60th TEFLIN International Conference

27-29 AUGUST 2013

ACHIEVING INTERNATIONAL STANDARDS IN TEACHER EDUCATION

UNIVERSITAS SISWA BANGSA INTERNASIONAL

PROCEEDING

Editors:
Manneke Budiman
Marti Fauziah

60th TEFLIN International Conference

PROCEEDING

Editors:
Manneke Budiman
Marti Fauziah

ISSN 977 2338776 13

TABLE OF CONTENTS

EDITORS' NOTES

A case of junior secondary school in Gerung, West Lombok 10
Purni Susanto

A case study of multimedia training for EFL teachers 16
Paulus Widiatmoko

A critique towards UKG as teacher competence test in Indonesia 22
Arnis Silvia

A model of web-based extensive reading 30
Gita Mutiara Hati

A tremendous strategy to boost the teaching of Integrated English Course: An approach to reach international standard 36
Dwi Fita Heriyawati & Salwa

Applying multiple intelligences to build ESP students' reading fluency 42
Fransisca Endang Lestariningsih

Are we getting too old to dance? Changes in teachers' motivation and teaching methods after years of teaching ESL 50
R. Pujo Handoyo

Are you a world-class teacher? 56
Yasinta Deka Widiatmi

Assessment Literacy of English Teachers 62
Venny Karolina

Assessing students'communicative competence through communicative language testing Assessment Literacy of English Teachers 66
Retno Budi Wahyuni & Naniek Kuswardhani

Authentic listening materials: Benefits, challenges, and how they can be used for teaching listening 74
Hefy Sulistyawati

Author's chair in promoting young learners' speaking skills 80
Julieta Anne Arbali, Jumirah, NiaKurniawati, Yuniarti

Beyond critical thinking in academic writing: A discourse perspective 86
Misdi, Nurani Hartini, Dian Farijanti

Bilingualism in Indonesian EFL classroom: A case study on teachers' L1 use as one of medium of instructions from students' perspectives 94
Fauziatul Husna

Blog peer feedback in an EFL writing class 102
Deny Efita Nur Rakhmawati

Building students' character through "news item text" learning to improve the students' ability in English 110
Ratna Nur'aini

Capitalizing on the past, shaping the present, framing the future 118
Zuliati Rohmah

Classroom action research: Enriching students' achievement and creating equitable classroom 128
Risqi Ekanti Ayuningtyas Palupi

Collaborative in-service training: An effort to help EYL teachers improve their teaching skills 134
Kasihani K.E Suyanto

Collaborative writing using Google Drive and WhatsApp 138
Situjuh Nazara & Pravita Indriati

Cooperative learning in EFL classrooms: Why do English teachers need to build effective group processing? 142
Dewi Cahyaningrum

Critical learning method in writing class: What do learners think about it? 148
Karmila Mokoginta, Muktamar Arifin, Rizky Raikhan Renata

Curriculum of English language teacher education in expanding circles: English teachers with best teaching skills or the ones who are best-English proficient? 152
Susilo

Delivering Online Examination in the English Department of Universitas Terbuka 158
Johanna B.S. Pantow

Designing a lesson plan for teaching English in Natural Science Faculties of Jenderal Soedirman University based on the need analysis 164
Dyah Raina Purwaningsih

Designing a practical grammar test for junior secondary school students in Indonesia: Designing extracurricular programs to support prospective teachers' professional development 170
Arina Shofiya

Developing students' comprehension in understanding literary theories through intellectual diary 176
M. Yuseano Kardiansyah

Developing top-down and bottom-up processes to help students become more effective listeners 180
Denok Lestari

Does your school visit help you grasp the materials? 188
Dwiyani Pratiwi

Employing affective and cognitive strategies to improve students' critical thinking in learning process 194
Hero Gunawan

Empowering teachers of English as a foreign language (EFL) through the integration of technology in EFL instruction 202
Karmila Machmud

Encouraging students to do reasoning in the teaching of listening 206
Kristiandi

English language change in education and its dynamism 214
Putri Basmalah

English Speaking Volunteers (ESV): An alternative program to create English speaking environment in speaking classes 222
Laily Nur Affini, Ajeng Setyorini, Siti Nur'Aini

**English subject for vocational school students:
Revitalizing the course through Collective Collaboration Model (CCM) 230**
Kusni

Enhancing EFL students' speaking through film interpretation 240
Indah Fajaria

Evaluating the students' speaking skill 246
Ngadiso

Exercising democracy in language assessment 254
Ali Mustofa

**Experiencing poetry: Unlearning and relearning literature
to develop reading interests in literary works 260**
Bachruddin Mustofa

Exploring reading strategies to understand texts for English students 268
Puspita Sari

**Extensive reading program: Its impacts on students' vocabulary size
and reading comprehension 276**
Henny Putri Saking Wijaya

Facilitation teacher education: Students' experiences, perceptions, and insights 280
Danielle Donelson-Sims

From observation to video elicitation: Lessons from pre-service teacher supervision 286
Iyen Nurlaelawati

Gender representation in the visual illustrations of Indonesian high school English textbooks 294
Burhanudin Syaifulloh

How to teach speaking for university students 304
Dewi Kencanawati

**Implementing international quality standard of translation into translation classroom:
Is it possible? 310**
Romel Noverino

Improving teacher's English proficiency in teaching various levels and background 316
Ratih Yulianti

**Initiating moodle implementation at the English Department of Education
and Teachers Training Faculty of UNIB 326**
Eka Novita

Introducing English as an International Language (EIL) to pre-service teachers 332
Flora Debora Floris

Is online reading as effective and meaningful as offline reading? 338
Ista Maharsi

Jigsaw: A technique to improve students' comprehension in reading skill 346
Siti Aimah

Learning to research on the internet in the context of English language learning 352
Putu Nur Ayomi

**Making sense the character building in the curriculum framework:
Conceptualizing culture as a local wisdom and culture as the product of interaction 360**
Astri Hapsari

Mentoring to connect the training sessions with the classroom lessons 366
Ahmad Dzo'ul Milal

Modeling teaching in in-service teacher training:
An experience from in-service teacher training in Aceh 372
Muhsinin

More emphasis on students' creative or productive ability in the teaching of poetry 378
Peter Angkasa

Needs Analysis for Lecturer Training 386
Murniati

Online community interaction for teacher professional development 390
Siti Kustini & Ninit Krisdyawati

Panacea for low proficiency learners: combined exposure
of Extensive listening and reading through podcasts 394
Imroatul Muhsinah

Pedagogical content knowledge in higher education in Indonesia 400
Fellysia and Herwindy Maria Tedjaatmadja

Postgraduate students' problems in reading English materials 408
Gita Rahmi and Adila Jefiza

Preparation and strategies applied by teachers of math
and science in English of bilingual program at elementary school 418
Masruddin

Preparing higher education teachers to face the international education by using Language accross curriculum (LAC) method 424
Desi Tri Cahyaningati

Preparing students' English proficiency to face global world:
Challenges in the teaching of ESP to students with culturally embedded characteristics 430
Titien Indrianti

Preparing university students for learning sustainability 438
Christianus I Wayan Eka Budiartha

Pre-service EFL student teachers' attitudes toward research 444
Zaitun, Eka Yuliyanti, Koryati

Prevalent teacher questioning tapestry: A case study in a speaking class at a private university 450
Marwito Wihadi

Proceeding conference paper: Performing quality or hoping popularity 460
Nurul Hasanah Fajaria

Promising pathways: Lessons for developing
and implementing teacher accreditation standards from international experiences 466
Abdul Rahman Reijerink

Promoting self-study of listening skills for Islamic college students through web 2.0 tools 470
Andi Muhammad Yauri & Zaitun Binti Haji Sidin

Promoting the use of self-assessment for learning and fair scoring 478
Yunias Monika

Quantum English: The method to promote student autonomy in Indonesia 486
Irfan Dwi Yulianto

Raising pre-service English language teachers' cultural awareness through e-portfolios 492
Lulus Irawati

Reciprocal teaching for improving eleven grade students' reading comprehension achievement 498
Testiana Deni Wijayatiningsih

Revisiting bilingual education in Timor for achieving international standard and bilingualism for EFL students 506
Peggy Jonathans

Second-language acquisition and the information age: A survey on how social software has created a new mode of language learning in State University of Malang 514
Winda Syafitri

Sex differences of students' performance on reading and listening tests of English 524
Meilisa Putri Zerlindayanti

Student perception of harsh teacher communication in Indonesian classrooms: A model developed with grounded theory 532
Brandon Donelson-Sims

Student-initiated community building to implement Community Language Learning (CLL): The experiment outside the Classroom 540
Septi Riyani

Taking into account students learning style differences in teaching: How do the English as foreign language teachers do it? 548
Dani Ratrianasari

Teacher education program: Bridging the gap between theories and practices 554
Irma Windy Astuti & Ista Maharsi

Teachers' evaluation tool for improving students' academic achievement 560
Chusni Hadiati

Teachers' attitudes and authentic materials use in EFL classrooms 566
Endar Rachmawaty Linuwih

Teachers' beliefs on teaching of basic grammar through formula 33 574
Nizamuddin Sadiq

Teaching English for young learners in elementary school through classroom observation 580
Dwi Astuti Wahyu Nurhayati

Testing, Demonstrating, Practicing, and Revising (TDPR): An alternative technique to teach EFL learners' English vowels 588
Moedjito

The application of Montessori model in teaching reading to very young learners at Singapore National Academy International School 594
Hertiki

The correlation between language learning strategies and English proficiency of university students 600
Ihda Husnayaini

The correlation between personality factors and behaviour of teachers' performance to the students' achievements 610
Silfi Sanda

The effectiveness of interactional feedback types of English speaking class learners 616
Mey Damayanti

The evaluation of classroom action research articles written by Indonesian academics: A corpus-based study 620
Nuryansyah Adijaya & Prayogo Hadi Sulistio

The impact of different pronunciations between Filipino and American teachers on primary 2 and secondary 2 students of Merlion International School 626
Choiriya

The implementation of computer-based learning to improve EFL writing ability of eight grade students at SMP Negeri 4 Kepanjen 632
Siti Umasitah

The role of Google Translate as a new tool of language learning in Internet base era 638
Yadi Kusmayadi

The role of out-of-school English literacy activities in promoting students' English literacy at an elementary school in Bandung 646
Lilies Setiasih

The skills approach in teaching reading: Why and how it works 654
Yonathan Winardi

The teaching of communicative meaningful grammar 658
Istiqlaliah Nurul Hidayati

The use of Facebook group facility in poetry class 664
Laila Ulsi Qodriani

Three-dimensional orientation of TEFL teacher education in the context of meditative thinking 668
Huang Xiaoling

Using proverbs as a lead-in activity in teaching English as a foreign language 676
Adnan Zaid

Using readability formulas to evaluate English reading materials 682
Ronald Maraden Parlindungan Silalahi

Using Task-Based Language Teaching (TBLT) to improve students' mastery of English tenses at the English Education Study Program of Universitas Bengkulu 694
Wisma Yunita

Utilizing touch screen gadget to deliver quality and inclusive MLE 704
Hasan Zainnuri and Muhammad Rohmadi

What might future teachers need? 710
Ani Purjayanti

EDITORS' NOTES

This Conference Proceeding contains selected participants' paper. The selection was not based on the quality of the contents as all of the papers accepted for presentation in this conference have met the standard of quality set by the Conference Committee.

The papers published in this Proceeding are those that met the formal requirements set on the conference website, among others, the papers should not exceed a total number of five pages (excluding tables, figures, and references). In the process, the editors extended the maximum page limit to seven in order to accommodate more papers.

Unfortunately, not all of the papers can be published. Papers with multiple figures and tables, or those submitted in the PDF format, cannot be included as they would have taken too much space and caused the Editors a lot of trouble with formatting. However, the Committee has also provided a separate Compact Disc containing the remaining of the papers that are not published in the Proceeding.

The Proceeding is organized based on the alphabetical order of the titles of the papers. An accompanying index of the author names based on the first name basis is provided at the end for users' convenience.

Neither the Conference Committee nor the Editors are responsible for the outlooks, opinions and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers is with the individual authors.

Manneke Budiman **Marti Fauziah**

Developing Top-Down and Bottom-Up Processes to Help Students Become More Effective Listeners

Denok Lestari, S.S., M.Hum.
Sekolah Tinggi Bahasa Asing (STIBA) Saraswati Denpasar
denok_lestari@yahoo.com

ABSTRACT

Many recent studies assume that language learning depends on listening since it provides the aural input as the basis for language. In real-life listening, students will have to use a combination of top-down or bottom-up listening processes, with more emphasis on either of them depending on their reasons for listening. Top-down listening processes are listener-based, in which the listener uses his/her background knowledge of the topic, the situation or context, and the language. This background knowledge helps the listener interpret what is heard. On the other hand, bottom-up listening processes are text-based, where the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Indonesian students are generally lacking bottom-up processing skills since they do not have adequate linguistic competence. This paper is aimed to give contribution for language teachers in developing listening strategies in order to help students become effective listeners.

Keywords: listening, top-down, bottom-up, processes, effective listeners.

INTRODUCTION

As an essential part of communicative competence, listening skill deserves intensive treatment in language classes. It is believed that in initial stages of language study, students can build awareness of the language systems and establish more fluent productive skills through listening. There are a number of up-to-date researches which offer innovative theories about the teaching of English listening, a larger number of problems are still found during the practice though. In real-life listening, students have to activate both of their linguistic competence and background knowledge in order to understand what is being said by the speakers. Even though the students have sufficient knowledge about a particular topic, they (especially the beginners of English) are lacking linguistic competence such as word recognition, connected speech, cluster sounds, etc. This gap between background knowledge and linguistic competence is one of the frequent problems encountered by Indonesian students who are learning English as a foreign language. For this reason, combining top-down (background knowledge) and bottom-up (linguistic competence) processes are highly recommended to help the students improve their listening skills.

Top-down and bottom-up models are the most widely-known listening processes function in adult learning. The first model to be developed was the bottom-up model, around 1940s-1950s (Flowerdew & Miller, 2005: 24). In this model, students initially build understanding by listening to individual sounds, which then combined into words and sentences. While the later top-down model focuses more on the prior knowledge rather

than relying upon the individual sounds and words. At the level of the group, beginners are likely need to spend more time on developing basic bottom-up skills of decoding language spoken (Rumelhart in Flowerdew & Miller, 2005).

Since listening lessons should be designed as real-life listening, it is appropriate to use the task-based approach. With this approach, students are required to do real-life tasks, like completing diagrams/charts, filling in tables, following directions, etc. in which they may get used to listen to texts which are spoken naturally in normal speed. For the sake of language teaching, this research is aimed to share experience of how to explore listening materials by combining top-down and bottom-up processes in order to give students highly effective learning experiences.

TOP-DOWN AND BOTTOM-UP PROCESSES

In real-life listening, students will have to use a combination of top-down or bottom-up listening processes, with more focus on either (or both) of them depending on their reasons for listening. Before discussing more about the combination of the two listening processes, it is worth having a clear perception of each process separately.

Top-down processes are listener-based; the listener uses his/her background knowledge of the topic, the situation or context and the language. This background knowledge activates a set of expectations that help the listener interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences, and summarizing. Morley (2007) proposes some optional activities which are possible to employ for developing top-down processes, such as putting a series of pictures/events in order, identifying where the conversation takes place, reading information about a topic then listening to find whether or not the same points are mentioned, or inferring the relationship between the people involved.

Bottom-up processes are text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details, and recognizing word-order patterns. Beginners are lacking bottom-up processing skills since they have not yet developed the linguistic knowledge of the target language. Some students admit that they recognize the new language as undifferentiated noise. They have no idea that phonological rules might change sounds in certain environments or cause reductions of sounds. Therefore, it is necessary to design activities which help students recognize the divisions between words (Morley, 2007). The teacher may read out a number of sentences in a very natural way and ask the students to write down how many words there would be in the written form.

When listening, students need to employ a number of skills in order to understand the content of the spoken text. Harmer (2001: 144-5) suggested teachers to focus on these skills:

a. Predictive skills: emphasizes on the lead-in stage to encourage the students' expectations and interest so they have a definite purpose for listening.
b. Extracting specific information: students should learn to disregard everything except the information they are interested in, only to find out particular facts

c. Getting the general picture: requires the students' ability to pick out the general idea of main points and discard details.
d. Inferring opinion and attitude: students may have to understand what the speaker's opinions and attitudes which are not always directly stated in the text, based on the recognition of linguistic style and its use to achieve appropriate purposes.
e. Deducing meaning from context: students are required to be able to guess the meaning of the unknown word based on the context.
f. Recognizing function and discourse patterns and markers: the students should be able to recognize which sentence is a generalisation and which sentence backs up that generalisation with evidence.

LISTENING PROCESSES IN THE CLASSROOM

Harmer (2001) suggests some hints for teachers in conducting more effective listening classes. First, students comprehend more of a text if they are familiar with the topic or they know in advance what the spoken text concerns. It is therefore necessary to give clear lead-in to build students expectations and activate their background knowledge about what they are going to hear. Second, there should be visual backup – pictures, graphs, etc. that helps the students confirm their expectations (or predictions) to the listening material. Third, pre-listening questions are always found useful to direct students'attention to the section that they need to focus on during the listening.

A listening lesson should have five basic stages, which may vary and are not designed to be strictly implemented in listening classes (Harmer, 2001: 151-2). They are:

a. *Lead-in*: get familiar with the topic
b. *Teacher directs comprehension task*: teacher explains and directs the students' purpose for listening
c. *Students listen for task*: students perform the task that the teacher has set.
d. *Teacher directs feedback*: teacher checks students' answers to see how well they have done.
e. *Teacher directs text-related task*: encourage students to use the information they have just heard.

As Harmer (2001: 232) stated that most listening sequences involve a mixture of language skills, the listening materials discussed here integrate the other basic skills such as reading, speaking, and writing. We will now look at three examples of activities which involve both bottom-up and top-down processes in listening class. The materials are adapted from Richards's *Interchange 2*.

Listening Activity 1

(1) The students are going to listen to a conversation entitled *What have you been doing?* The learning objective is to practice listening to people talk about recent experiences and to see the present perfect continuous in context. The teacher first asks the students to cover the script and directs their attention to the picture and ask the following questions: *"Where are they? What do they look like? Do you*

think this is their first meeting?" etc. then accepts any reasonable answers. This is the *lead-in* stage.

(2) While the conversation script is still covered, the teacher writes these questions on the board: *What are Gina and Pete doing? How long have they been doing it?* This is the *Teacher directs comprehension task* stage.

(3) The audio program is played. Students listen for the first time and answer the questions. This is the third stage called *the students listen to the task* stage.

(4) By eliciting the students' answers after listening, the teacher is doing the *teacher directs feedback* stage.

(5) Now the script shall be uncovered and the students listen again to the conversation.

Pete : Hey, Gina! I haven't seen you in ages.
What have you been doing lately?
Gina : Nothing exciting. I've been working two jobs for the last six months.
Pete : How come?
Gina : I'm saving up money for a trip to Morocco.
Pete : Well, that's exciting.
Gina : Yeah, it is. What about you?
Pete : Well, I've only been *spending* money.
I'm pursuing a full-time modelling career.
Gina : Really? How long have you been modelling?
Pete : Since I graduated. But I haven't been getting any work.
I need a job soon. I'm almost out of money!

The teacher will likely need to elicit or explain any new words and expressions, as the students are usually reluctant to ask questions. They prefer to remain silent even though there is something that they do not understand. In this case, the teacher should always check for their understanding about the text. Here, the teacher may predict which words or phrases the students might not recognize yet, such as: "*I haven't seen you in ages, lately, how come?, pursuing,* and *out of money*." The teacher might as well draw attention to the use of present continuous tense and the contrastive stress in the conversation. Alternatively, the teacher might as well use the listening material to teach contrastive stress.

(6) After having discussed any new vocabulary, the students are then asked to role-play the conversation with a partner. The teacher may ask one or two pairs of students to model the dialog. This is the *Teacher directs text-related task* stage.

Listening activity 1 above involves both top-down and bottom-up processes. Sequence (1) and (2) are top-down where the teacher activates the students' prior knowledge by having them look at the picture and answer questions. The *lead-in* stage is necessary in building students' expectation and interest about the topic going to be presented. While

sequence (5) can be said to be bottom-up where the students gain new vocabulary and learn to talk about recent activities using the present perfect continuous tense. The listening material might also be used to teach contrastive stress – how stress is used in responses to emphasize a contrast. Teacher may likely explain that the meaning of a sentence can be changed by stressing different words. Teacher then points out the extra stress on the contrasting words in additional conversations in which the stress is shown by making a word or syllable higher, longer, and louder.

1. A: Has your brother been studying German?
   B: No, *I've* been studying German.
2. A: Have you been studying for ten years?
   B: No, I've been studying for *two* years.
3. A: have you been teaching French?
   B: No, I've been *studying* French.
4. A: Have you been studying at school?
   B: No, I've been studying at *home*.

The follow-up task gives students opportunity to practice the new vocabulary and grammar they have just learnt.

Listening Activity 2

(1) *Lead-in* stage: teacher writes the names *Yang Zhifa* and *Gwyneth Paltrow* on the board and presents their photographs, asks what students know about them, then elicits answers.

Gwyneth Paltrow

Yang Zhiva

Terracotta warriors

(2) *Teacher directs comprehension task* stage: teacher tells students they are going to listen to how people got their lucky breaks. (the teacher might first need to explain the meaning of lucky break). The teacher then divides the class into groups of four and distribute a set of slips with mixed-up stories to each group. Students read the slips and predict the initials of the person each sentence describes.

__ (a) was very poor.	__ (h) had a lucky break at the age of 18.
__ (b) poses for pictures and signs autographs.	__ (i) was at a movie theater when the lucky break happened.
__ (c) accepted the offer right away.	
__ (d) found pieces of pottery and ancient weapons.	__ (j) was waiting in line to buy popcorn.
__ (e) had to go to drama school and learn how to act.	__ (k) noticed that Steven Spielberg was also in line.
	__ (l) was offered a role in the movie *Hook*.
__ (f) was an ordinary farmer.	__ (m) hit something hard when drilling a well.
__ (g) now spends a lot of time in the museum.	__ (n) was looking for water one morning.

(3) *Students listen to the task* stage: students listen and check their answers. They are suggested to listen to the text for several times but with different task at each time. There are two possible tasks to be completed here: writing the initials of the person and putting the events in the correct order.
(4) *Teacher directs feedback* stage: Teacher may not only check students' answers but also direct their focus on the grammar, i.e. past continous tense and simple past tense.
(5) *Teacher directs text-related task* stage: in this final stage, the students might be asked to re-tell the story based on list of events which have been arranged chronologically

Listening activity 2 also employs both top-down and bottom-up processes, with more emphasis on the top-down (sequence 1 to 3). As an initial stage in listening classes, it is essential to get the students predict the content of listening activity: looking at the pictures, answering questions, giving opinion, etc. During the lead-in stage, therefore, the teacher has students look at the photographs to build their interest in listening to the later conversation. In order to make the class more student-centered, the teacher assigns students to work in groups to complete the task. Sequence 4 is bottom-up, since it draws attention to the use of grammar in the listening text.

Listening Activity 3

(1) *Lead-in* stage: teacher has students look at the picture of the Liberty Statue and asks what they know about it, then elicits answers.
(2) *Teacher directs comprehension task* stage: teacher tells students to read a passage on their textbook and look up dictionary for unknown words. Afterwards, teacher asks students to listen to a dialog and find seven differences between the written and the spoken text.

The Statue of Liberty is located in New York Harbor. The people of Canada gave the statue to the United States. The Statue was designed by a French sculptor. Hundreds of people from all over the world visit the Statue of Liberty every year. There are 54 steps to the top of the crown. The Statue was manufactured in the United States and shipped to New York. In 1986, it was assembled on Liberty Island, which took nine months. Visitors may climb the stairs to the top of the statue.

(3) *Students listen to the task* stage: students listen to the dialog then compare answers with friends, before listening again for the second time.
(4) *Teacher directs feedback* stage: Teacher checks students' answers then draw their attention on the grammar, i.e. passive voice and the pronunciation of past participle *-ed* ending.

(5) *Teacher directs text-related task* stage: in this final stage, the teacher asks students to work in pairs and give each pair two slips of sentences with some missing information. The students have to work together to complete the blanks, by asking questions using passive voice: *When was The Collosseum opened? It was opened in 80 AD.*, etc.

Student A

1. The Great Wall of China was begun in .....
2. The Colosseum in Rome was opened in 80 A.D.
3. Macchu Pichu in Peru was constructed around .....
4. The Statue of Liberty was opened in 1886.
5. The Eiffel Tower in Paris was completed in .....
6. The Empire State Building was opened in 1931.

Student B

1. The Great Wall of China was begun in 214 B.C.
2. The Colosseum in Rome was opened in .....
3. Macchu Pichu in Peru was constructed around 1400 A.D.
4. The Statue of Liberty was opened in .....
5. The Eiffel Tower in Paris was completed in 1889.
6. The Empire State Building was opened .....

Sequence (1), considered as more top-down process, is the *lead-in* stage which activates students' knowledge about the Liberty Statue and sets up their purposes for listening. In sequence (2), the teacher applies both top-down (by reading the information) and bottom-up (by acquiring new vocabulary) processes. The activity focuses on reading about a topic then listening to find if there are different points mentioned. That way, students should concentrate listening on particular facts they need. Sequence (4) employs a more bottom-up process in which the students learn about grammar and pronunciation at the same time, so that they might improve their linguistic knowledge. Lastly, in sequence (5) the students are encouraged to use the knowledge that they have just acquired.

CONCLUSION

It is the teachers' tasks to provide worthwhile learning experiences and maximize the students' competence in learning the target language. Teachers therefore should expand their creativity in designing their listening lessons. Even a very ordinary listening material from a textbook can be explored to its maximum to help students improve both of their background and linguistic knowledge. It is worth remembering that the success of communication depends on the effectiveness of the way we listen.

REFERENCES

Flowerdew, John and Miller, Lindsay. 2005. *Second Language Listening: Theory and Practice*. New York: Cambridge University Press.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Malaysia: Pearson.

Lingzhu, Ji. 2003. *Listening Activities for Effective Top-down Processing*. Available at The Internet TESL Journal, Vol. IX, No. 11, November 2003 URL http://iteslj.org/. Cited on 10th June 2013.

Morley, Catherine. 2007. *Listening: Top-down and Bottom-up.* Cited from www.teachingenglish.org on 18th June 2013.

Richards, Jack C. *et al*. 2005. *Interchange 2 Third Ed.* Hong Kong: Cambridge University Press.