

Enhancing Students' Fluency in Writing: Learning to Use Transition Words

Yoshihito Sugita

Faculty of nursing, Yamanashi prefectural university, kofu, Japan

Email:

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This study uses experimental and control group data to investigate whether learning to use transition words In enhancing students, fluency in writing common sentence , such as moreover, however, thus, etc were chosen in order that students learn the use of transition words in text and improve their writing fluency. 36 first-year university students were placed in an intermediate class: 18 control group students and 18 experimental group students. Over a 12-week period, both groups received equal of writing During the first half of the were given content and form feedback, but the experimental groups were given additional marginal comments on the use of sentence connectors. After six weeks, both groups were given identical types of feedback and comments. Fluency was measured by the number of wants written and successful connections (SCs). These results were analyzed to determine if there was a significant in fluency between the two groups findings suggests that writing teachers should teach students the effectiveness of using transition words in EFL writing classes, and this may in part help to improve students, fluency.

Key.....: writing fluency : feedback : transition words

Introduction

English education in Japan has traditionally emphasized teaching sentence patterns, vocabulary and grammatical rules, and thus has focused mostly on accuracy in teaching English. In the field of writing instruction, a large survey conducted on 1,027 Japanese university students revealed that more than 90% of the students practiced translation of Japanese into English in writing classrooms and more than 80% of the students had no experiences in longer paragraph writing (Hirota et al, 1995). moreover, a survey conducted to examine 786 Japanese university level writing teachers, view on the instruction resulted in structure and expressing practice (31.7%), translation from Japanese to English (31.2%), free composition (17.6%), item replacement (6.6%), and others (JACET, 1993). these survey results indicate that most Japanese teachers of English have considered writing instruction to be characterized by accuracy centered activities in order to reinforce the teaching of grammatical structures or vocabulary.

As globalization proceeds, it is quite likely that Japanese students will have to learn and use English for the purpose of international communication. In accordance with such social needs the importance of developing students, practical communication abilities has been emphasized, and many researchers and

educators in Japan have proposed a paradigm shift from accuracy-oriented to fluency-oriented writing instruction (e.g. Iseno, 1991; Kurihara, 1994; Oi, 2004). As a result of their efforts, this evolution of writing pedagogy for Japanese learners of English is clearly reflected in the government guidelines for foreign language teaching published by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the objective of "writing" is a good example to illustrate the fluency-oriented instruction: to further develop students' abilities to write down information, ideas, etc. in English in accordance with the situation and the purpose, and to foster a positive attitude toward communicating by utilizing these abilities.

(MEXT, 1999)

However, considering the results of 2003 and those of 1995 given above, the same tendency can be seen in the experiences of word-by-word translation (83.9% - 77.1%) and longer paragraph writing (31.9% - 34.6%). These figures may reflect the fact that the shift in emphasis from accuracy to fluency in writing has not strongly reinforced fluency-oriented instruction in writing classrooms (Hayashi et al., 2003). Consequently, researchers and educators in Japan need to consider again the practical demands of the learning situation and contribute to this pedagogic transformation by facilitating improvement in students' writing fluency.

Conceptual Frameworks

The primary purpose of this is to investigate whether learning to use transition words results in enhancing students' fluency in writing. The conceptual framework is based on the work of Halliday and Hassan (1976), and Halliday (1994). The set of Halliday and Hassan's cohesive relations is comprised of reference, substitutions, ellipsis, conjunctions and lexical relations. Reference is the relation between a linguistic expression and its pronoun. Substitution is marked as representing a preceding expression by a pro-form like one, do or so. Ellipsis is the omission of part of a sentence whose meaning will be retrievable from the preceding text. A conjunction is a cohesive device which marks logical-semantic relations between linguistic expressions and links paragraphs. Lexical cohesion is the writer's choice of particular lexical items. Which are related to

Factors Influencing Worker Motivation in a Private African

University: Lessons for Leadership

Anthony Aful-Broni¹, Stephen Nanyele²

University of Education, Winneba, Ghana

Catholic University College of Ghana, Fiapre, Ghana

Email: aahroni50@gmail.com

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Maintaining high performing employees and keeping them in line with organizational goals have been identified as major challenges facing employers and managers of organizations. An important factor influencing worker commitment and productivity is motivation. This study was carried out to assess factors influencing motivation of workers in the catholic university college of Chana, Fiapre, and to draw lessons for administrators and staff in agrarian communities. Structured and semi-structured questionnaires were administered to 80 respondents selected from a staff population of 116. The study discovered that love for the job, Career development prospects, good salary and healthy relations were largely responsible for the motivation of workers. The study also revealed that there are certain hidden incentives in the district which served as motivation to the workers; notable among them are low cost of foodstuff, cheaper transportation and housing. The study recommends that leaders should help create more factors which will workers to go to agrarian communities, rather than scrambling for places in the overcrowded cities of Ghana .

Keywords: worker motivation; staff output in private university

Introduction

There is consensus among management practitioners and scholars that human beings occupy a very important place in every successful organization. Thaw (2002) has pointed out that without people there is no organization. Having identified three main elements of every organization as people, Structure and purpose, Thaw (2002) believes that all these elements are needed for an organization to exist and function successfully. Other scholars of management have further argued in support of this assertion that people are the most essential and valued assets of an organization. It is the people's efforts which contribute to the achievement of any organization's objectives (Armstrong 2001). Cole (2002) affirms this in his conviction that arguably, the most essential single resource in any organization is people. Hiring and retaining highly skilled and motivated labor has been found to improve efficiency and increase productivity in every organization. Maintaining high performing employees and keeping them in tune with organizational goals have been identified as the main challenge facing many employers and managers of organizations. Managers who attempt to impose formal or strict standards and procedures on their workers in order to maintain productivity end up inviting resistance or hostile reactions and in some cases, risk incurring personnel turnovers. However, all over the globe, employers and managers have found it increasingly difficult to hire and maintain the desired caliber of staff (Miskell & Miskell, 1999). Yet, simply hiring the best people with extraordinary competence, expertise and abilities does not necessarily guarantee high productivity. A lot also depends on the determinants of motivation (Valogo, 2007).

Robbins & Loughton (2001) define motivation as a process that accounts for an individual's intensity, Direction and persistence of efforts towards achieving a goal. This suggests that whether or not an employee chooses to work hard towards the attainment of set goals of the organization at any given point depends to a large extent on certain factors which are driving him/her to do so. It is these determinant factors that every manager or leader needs to identify in each individual in order to sustain

his/her efforts at work. Money in this sense is therefore, one of the fundamental factors in any employer-employee relationship. Doyle (1992) has also observed that money as a medium of exchange is the means by which employees can obtain their numerous needs to satisfy their desire. For Doyle (1992), money is also the “score card by which employees assess the value that the organization places on their services and by which employees can compare their values to others” (p.641).

According to the needs theory, money is an immediate and powerful tool of motivation as far as the satisfaction of basic human needs is concerned. For example, considering Maslow’s needs theory, money is likely to be a motivator to people who are still grappling with physiological needs and safety or security needs. People who are striving for higher order needs such as esteem and self-actualization, according to Maslow, are less concerned about money in the work. According to Alderfer’s Existence Relatedness and Growth theory. (Aful-Broni, 2004) people will be motivated by money when they have a strong need for existential or survival needs which correspond to Maslow’s physiological and safety needs.

Another study carried out by Locke and cited in Robbins and Laughton (2001) at the University of Maryland compared four (4) main methods of motivating worker’s performance, namely, money, goal set ring, participation in decision making and re

Does the theory of relativity relativize existence?

Vessel in petkov

Philosophy Department, Concordia University

1455 de Maisonneuve Boulevard West

Montreal, Quebec H3G 1M8

vpetkov@alcor.concordia.ca

ABSTRACT

The paper pursues two aims. First, to show that the only way for presentism or three dimensionalism to avoid a direct contradiction with relativity is to regard the existence of the physical world as ontologically relativized. This is done by considering the dimensionality of objects involved in relativity of simultaneity and the time dilation effect. Second, to present arguments based on an analysis of the twin paradox which appear to exclude any possibility of a three-dimensional world and therefore any need to relativize existence.

1 introduction

2 relativity and dimensionality of the world

3 relativization of existence and the twin paradox

4 conclusions

1 Introduction

One of the most difficult problems that science has posed not only to philosophers but to any representatives of human kind, who want to have their world view in accordance with modern science, came from special relativity. The main question is whether the world is three-dimensional (3D) or four-dimensional (4D). It arises from the issue of the ontological status of Minkowski space-time which leads to a clear dilemma: whether Minkowski space-time should be regarded as nothing more than a mathematical space which represents an evolving in time 3D world (the present) or as a mathematical model of a timelessly existing 4D world with time entirely given as the fourth dimension.

The implication of a 4D world for a number of fundamental issues such as temporal becoming, flow of time, determinism, and free will are profound- in such a world (often called block universe) the whole histories in time of all physical objects are given as completed entities since all moments of time are not "getting actualized" one by one to become the moment "now", but from the fourth dimension of the world and therefore all are given at once. And if temporal becoming and flow of time are understood in the traditional¹ way- as involving 3D objects and a 3D world that endure through time- there is no becoming, no flow of time, and no free will in a 4D world. It is these implications of relativity that have posed perhaps the greatest intellectual challenge human kind has ever faced.

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RESEARCH PAPER

COPD & Asthma

Introduction

Chronic obstructive pulmonary disease (COPD) is an umbrella term used to describe several lung diseases including emphysema and chronic bronchitis. "obstruction" in COPD means that the flow of air in and out of the lungs is less than ideal, meaning less oxygen gets into the body tissues and it becomes harder to get rid of carbon dioxide (waste gas). With chronic bronchitis the lining of the breathing tubes (bronchi) are swollen and produce mucus that is coughed up. With emphysema the walls of the air sacs in the lung are broken down and the air spaces get larger and air gets trapped. Some people have both chronic bronchitis and emphysema. COPD is the 4th leading cause of death in the U.S. and causes serious long-term disability. There is no cure for COPD. More than 12 million people have COPD and up to 24 million may have the disease but not know it. Smoking, air pollution and on-the-job fumes and dust are the primary causes.

Asthma is a similar/related lung disease for which there is no cure. It affects nearly 23 million Americans (about 3 percent), including 7 million children, or about one in 10. With asthma, the airways are often swollen and red (or inflamed), making them sensitive to environmental "triggers" such as the weather, dust, chemicals, smoke and pet dander. When an attack occurs. The muscles surrounding the airways

become tight and the lining of the air passages swell. This reduces the amount of air that can pass by, and can lead to wheezing sounds. Sometimes, people have asthma when they are very young and as their lungs develop, the symptoms go away. Asthma tends to run in families, and certain allergies are linked to people who have asthma. Acute asthma attacks are medical emergencies that require immediate attention by a physician or at an ER. Most cases of asthma are caused by a combination of genetic and environmental factors. Asthma rates are rising due to increased stresses on the immune system from more pollution in air, water and food.

Western (allopathic) Medicine

Preventing attacks and severe episodes is key and recommendations include:

- 1) Bronchodilators & long-acting pharmaceuticals** . most western treatments for asthma and COPD involve either (a) short-acting, quick-relief bronchodilators that help reduce sudden-onset symptoms, or (b) long-acting pharmaceuticals that reduce inflammation and ease constriction of airways. Many medications are in the steroidal family and they help reduce airway inflammation. Those with mild or infrequent attacks typically use just quick-relief medications. While those with persistent problems take control medications.