multiple clauses in the sentence can be introduced

6. Focus on word-by-word or phrase by phrase in the advertisements when the teacher gives the model. The word or phrase in the advertisement is considered one separated set that needs to describe. Here the teacher gives one question for one set. However, for the high level of students, the questions may contain several sets to ask so that the answer will also later contain some information to form one big set.
7. Give feed back to any answer from the students. Giving feed back is a good job in which we care and respect our students. Reward in terms of at least complement is given to complete answers, and good care or attention in terms of corrections and guide is given to the incomplete ones.

Model of Transferring Advertisement

There are three major kinds of model to transfer advertisements into a productive report through both speaking and writing: simple, average, and difficult. These kinds refer to the level of difficulty of presentation in relation to sentence structures and choice of additional word(s). Each model is described based on the following advertisement below.

Needed: Babysitter, mature (age 22-40), F,
for 2 yr baby (F), INA Rp.10.000/hr,
Mo-Fr (eve only, 4 hr),
no exp, also welcome,
please call (021) 8646738 (sat-sun).

Model 1

Simple

We have a baby. She is a girl. She is two years old. We need a babysitter. The baby sitter is female and mature. She is between 22 and 40 years old. We pay Rp. 10.000 for every hour. The job is four hours a day every evening. The working days are from Monday to Friday. We also welcome inexperienced baby sitter. If you like the job, please call us every Saturday and Sunday. Our number is (021) 8646738

Model 2

Average

We need a female baby sitter for a baby girl who is two years old. The baby sitter should be mature, and is between 22 and 40 years old. The fee is Rp 10.000.- per hour for 4 hours every evening from Monday to Friday. A babysitter who has no experience can also apply. If you are interested, please call (021) 8646738 on Saturdays and Sundays.

Model 3

Difficult

A mature female baby sitter with or without experience whose age is between 22 and 40 years is needed for a two year-old baby girl. The fee will be Rp 10.000.- per hour for 4 hours every evening during weekdays. If you feel convenient with the job or need further information please contact (021) 8646738 on weekends.

Notice that all sentences in the simple model are simple and short consisting subject and predicate. There are not many complex phrases found compared with the one in both model 2 and model 3. It seems the higher the model is the more complex the sentence structure might appear. The number of sentences and word count could be less if more utterances in the advertisement are described at once, but there can be more words if some more words are added for the data in the advertisement.

In each model above, we find that model 1 has many words, model 2 has less words than model 1, and model 3 has the least. In model 3 itself, in addition to containing phrases and clauses, it involves a passive sentence such as “A mature baby sitter ... **is needed.**” or a passive verbal such as “There is no experienced **needed.**” Besides, learners can add few words to begin the sentence such as if you feel convenient with, need further information, like the job, are interested, etc. By having these additional expressions, learners will have more words to express in both speaking and writing

Technique of Presentation of Advertisements in ELT

a) Teacher’s guide using Questions and Answers

While giving model it is necessary for the teacher to begin by asking students every single datum in the advertisements orally to motivate them to speak. For example, the data for “for 2 yr baby” and “F” and Rp. 10000/hr can be questioned as follows:

1. Simple question

- | | | |
|-------------------------------|---|---|
| The question might be | : | How old is the baby? |
| Possible answer | : | The baby is 2 years old |
| The question for (F) | : | Is the baby sitter male or female? |
| The possible answer | : | The baby sitter is female. |
| The question for Rp. 10000/hr | : | How much is the fee per hour? |
| Possible answer | : | The fee is ten thousand rupiahs per hour. |

2. Rather complex question

A rather difficult question which requires the answer with more data can be given if the teacher has more intermediate or advanced students so that the answer will produce a sentence with more phrases or clauses. For example,

- | | | |
|-----------------------|---|---|
| The question might be | : | “What kind of babysitter do they need, and for what kind of baby is it?” |
| Possible answer | : | They need a female babysitter who is mature between 22 and 40 years old for a two-year old female baby. |

The last example above (the answer) shows that the sentence has more elements included in the advertisement such baby sitter’s age, sex and type, and baby’s age and sex.

b) Group Work

In the group work activity, questions and answers go on between or among students. This can be done when there is no time for individuals. Group work is really useful to be applied especially if the teacher has a class whose number of students is big and the time allocated is limited. In Indonesia, it is common to have a big class consisting of to forty students or even more at the junior and senior high schools and moreover at the tertiary level of education. The teacher divides the class into groups, and the students do the same thing as what the teacher has presented in models 1, 2 or 3. This collaborative learning occur. In addition, the time for English subject provided at the secondary schools in Indonesia is four or five teaching hours a week in average. One teaching hour is forty minutes, so the teacher cannot imagine how to manage the time for too many teaching items in one period of the program. Therefore, group work is really essential and helpful in ELT.

c) Individual task

Individual work can be done either in class or at home, but usually the teacher gives more time for the learners to write so that they could organize a good paragraph. The task to be done by students is similar to the previous activity in which they are supposed to describe the advertisement. However, here they focus on writing activity. This is a good task if we want to train students to write a paragraph using the data in the advertisement.

By having the questions to stimulate the learners, they are able to follow the sentence structure pattern in the questions. It should be noted that here the teacher stresses on how to speak and write using a complete sentence structure, and the grammatical structure of the questions used depends on the level of the students. Again, the type of question can vary from the simple to the complex one depending on the type of answer is expected (Brown, 2004). When the expected answer should contain complex grammatical structure with more data describing the subject matter in the advertisement, the question must be complex having more items to ask at once.

In summary

The use of advertisements in English language teaching is good to be implemented for secondary school (senior high school) learners in Palembang, Indonesia where English is taught as a foreign language. Printed advertisements, in the form of incomplete extract information containing word(s), phrases, derivations and even symbols, refer to printed notice or announcement designed to attract public attention. Since they do not have good sentence structures, but contain data which convey meaning, reading advertisements might be a trouble if learners are not familiar with or not accustomed to. The major benefit of adopting advertisements in teaching English is to train students to improve their integrated skills especially speaking and writing by transferring extract information to non extract one. By using advertisements the teacher can produce two different activities (written and oral) in a time of his teaching. In the implementation of the use of

advertisements for the both skills, what the teacher should do is first to give a model to the learners how to present the data in the advertisements to the class orally, and then how to transfer his oral presentation into a good and complete non-extract information, i.e., in the form of paragraph writing. As a result of these activities, in addition to language skills, the learners are indirectly applying their language aspects such as accuracy, fluency, appropriateness of word, etc.

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Appendix 1

Soybean-Milk Delivery

M, strong, Mo-Fri (5-7 AM), weekend extra 2 hr, double pay, driving license A, INA 15000/hr, ☎ 0711-410470

Model 1 (simple)

Soybean Milk Delivery: We need a male for soybean-milk delivery soon. He is male and strong. He must have driving license A. He works from 5–7 a.m. from Monday to Friday. The fee is 15,000/hour. He can work on Saturday and Sunday for two hours. The fee is double. Please call 0711-410478 during office hours.

Model 2 (average)

Soybean Milk Delivery: A male is needed for soybean-milk delivery. He should be strong and have driving license A. The working hours are from 5–7 a.m. during working days. He can work for two hours on weekends with double fee. The fee is 15,000/hour. Anybody is interested, please contact 0711-410478 during office hours.

Model 3 (difficult)

Soybean Milk Delivery: A strong man with driving license A is urgently needed to work for soybean-milk delivery from 5–7 a.m. during working days. The fee is 15,000/hour it can double if he works on weekends for two hours. If interested please contact 0711-410478 during office hours.



Padang Restaurant

Waiter/waitress needed, weekends 10 AM – 6 PM, student welcome, fee negot., downtown area, Ph. 0711-355910.

Model 1 (simple)

Restaurant Waiter/Waitress: Padang restaurant is looking for a waiter or a waitress to work from 10 a.m. to 6 p.m. on weekends. We also welcome students. The fee is negotiable. The restaurant is in downtown area. Please call 0711-355910.

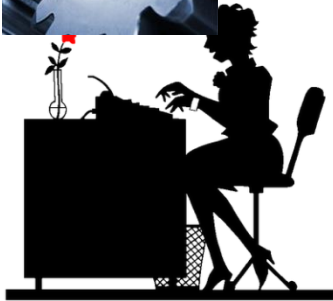
Model 2 (average)

Restaurant Waiter/Waitress: A waiter or a waitress is needed to work at Padang restaurant from 10 a.m. – 6 p.m on Saturdays and Sundays. The restaurant takes places in downtown area. Students are also welcome. You can call 0711-355910 if you like the job.

Model 3 (difficult)

Restaurant Waiter/Waitress: There is an available job as a waiter or a waitress working from 10 a.m. – 6 p.m. at Padang restaurant in downtown area every Saturday and Sunday. If you feel convenient with the job, please contact at 0711-355910.

Appendix 2



Private Co.

need for engineering staff, urgent, M, 25-30 yrs, D3/S1 electrical, exp required, Po Box 2619 Jakarta 1002.

Management Trainee.

M/F, min 25 yrs, Univ. grad, good looking, hrd wrk, exp needed, call Ibu Rina, 021-935569332.

Secretary needed.

F, 22-35 yrs, no exp, Eng (written & oral), min D3 grad, min word processor & spreadsheet, urgent, \$ 2.5 million/month, call 021- 88567349 during offc.hr.

Local Delivery CV

looking for male. mature, age 28-45, energetic, driv liacence (min A), INA\$ 100 thou/day, mo-sat, ph.0711-5637845.

Gardener needed:

M, energetic, strong, INA 10,000/hr (3-4 hr a week), weekend pref., call 4156849

Strawberry Picking.

sat and sun, fun, lunch prvd, all day (8 hr), INA 8000/hr. M/F over 20, 40 minutes from town. Ph. 0711- 3546758



Padang Restaurant

Waiter/waitress needed, weekends 10 AM – 6 PM, student welcome, fee negot., downtown area, Ph. 0711-355910.

Soybean-Milk Delivery

M, strong, Mo-Fri (5-7 AM), weekend extra 2 hr, double pay, driving license A, INA 15000/hr, ☎ 0711-410470