



Southeast Asian Ministers of Education Organization

Regional Language Centre

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RELC

**LANGUAGE EDUCATION:
AN ESSENTIAL FOR A
GLOBAL ECONOMY**

Edited by Christopher Ward

Anthology Series 52

Published by SEAMEO Regional Language Centre

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RELC P523-11

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Foreword

Each year, SEAMEO Regional Language Centre (SEAMEO RELC) organizes a Seminar on language learning and teaching and SEAMEO RELC is proud that its RELC International Seminar has become well known in Southeast Asia and beyond as one of the major events in the calendar of applied linguists.

The Seminar in April 2010 was particularly significant. It was the forty-fifth in the series and it was, for the first time, co-organized with APEC (Asia-Pacific Economic Cooperation). APEC was keen to focus on language and how it impacted the economic lives of the peoples of the Asia-Pacific region and felt that the RELC International Seminar was an excellent forum to discuss these issues. For its part, SEAMEO RELC also felt that it was timely to discuss the relationship between language learning and economic activity and was very happy to agree to APEC's proposal that we work together. It was thus agreed that the topic for the RELC International Seminar in April 2010 should be *Language Education: an Essential for a Global Economy*.

As the organizers at SEAMEO RELC and APEC were separated by time and distance, a lot of the cooperation had to be done online. Also, each organization had different needs and different audiences. Thus, a lot of time needed to be spent coordinating and adapting the usual Seminar framework to meet the requirements of both organizations. However, the two teams worked closely together and, as a result, the Seminar went ahead with great success.

This collection of sixteen papers was chosen from among the many papers submitted to SEAMEO RELC. They were selected, first, in response to the comments of the Seminar participants, who found these papers particularly useful or thought-provoking, and, second, as a representation of the topics covered at the Seminar.

We, at SEAMEO RELC, would like to thank APEC and its staff for working with us to co-organize this Seminar. We would also like to thank the many speakers for their contributions, some of which are represented in this volume. Finally, we would like to acknowledge the contributions of all the participants. We look forward to welcoming each and all to future Seminars.

Tay Sor Har (Mrs)
Director
SEAMEO Regional Language Centre
28 October 2010

Developing Reading Lessons from Authentic Materials Using *Hot Potatoes*

Gusti Astika

Abstract

Reading plays a significant role in language learning. The literature in ELT discusses various ways of developing reading skills by providing the opportunity to learners to get as much exposure as possible. According to Willis (1996), learning can take place if at least four conditions are met: exposure to the language, opportunities to use it, a strong motivation to learn, and instruction. In order to promote reading skills there are two processes which should be accommodated interactively in teaching; bottom-up and top-down processes. Therefore, teachers need to be equipped with the necessary knowledge and skills to develop the learners' reading ability through innovative ideas. One example is using the *Hot Potatoes* authoring tool to create computerized reading exercises such as cloze, multiple choice, or matching exercises. With the increasing availability and accessibility of the Internet, language teachers have a wide range of choices to select teaching materials from ELT websites as well as authentic websites. Materials selected from either type of website need to be manipulated for learning purposes. The last section of this paper presents three exercises that can be created using *Hot Potatoes* and possible extension exercises to develop other language skills.

Introduction

In teaching EFL, reading is one of the language skills that have to be developed through different kinds of activities. There has been a lot of literature that discusses how reading skills can be enhanced through various techniques and different types of materials. Ediger (2001) observes that there has been an increasing focus on the teaching of reading and other literacy programs in various countries and this is also the case in Indonesian institutions where reading courses have been designed not only for children but also for students at high schools and universities. One of the reasons may be related to the recognition by the educational institutions that reading is one of the important language skills that students need to master in order to succeed academically. The growing importance of reading may also be due to the fact that, as the world population increases, the number of students who have to learn English as a second or foreign language is continuously increasing worldwide. Another possible factor that contributes to the importance of reading instruction is the growing number of schools that have made