APPENDICES


Annexure 2: Benchmarks for different levels of proficiency in English in the University System.

1. University Test of English Language – Academic Purposes (UTEL – A)

The table below illustrates typical abilities in an academic context and at each level in the skill areas.

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Can recognize the letters of the English alphabet.</td>
<td>- Can write the letters of the English alphabet.</td>
<td>- Can recognize spoken utterance as English.</td>
<td>- Can utter a few random words in English.</td>
</tr>
<tr>
<td>2</td>
<td>- Can identify a few high frequency words in isolation. (Eg: Can read these words out loud.)</td>
<td>- Can copy/write a few high frequency words and words related to personal information.</td>
<td>- Can understand basic 1 or 2 word instructions.</td>
<td>- Can produce one word answers to simple ‘wh’ questions on personal or familiar topics.</td>
</tr>
<tr>
<td>3</td>
<td>- Can understand directly stated information in a text containing simple sentences and high frequency words. (Eg: Can scan a simple text and give short answers to questions based directly on the text.)</td>
<td>- Can write short sentences and use basic punctuation (Eg: full stop, capitalization.)</td>
<td>- Can identify the subject/topic of a short spoken text. (2-3 short simple sentences.)</td>
<td>- Can respond to simple questions relating to personal/familiar topics.</td>
</tr>
<tr>
<td>4</td>
<td>- Can link simple sentences using basic conjunctions. (Eg: and, but)</td>
<td>- Can write short descriptions on personal/familiar topics using simple sentences and basic punctuation. (Eg: oneself, one’s family.)</td>
<td>- Can comprehend simple instructions/statements/questions with basic conjunctions (Eg: and/but/or)</td>
<td>- Can communicate information on personal/familiar topics.</td>
</tr>
</tbody>
</table>

Can do list – UTEL – Academic 25/06/04
<table>
<thead>
<tr>
<th>Can do list – UTEL – Academic 25/06/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>- Can make use of visual layout and</td>
</tr>
<tr>
<td>more complex punctuation in order</td>
</tr>
<tr>
<td>to get a general understanding of a</td>
</tr>
<tr>
<td>text.</td>
</tr>
<tr>
<td>- Can identify &amp; understand the main</td>
</tr>
<tr>
<td>ideas in a more complex text.</td>
</tr>
<tr>
<td>- Can use contextual, structural and</td>
</tr>
<tr>
<td>morphological clues to deduce</td>
</tr>
<tr>
<td>meaning of unfamiliar words and</td>
</tr>
<tr>
<td>phrases.</td>
</tr>
<tr>
<td>- Can understand negation, simple</td>
</tr>
<tr>
<td>passive structures and functions of</td>
</tr>
<tr>
<td>basic modals.</td>
</tr>
<tr>
<td>- Can infer implicit information in</td>
</tr>
<tr>
<td>simple texts.</td>
</tr>
<tr>
<td>- Can write down notes if they are</td>
</tr>
<tr>
<td>dictated slowly.</td>
</tr>
<tr>
<td>- Can use all basic tenses</td>
</tr>
<tr>
<td>appropriately to convey meaning</td>
</tr>
<tr>
<td>with a fair degree of accuracy and</td>
</tr>
<tr>
<td>fluency.</td>
</tr>
<tr>
<td>- Can handle relative pronouns and</td>
</tr>
<tr>
<td>more complex coordinating and</td>
</tr>
<tr>
<td>subordinating conjunctions (Eg:</td>
</tr>
<tr>
<td>'because' 'since' 'while' etc).</td>
</tr>
<tr>
<td>appropriately.</td>
</tr>
<tr>
<td>- Can handle complex punctuation</td>
</tr>
<tr>
<td>(Eg: comma as a clause marker,</td>
</tr>
<tr>
<td>hyphen in compound words).</td>
</tr>
<tr>
<td>- Can summarise a short text on a</td>
</tr>
<tr>
<td>familiar subject with a fair degree of</td>
</tr>
<tr>
<td>accuracy.</td>
</tr>
<tr>
<td>- Can differentiate main ideas from</td>
</tr>
<tr>
<td>supporting details in complex texts</td>
</tr>
<tr>
<td>- Can identify and understand internal</td>
</tr>
<tr>
<td>cohesion. (Eg: relating one part of</td>
</tr>
<tr>
<td>the text to another)</td>
</tr>
<tr>
<td>- Can identify and understand the</td>
</tr>
<tr>
<td>functions of discourse markers.</td>
</tr>
<tr>
<td>- Can understand cause and effect,</td>
</tr>
<tr>
<td>definitions, comparisons contrast</td>
</tr>
<tr>
<td>- Can extract appropriate information</td>
</tr>
<tr>
<td>from complex texts.</td>
</tr>
<tr>
<td>- Can summarise a longer and more</td>
</tr>
<tr>
<td>complex text in one’s own academic</td>
</tr>
<tr>
<td>discipline with a reasonable degree of</td>
</tr>
<tr>
<td>accuracy.</td>
</tr>
<tr>
<td>- Can describe a process using</td>
</tr>
<tr>
<td>sequence markers with a fair degree of</td>
</tr>
<tr>
<td>accuracy.</td>
</tr>
<tr>
<td>- Can make notes from a text in one’s</td>
</tr>
<tr>
<td>own academic discipline or on a</td>
</tr>
<tr>
<td>familiar topic.</td>
</tr>
<tr>
<td>- Can express notions of cause and</td>
</tr>
<tr>
<td>effect, comparison and contrast,</td>
</tr>
<tr>
<td>definitions fact, opinion etc with</td>
</tr>
<tr>
<td>minimum errors in academic writing</td>
</tr>
<tr>
<td>- Can write short reports/essays with</td>
</tr>
<tr>
<td>a reasonable degree of accuracy and</td>
</tr>
<tr>
<td>fluency.</td>
</tr>
<tr>
<td>- Can identify and understand the key</td>
</tr>
<tr>
<td>ideas in a longer text. (eg: lecture)</td>
</tr>
<tr>
<td>- Can understand simple explanations</td>
</tr>
<tr>
<td>and descriptions in short academic</td>
</tr>
<tr>
<td>texts.</td>
</tr>
<tr>
<td>- Can understand internal cohesion (Eg:</td>
</tr>
<tr>
<td>within a paragraph)</td>
</tr>
<tr>
<td>- Can understand instructions pertaining</td>
</tr>
<tr>
<td>to a process. (Eg: an experiment)</td>
</tr>
<tr>
<td>- Can comprehend fairly complex</td>
</tr>
<tr>
<td>questions (Eg: with modal and/or</td>
</tr>
<tr>
<td>embedding)</td>
</tr>
<tr>
<td>- Can cope with a limited range of</td>
</tr>
<tr>
<td>features of spontaneous speech (Eg:</td>
</tr>
<tr>
<td>false starts, fillers, hesitation,</td>
</tr>
<tr>
<td>rephrasing)</td>
</tr>
<tr>
<td>- Can use a limited range of cohesive</td>
</tr>
<tr>
<td>devices to make a short speech on a</td>
</tr>
<tr>
<td>general topic.</td>
</tr>
<tr>
<td>- Can use simple &quot;WH&quot; and &quot;yes/no&quot;</td>
</tr>
<tr>
<td>questions appropriately to ask for</td>
</tr>
<tr>
<td>information.</td>
</tr>
<tr>
<td>- Can provide appropriate responses to</td>
</tr>
<tr>
<td>fairly complex questions with a</td>
</tr>
<tr>
<td>reasonable degree of accuracy.</td>
</tr>
<tr>
<td>- Can express opinions on familiar</td>
</tr>
<tr>
<td>topics with a reasonable degree of</td>
</tr>
<tr>
<td>fluency and accuracy.</td>
</tr>
<tr>
<td>- Can interact in small groups on</td>
</tr>
<tr>
<td>familiar topics</td>
</tr>
<tr>
<td>- Can speak with confidence and an</td>
</tr>
<tr>
<td>acceptable degree of fluency on familiar</td>
</tr>
<tr>
<td>topics.</td>
</tr>
<tr>
<td>- Can take down effective notes</td>
</tr>
<tr>
<td>- Can draw inferences from academic</td>
</tr>
<tr>
<td>texts.</td>
</tr>
<tr>
<td>- Can understand opinions in and draw</td>
</tr>
<tr>
<td>inferences from short ac texts</td>
</tr>
<tr>
<td>- Can differentiate between main and</td>
</tr>
<tr>
<td>supporting ideas and take down notes</td>
</tr>
<tr>
<td>appropriately in short spoken</td>
</tr>
<tr>
<td>discourse. (Eg: lectures).</td>
</tr>
<tr>
<td>- Can distinguish between formal and</td>
</tr>
<tr>
<td>informal styles of discourse.</td>
</tr>
<tr>
<td>- Can infer implicit information in</td>
</tr>
<tr>
<td>simple texts.</td>
</tr>
<tr>
<td>Band</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 7    | - Can understand implicit information in complex texts by making inferences.  
       - Can distinguish between fact, supposition, opinion, arguments etc.  
       - Can identify and understand complex grammatical structures  
       - Can relate one part of a text to another.                          | - Can write short articles, assignments, tutorials with minimum errors.  
       - Can handle descriptive, narrative, expository and argumentative prose with a reasonable degree of accuracy and fluency.  
       - Can sustain a certain degree of coherence in an extended piece of academic writing. | - Can identify and understand illustrations, examples and digressions and deviations in academic discourse  
       - Can identify and understand discourse markers which signpost rhetorical structure of a fairly lengthy text/mini lecture/short talk.  
       - Can identify and comprehend points made by multiple speakers(peers) including asides and incomplete utterances.  
       - Can identify various registers.  
       - Can take down notes appropriately on more complex academic texts. | - Can participate in informal peer group discussions on academic topics using appropriate interactive strategies.  
       - Can make a short formal presentation.  
       - Can handle questions of clarifications, suggestions, comments etc. related to the presentation. |
| 8    | - Can identify and understand ambiguity in long and complex academic texts.  
       - Can understand the writer’s intention, attitudes, and tone.  
       - Can understand ellipsis  
       - Can understand functions of complex punctuation.  
       - Can comprehend abstract concepts in complex texts. | - Can handle all cohesive devices to maintain flow and coherence in a piece of writing.  
       - Can use register and style appropriately.  
       - Can complete academic writing tasks with accuracy and fluency. | - Can understand and interpret attitudes, opinions and stance of most speakers in a discussion.  
       - Can identify and understand the rhetorical structure of a text – cause and effect, comparisons, contrast etc.  
       - Can comprehend and take notes on complex academic discourse. | - Can make an effective seminar/research paper presentation.  
       - Can defend one’s position on an academic topic with confidence  
       - Can make effective contributions to discussions and debates in an academic context. |
| 9    | - Can critically evaluate complex academic texts.  
       - Can summarise and paraphrase complex academic texts.  
       - Can analyse complex argumentation in an academic text. | - Can write a summary of a thesis  
       - Can handle a wide range of academic tasks (Eg: Project reports, expository or argumentative thesis)  
       - Can convey value judgements and critical comments convincingly.  
       - Can skillfully handle a wide range of structure, styles and vocabulary. | - Can understand and distinguish between primary and anecdotal discourse, (Eg: asides)  
       - Can understand and follow academic discourse in a multi speaker environment in any variety of English with ease. | - Can participate effectively and appropriately in a multi-speaker environment.  
       - Can present and defend academic papers and research proposals with fluency and grammatical accuracy.  
       - Can perform eloquently and effectively in any context. |
Appendix 1.2

Definitions of Key Operational Terms

*Academic Discourse* – ways of thinking and using language which exist in the academy

*Distance Education* – a method of education in which students can study in their own time, at the place of their choice (home, work or learning centre), and without face-to-face contact with a teacher. Technology is a critical element of distance education

*English for Academic Purposes (EAP)* - communication skills in English which are required for study purposes in formal education systems

*Generic skills* - the skills which can be applied across a variety of subject domains

*Self-instructional Materials* - pertaining to or constituting learning materials and conditions arranged so that students can proceed to learn on their own with little or no supervision

*Study Skills* - the skills that you acquire through years of studying and that can be acquired through learning and practice. They are abilities, techniques and strategies which are used when reading, writing and listening for study purposes
Appendix 3.1a

English for General Academic Purposes (EGAP) 2014

Questionnaire for Students

Section A – Personal Information

1) Name and Registration Number (optional):
………………………………………………………………………………...

2) Regional/Study Centre:
………………………………………………………………………………...

3) Course Code and Group Number:
………………………………………………………………………………...

4) Age:
………………………………………………………………………………...

5) Occupation:
………………………………………………………………………………...

6) Mother tongue (Sinhala/English/Tamil, etc):
………………………………………………………………………………...

7) Highest qualification obtained in English Language: GCE O/L, GCEA/L, etc.:
………………………………………………………………………………...

8) Stream of Study – Biological Sciences / Physical Sciences:
………………………………………………………………………………...

Section B – General Information

Choose/write the relevant answers. You can choose more than one option. Circle the relevant letters to indicate your choice.

9) Where do you use English in your day to day life?
   a) At work
   b) In the university
   c) At home
   d) Any other (please specify)
10) Whom do you communicate with in English?
   a) Friends
   b) Colleagues and superiors at work
   c) Teachers in the university
   d) Family
   e) Any other (please specify)  

11) Why do you learn English at the university?
   a) As a support for your academic work
   b) To communicate with teachers
   c) To write assignments and answer examination questions
   d) Any other (please specify)  

12) What is your preferred method of studying?
   a) Studying alone
   b) Studying in groups
   c) Through discussions with other students
   d) Interactive learning through internet resources
   e) Any other (please specify)  

13) What resources do you use for learning English?
   a) News papers
   b) Books
   c) Internet resources
   d) DVD/Video/Audio
   e) Any other (please specify)  

14) What kind of experience have you had in the past regarding learning English?
    For example,
    a) Studied English as a subject at school
    b) Attended an English medium school
c) Followed an English course at an institution

d) Lived in an English speaking country

e) Learnt English at home, from the family

f) Read English books

g) Any other (please specify) ………………………………

15) Which experience/s has/have helped/will help you in learning **Science** in English medium?

a) Studying English as a subject at school

b) Attending an English medium school

c) Following an English course at an institution

d) Living in an English speaking country

e) Learning English at home, from the family

f) Reading books in English

g) Listening to programs on Science, in English, on the Television

h) Any other (please specify) ………………………………

16) How do the above experiences in Learning English, help you in learning Science in English medium?

a) Improve communication skills

b) Improve vocabulary knowledge

c) Gives confidence in using the English language

d) Improve the knowledge of grammar

e) Any other (please specify) ………………………………

**Section C – Methods and Materials**

*Choose/write the relevant answers. You can choose more than one option. Circle the relevant letters to indicate your choice.*

17) In your opinion, do your English teachers teach well, in the EGAP Program?

a) Yes
b) No

c) To some extent

18) If not, which aspects should the teachers focus on?

a) Giving more group work
b) Giving extra learning materials
c) Use of technology in teaching
d) Giving more attention to the learning needs of the students
e) Any other (please specify)………………………………………

19) Are you satisfied with the teaching methods used in the language classroom?

a) Yes
b) No
c) To some extent
d) Need improvements

20) Which areas need improvement?

a) More opportunities for student discussion
b) More time for speech activities
c) More help from the teacher
d) Extra guidance towards learning English
e) Any other (please specify)
…………………………………………………………

21) Are the course materials useful?

a) Very useful
b) Useful
c) Average
d) Of very little use

22) Why do you feel the course materials are useful?

a) They cover the relevant language skills effectively
b) They are easy to understand

c) The content is relevant

d) The instructions are clear

e) Any other (please specify)

…………………………………………………………

23) Why do you feel the course materials are not useful?

a) The relevant language skills are not covered adequately

b) The content is not relevant

c) Materials are not interesting

d) Any other (please specify)

…………………………………………………………

24) According to your opinion, which language skills covered in the course materials, will be relevant to the main course (Science degree programme)?

a) Grammar

b) Vocabulary

c) Language structures

d) Any other (please specify)

…………………………………………………………

25) What are the language skills you expected to learn from the English course?

a) Reading

b) Writing

c) Listening

d) Speaking

e) Vocabulary

f) Grammar

g) Any other (please Specify) ……………………………………….
26) Are you satisfied with what you learnt in the English course? **YES/NO**

27) If ‘yes’ why?
   a) You think those skills will help in studying the main program (Science degree)
   b) The time and resources are used effectively through the course
   c) Lesson materials are useful and up to date
   d) Lesson materials are interesting and motivating
   e) Any other (please specify)

…………………………………………………………………………

28) If ‘no’ why?
   a) The course did not meet your expectations
   b) The course did not cater to your proficiency level
   c) The teaching support is inadequate
   d) The course materials are not up to the standard
   e) Any other (please specify)

…………………………………………………………………………

29) Choose the themes of the units which are interesting
   a) World Personalities
   b) Distance Education – OUSL
   c) Leisure and Sports
   d) Eco-tourism
   e) Religions of Sri Lanka
   f) Gender and Representation

30) And give reasons
   a) Relevant
   b) Easy to understand
   c) Well presented
   d) Content is up to date
   e) Any other (please specify) ……………
31) Choose the themes of the units which are not interesting

a) World Personalities  
b) Distance Education – OUSL  
c) Leisure and Sports  
d) Eco-Tourism  
e) Religions of Sri Lanka  
f) Gender and Representation

32) And give Reasons.

a) Lessons are boring  
b) Themes do not relate to your interest  
c) Themes do not relate to your main course  
d) Difficult to understand  
e) Any other (please specify)  
.................................................................

33) Suggest new themes that you would like to be included in the course

a) Information and Communication Technology (ICT)  
b) Environmental pollution  
c) Sustainable Development  
d) Genetic Engineering  
e) Any other (please specify)  
.................................................................

34) What problems do you face in using EGAP course materials?

a) Difficulty in understanding content  
b) Difficulty in understanding grammar structures  
c) Difficulty in writing assignments and examination questions  
d) Any other (Please specify)  
.................................................................
35) If the course books (EGAP) are difficult to understand, what is/are the main reasons for it?
   a) Difficult grammar
   b) Complex ideas
   c) Difficult words
   d) Lack of organization
   e) Any other (please specify) ..........................

36) Do you think you need extra help in learning any of those areas?
   a) Yes
   b) No

37) If ‘yes’, in what ways do you need help?
   a) Supplementary material
   b) Workshops
   c) Online lessons
   d) Any other (please specify) ..........................

Section D- Teaching

Choose/write the relevant answers. You can choose more than one option. Circle the relevant letters to indicate your choice.

38) Your English teachers are
   a) Well prepared for the lesson
   b) Very clear in what they teach
   c) Knowledgeable about the subject
   d) Use appropriate equipment in the classroom
   e) Well organized
   f) Any other (please specify) .................................................................
39) Which areas/topics of English you need more teaching/support with?
   a) Grammar
   b) Report writing
   c) Reading
   d) Information Transfer
   e) Essay writing
   f) Vocabulary
   g) Any other (please specify) ………………………

40) Which of the following equipment are used in the classroom?
   a) OHP
   b) Multimedia
   c) White board/ Black board
   d) Any other (please specify) …………………

41) Which equipment do you think are more effective in language teaching?
   a) OHP
   b) Multimedia
   c) White board/ Black board
   d) Any other (please specify) …………………

42) Do you feel the use of equipment is …………………
   a) Adequate
   b) Satisfactory
   c) Needs more improvement
   d) Not used appropriately

43) Your overall opinion about the classrooms provided
   a) Excellent
   b) Satisfactory
   c) Average
   d) Poor
e) Needs improvement

44) Your overall opinion about the English course
a) Excellent
b) Satisfactory
c) Average
d) Poor
e) Needs improvement

45) Any other comments

.................................................................
.................................................................
.................................................................
.................................................................
.................................................................
.................................................................
.................................................................

Thank you!
Appendix 3.1b
English for General Academic Purposes (EGAP)
Questionnaire for Visiting Academics

Section A – Personal Information

1) Name (Optional) : .................................................................

2) Regional/Study Centre : ..........................................................

3) Age : ..............................................................................

4) Qualifications : ..................................................................

5) Years of Experience in English Language Teaching : ..................

6) Experience in Teaching English to Science Undergraduates : ........

7) Experience in Teaching English Language in Distance Mode : .........
### Section B – General Information

*Fill in the table with the most appropriate response for each question/statement, which reflects your opinion. Use the scale suggested below and tick (✓) the right box.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>To a great extent (d)</th>
<th>To some extent (c)</th>
<th>To a very little extent (b)</th>
<th>Not at all (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8) Prior knowledge of English helps the students in learning English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) The differences in proficiency levels in English affected their learning process throughout the course?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) The lessons are interesting for the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) The course is well designed to cater for the academic language needs of the science undergraduates?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Presentation of lessons could motivate the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section C – Lesson Material (content)

*Fill in the table with the most appropriate response for each statement, which reflects your opinion. Use the scale suggested below and tick (✓) the right box.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a very little extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Materials are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Aligned with all other dimensions of the course process (e.g. mode of delivery, duration, target student population etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsive to the context in which they are used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supportive of participation and co-learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear and accessible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Activities**

<table>
<thead>
<tr>
<th></th>
<th>Suit the level of the students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are relevant to the lesson</td>
</tr>
<tr>
<td></td>
<td>Quantity of activities per lesson is adequate</td>
</tr>
</tbody>
</table>

**Instructions in Books**

<table>
<thead>
<tr>
<th></th>
<th>Are clear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are student friendly</td>
</tr>
</tbody>
</table>

**Content in course Materials**

<table>
<thead>
<tr>
<th></th>
<th>Relate to prior knowledge of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant</td>
</tr>
<tr>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td></td>
<td>Serves Level of Proficiency of Students</td>
</tr>
</tbody>
</table>

**Presentation of Lessons**

<table>
<thead>
<tr>
<th></th>
<th>Interesting and motivating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality of the Teaching Aids is satisfactory</td>
</tr>
</tbody>
</table>

**Availability of Material**

<table>
<thead>
<tr>
<th></th>
<th>Available in advance to the students - YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available in advance to the teachers - YES/NO</td>
</tr>
</tbody>
</table>
### Section D – Facilities

*Fill in the table with the most appropriate response for each statement, which reflects your opinion. Use the scale suggested below and tick (√) the right box.*

<table>
<thead>
<tr>
<th></th>
<th>To a great extent (d)</th>
<th>To some extent (c)</th>
<th>To a very little extent (b)</th>
<th>Not at all (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30) Availability of space in classrooms is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31) Quality of classrooms is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32) Guidance for teaching; e.g. given through Teacher’s Guide and briefing sessions, is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33) AV facilities, OHP s etc. are available on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section E – Teaching Process

*Fill in the table with the most appropriate response for each statement, which reflects your opinion. Use the scale suggested below and tick (√) the right box.*

<table>
<thead>
<tr>
<th></th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a very little extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>34) The students’ response to the teaching is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35) The students’ response to the course material is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36) Time allocation for each lesson is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37) Time allocation for activities is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38) The quality of teaching materials used is satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section F – Evaluation

*Fill in the table with the most appropriate response for each statement, which reflects your opinion. Use the scale suggested below and tick (√) the right box.*

<table>
<thead>
<tr>
<th>Evaluation of Materials</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a little extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>39) The materials cater to the proficiency level of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40) The materials cover the required content area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41) The materials are interesting and motivate the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42) The print and presentation of materials are of good quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43) The materials cover the required language skills effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Students (Tests)</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To a little extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>44) The tests test the skills effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45) The tests are pitched at the proficiency level of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46) Selection of the test items are appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47) The relevant language skills are tested adequately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48) The methodology adopted for testing is appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section G – Learner Problems

Choose/write the relevant answers. You can choose more than one option. Circle the relevant letters to indicate your choice.

49) What do you think are the problems faced by learners’ in English Medium instruction?
   a) Difficulty in understanding course books
   b) Difficulty in understanding lectures
   c) Difficulty in writing assignments and examination questions
   d) Any other (please specify) …………………………………………..

50) What do you think are the reasons for those difficulties?
   a) Inadequate knowledge of grammar
   b) Complexity of the content
   c) Too many difficult words in the texts and lectures
   d) Any other (please specify) …………………………………………..

51) According to your opinion what language areas need more support/teaching?
   a) Grammar
   b) Report writing
   c) Reading
   d) Information transfer
   e) Essay writing
   f) Vocabulary
   g) Any other (please specify) …………………………………………..

52) According to your experience in teaching science students, do you think the students find it difficult to understand Science course materials?
   a) Yes
b) No

c) To some extent

53) If the course materials are difficult to understand, what is/are the main reasons for it?
   a) Difficult grammar
   b) Complex ideas and concepts
   c) Difficult words
   d) Any other (please specify)

54) Do you think students need extra help in learning English? YES/NO

55) If yes, in what ways?
   a) As supplementary material
   b) Workshops
   c) Online lessons
   d) Any other (please specify)

56) Any other comments

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you!
Appendix 3.2a

English for General Academic Purposes - 2014
Semi-Structured Interview for Teachers/Visiting Academics

Personal Information:
Name:
Occupation:
Educational Qualifications:
Professional Qualifications in Teaching English:

General information:
1. Please explain your role as a visiting academic/facilitator in the EGAP for Natural Sciences program.
2. For how long have you been involved in this program?
3. What makes this program different from the support English programs in conventional universities?

Teacher’s Opinion on Materials;
4. What is your opinion about the materials used in EGAP?
   - In general
   - In terms of content, presentation and suitability to the proficiency level of students

Student Responses
5. According to your experience, how do the students respond to the program?
   - In general
   - In terms of course materials, additional sources of reference (e.g. internet, books) and assessment

Teachers Experience in distance mode teaching
6. What are the challenges you face in teaching/facilitating in EGAP program?
   - In general
   - In terms of content, time and facilities available
7. a) Did you receive any training in the areas of your work (facilitating DE mode learning)?
   b) Do you think more training is needed to perform your duties?
   c) If ‘Yes’, what kind of training do you need (what areas)?

8. Do you get adequate guidance to perform your duties well (eg. teacher’s guide, teacher briefing session)?

9. If not, what kind of guidance should be given?

Suggestions
10. What are your suggestions for further improvement of the program?
Appendix 3.2b

English for General Academic Purposes (EGAP)
Interview Schedule for Language Experts

Personal Information
Name:
Designation:
Educational Qualifications:
Professional Qualifications in Teaching English/ Writing Course Materials:
Experience as an Academic:
Experience in Distance Education:

EGAP Materials
1. a) What, according to you, is the main focus of EGAP materials?
   b) Why do you think so?
   c) How, for example should they be different from regular English course materials?

2. a) Do you think the current EGAP materials fulfill these requirements?
   b) If yes, how?
   c) If no, why not?
   (In other words, what are the positive and negative aspects of the current EGAP materials)?

3. How, do you think, the EGAP materials can be improved to facilitate better teaching and learning?

4. a) How do the EGAP materials compare with other DE materials you know of?
   b) In what way are they similar or different?
   c) What can we adapt from DE materials to improve the EGAP materials
Appendix 3.2c

English for General Academic Purposes (EGAP)  
Interview Schedule for Course Material Writers

Personal Information
Name:
Designation:
Educational Qualifications:
Professional Qualifications in Teaching English/ Writing Course Materials:

General Information
1) What is your experience in writing Distance Education (DE) course materials?
2) a) Apart from writing materials for EGAP program, are you involved in teaching and assessment process of the same program?
   b) What are your views on teaching and assessment?
3) On the basis of the assessment results of EGAP Program, how satisfied are you about what your learners have learnt?

EGAP Materials
4) How satisfied are you about the contribution of materials in catering to the academic language requirements of your learners?
5) What are your views on the ways in which learners use EGAP materials?
6) Do you think the time allocated for learning the materials in the class is sufficient (contact sessions)?
7) a) Do you see any problems or opportunities created by the use of EGAP materials in promoting learning?
   b) Please give examples
8) What are your views on effectiveness of EGAP materials as self-instructional materials?
9) a) Can you suggest any improvements in the current EGAP course materials to make them more suitable for DE mode language teaching/learning?
   b) Do you see any difficulties in bringing about those improvements?
Appendix 3.3

CLASSROOM OBSERVATION SHEET – for the Researcher

Course: EGAP (English for General Academic Purposes) 2014 – Science LSE 3202

Date:

Session:
Session duration: 9.00 – 12.00/1.00 – 4.00 (3 hrs)
Centre:
Group Number:

Objective: Researcher to observe the student interaction with course materials

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>4 – Excellent</th>
<th>3 – Satisfactory</th>
<th>2 – Needs improvement</th>
<th>1 – Unsatisfactory</th>
<th>0 – Not observed</th>
</tr>
</thead>
</table>

Preparation for the Class

1. Introduction to the course content made to the students
2. Introduction to the course schedule made to the students
3. Use of extra teaching materials in the class

Presentation

4. Introduction to the course content made to the students
5. Style and language adopted by tutor appropriate to address adult learners

Lesson Delivery

6. Time given to students for activities/practice sufficient
7. Clarification of students’ queries
8. Opportunities for tutor-student interaction and student-student interaction
Class Organization

9. Success of smooth integration of skills
10. Use of time for effective learning
11. Clearly demonstrates transition from one topic/activity to the next
12. Periodically summarizes material addressed during class session
13. Summarizes or distils main points at the close of the day’s session
14. Directs student preparation for next class

Methods and Materials

14. Provides well-designed materials
15. Employs non-lecture learning activities
   (i.e. small group discussion, student led activities)
16. Encourages class discussion
17. Uses other tools/instructional aids
   (i.e. technology, computer, video, overheads)

Student Engagement with Material

18. Students come prepared for the lesson
19. Students have done the self assessment activities and assignments
20. Students have accessed the other resources as required for the lesson
   a. (internet resources, text material, etc.)
21. Students have used the AV materials provided, as required for the lesson

Teacher – Student Interaction

22. Encourages student questions, involvement and debate
23. Allows ample time for questions from students
24. Encourages students to respond to each other’s questions
25. Encourages students to answer difficult questions by providing cues and encouragement
26. Allows relevant student discussion to proceed uninterrupted
27. Presents challenging questions to stimulate discussion
28. Respects diverse points of view
29. Monitors effectiveness of team/group work

**Content**
30. Main ideas are clear and specific
31. Supporting information provided in various forms
32. Relevancy of main ideas is clear
33. Higher order thinking is required
34. Definitions were given for vocabulary

**Rapport**
35. Praises students for contribution that deserve commendation
36. Solicits student feedback
37. Requires student thought and participation
38. Tailors the course to help many kinds of students
39. Responds to distractions effectively yet constructively

**Facilities**
40. Infrastructure facilities available for teaching
41. Standard of facilities provided
42. Availability of teaching material
43. Use of AV facilities provided in classroom
44. Use of AV material provided to the student
45. Classroom atmosphere conducive to successful student learning

Student Response

46. Attendance of students

47. Participation of students in the learning/practicing process in class

48. Overall performance of students

After observing the class

- Was there anything that did not go well during this particular class?

- Based on the observations, what specific suggestions can be made for future action/improvements
Appendix 3.4

Programme on English for General Academic Purposes (EGAP) - 2014

Focus Group Discussions

Target group – B Sc. Undergraduates
Group size – 10 students
Facilitator – The researcher
Duration – 1 hr

Discussion points on EGAP Materials

- Coverage of all necessary skills
  - Do the materials cover necessary language skills effectively?
    (Reading, Writing, Listening, Speaking, Grammar and vocabulary)

- Suitability of teaching methods and media
  - Which media were more effective in the classroom? (AV/Texts/ combination of both)
  - Which methods/activities were more effective/interesting?
  - In what ways teaching can be made more effective/interesting?

- Materials – user friendly and effective
  - What is your opinion in general about the course materials?

- Relevance of content to aims and objectives
  - Do the materials fulfill aims and objectives of each unit?

- Responsiveness of the course to learner needs
  - Does the course cater to what you expected from the course

- Most/least satisfactory features of the course

- Suggestions for improvement from learners
## Appendix 3.5

<table>
<thead>
<tr>
<th>Code</th>
<th>Centre</th>
<th>Name</th>
<th>Age</th>
<th>Qualifications</th>
<th>Experience in Teaching English</th>
<th>Experience in Teaching English in DE mode</th>
<th>Experience in Teaching English in DE mode to Science Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>Anuradhapura</td>
<td>Ms. Samarasinghe</td>
<td>43</td>
<td>B.A in English</td>
<td>23</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>T2</td>
<td>Batticaloa</td>
<td>Ms. K. Sothilingam</td>
<td>43</td>
<td>B.A. (English, M.A. (TESL)</td>
<td>19</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>T3</td>
<td>Colombo</td>
<td>Ms. S. Rodrigo</td>
<td>56</td>
<td>BA (ELT), MA (TESL)</td>
<td>16</td>
<td>16</td>
<td>02</td>
</tr>
<tr>
<td>T4</td>
<td>Colombo</td>
<td>Mr. C. Mayadunna</td>
<td>65</td>
<td>BA (ELT)</td>
<td>30</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>T5</td>
<td>Colombo</td>
<td>Ms. F. M. Edris</td>
<td>62</td>
<td>English Trained</td>
<td>40</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>T6</td>
<td>Colombo</td>
<td>Ms. N. Hemanthi</td>
<td>47</td>
<td>BA, MA (Linguistics)</td>
<td>25</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>T7</td>
<td>Colombo</td>
<td>Mr. G. M. S. K. Perera</td>
<td>49</td>
<td>MA (Linguistics), PG Dip. In English, PG Dip. In Education</td>
<td>27</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>T8</td>
<td>Colombo</td>
<td>Ms. A. A. I.</td>
<td>55</td>
<td>BA (Special-</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>No.</td>
<td>District</td>
<td>Name</td>
<td>Age</td>
<td>Qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>-----------------------</td>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T9</td>
<td>Colombo</td>
<td>Ms. N.S. Ruhunuhewa</td>
<td>50</td>
<td>G.A.Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T10</td>
<td>Colombo</td>
<td>T. Jayamanna</td>
<td>24</td>
<td>BA- ELT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T11</td>
<td>Colombo</td>
<td>Mr. L. Medawattegedera</td>
<td>42</td>
<td>BA- ELT, MA in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T12</td>
<td>Colombo</td>
<td>Ms. I. Bogamuwawa</td>
<td>40</td>
<td>MA (TESL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T13</td>
<td>Jaffna</td>
<td>Ms. J. Sabaratnam</td>
<td>76</td>
<td>B.Sc., BT (PG), Dip. In Education, Special trained (English)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T14</td>
<td>Kandy</td>
<td>Ms. A.S. Senerath</td>
<td>65</td>
<td>B. Sc.(Eng. Me), PGDE, PGDEM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T15</td>
<td>Matara</td>
<td>Mr. P.S.C.L. Lokuge</td>
<td>36</td>
<td>B.Sc., PGD in IR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16</td>
<td>Matara</td>
<td>Ms. J. P. Gunasekera</td>
<td>76</td>
<td>Secondary trained - English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T17</td>
<td>Colombo</td>
<td>Ms. J. Pullenayagem</td>
<td>56</td>
<td>MA - Linguistics</td>
<td>20</td>
<td>08</td>
<td>-</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------------------</td>
<td>----</td>
<td>-----------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>T18</td>
<td>Colombo</td>
<td>Dr. K. Warnapala</td>
<td>40</td>
<td>Ba, MA, Ph D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Materials Writers**

<table>
<thead>
<tr>
<th>MW1</th>
<th>Colombo</th>
<th>Ms. S Fernando</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MW2</td>
<td>Colombo</td>
<td>Ms. N.K Abeysekera</td>
<td>45</td>
<td>BA(Eng), MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Linguistics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MW3</td>
<td>Colombo</td>
<td>Mr L. Medawattegedera</td>
<td>42</td>
<td>BA- ElT, MA</td>
<td>09</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MW4</td>
<td>Colombo</td>
<td>Ms. I. Bogamwua</td>
<td>40</td>
<td>MA (TESL)</td>
<td>15</td>
<td>10</td>
<td>04</td>
</tr>
<tr>
<td>MW5</td>
<td>Colombo</td>
<td>Ms. J. Pullenayagem</td>
<td>56</td>
<td>MA - Linguistics</td>
<td>20</td>
<td>08</td>
<td>-</td>
</tr>
</tbody>
</table>

**Language Experts**

<table>
<thead>
<tr>
<th>LE1</th>
<th>Colombo</th>
<th>Prof. R Raheem</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LE2</td>
<td>Colombo</td>
<td>Dr. D. Devendra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LE3</td>
<td>Colombo</td>
<td>Dr. V.V. Medawattegede</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LE$</td>
<td>Colombo</td>
<td>Dr. R. de Silva</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details of Tutors/visiting Academics, Course Materials Writers and Language Experts
APPENDIX 3.6
Materials analysis: phase one

I What do the materials aim to do and what do they contain?
   1. When they finish their course, what should your learners know of and about the target language?
   2. What should they be able to do in and with the language?
   3. What knowledge about language and what guidance for using language appropriately for different purposes in various situations is offered in the materials?
   4. What do the materials offer which your learners will need to know?
   5. What do the materials offer which your learners will be able to do?
   6. What is missing from the materials?

II What do the materials make your learners do while they are learning?
   7. How do you think you best learn a language? What is most useful for learners to do to help them to learn?
   8. What procedure or sequence of work do the learners have to follow in order to be successful at the task?
   9. Which types of task seem to be most conducive to learning?
  10. Which helpful ways of learning seem to be missing from the tasks provided in the materials?

III How do the materials expect you to teach your learners in the classroom?
   11. What can I do as a teacher which can best help my learners to learn a new language?
   12. What are you expected to do to help your learners work successfully through the materials?
   13. Do [the] materials give you enough freedom to adopt those roles which for you are the most helpful to learners discovering a new language?
   14. Are you asked to take on roles you do not regard as appropriate?
   15. Do the materials limit what you want to do as a teacher in using them with your learners?

(based on Braan and Chandlin 1967: 14–16; original emphases)
APPENDIX 3.4B
Materials analysis: phase two

I Are the materials appropriate to your learners’ needs and interests?

19. How and to what extent do the materials fit your learners’ long-term goals in learning the language and/or following your course?
20. How far do the materials directly call on what your learners already know of and about the language, and extend what they can already do with and in the language?
21. How far do the materials meet the immediate language learning needs of your learners as you perceive them?
22. What subject-matter (topics, themes, ideas) in the materials is likely to be interesting and relevant to your learners?
23. In what ways do the materials involve your learners’ values, attitudes and feelings?
24. Which skills do the materials highlight and what kinds of opportunity are provided to develop them?
25. How much time and space, proportionately, is devoted to each skill?
26. How is your learner expected to make use of his/her skills?
27. How are the learners required to communicate when working with the materials?
28. How much time and space, proportionately, is devoted to your learners interpreting meaning?
29. How much time and space, proportionately, is devoted to your learners expressing meaning?
30. How and how far can your materials meet the desire of individual learners to focus at certain moments on the development of a particular skill or ability use?

II Are the materials appropriate to your learners’ own approaches to language learning?

31. On what basis is the content of the material sequenced?
32. On what basis are the different parts of the materials divided into ‘units’ or ‘lessons’, and into different sub-parts of units/lessons?
33. On what basis do the materials offer continuity? How are relationships made between earlier and later parts?
34. To what extent and in what ways can your learners impose their own sequencing, dividing up and continuity on the materials as they work with them?

(based on Breen and Chandlin 1997: 16-23, original emphasis)
5. Journal writing, either monologic or dialogic, to encourage students to reflect on, synthesize, or evaluate what they have read.
6. Application activities, which encourage students to apply what they have read to some task or activity.

Appendix 2 Checklist for evaluation and selection of course books (from Cunningsworth 1995)

Aims and approaches
- Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the course book suited to the learning/teaching situation?
- How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the course book flexible? Does it allow different teaching and learning styles?

Design and organization
- What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes)?
- How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?
- How is the content sequenced (e.g., on the basis of complexity, "learnability," usefulness, etc.)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Are there reference sections for grammar, etc.? Is some of the material suitable for individual study?
- Is it easy to find your way around the course book? Is the layout clear?

Language content
- Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

Skills
- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc.? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc.) well designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing) and use of appropriate styles?

Topic
- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the course book?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?

Methodology
- What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
What techniques are used for presenting/practising new language items? Are they suitable for your learners?

- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?
- Are students expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets)?

Teachers' books

- Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writers set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and is it reliable?

Appendix 3  Case study of materials development project (adapted from Richards 1995)

Background

Target: To write a two-level conversation course intended primarily for Japan, Korea, and Taiwan, to be used as a text to support conversation classes in universities, junior colleges, and private language schools.

Researching the need for a new series

In planning the course it was necessary to determine what potential users of the course might be looking for. Information was obtained from the following sources:

1. The project editor's interviews with classroom teachers in Japan, Taiwan, and Korea.
2. The publisher's marketing representatives (some twenty people) who are responsible for selling the publisher's existing books and who would also be responsible for sales of the new series. The marketing staff were a key source of information since they are in daily contact with schools and teachers. They know which courses are popular and why, and what kinds of materials teachers are looking for.
3. Consultants. A group of consultants was identified to provide input to the project. These were experienced teachers in the kinds of institutions where the course would likely be used.
4. Students. Through the consultants, information was also sought from students on their views on textbooks and on the materials they were studying from.

Key features of the course

The goal of gathering information from consultants and the publisher's marketing representatives was to develop a preliminary profile of the project, which produced the following specifications of the project:
## Evaluation Criteria for Preparation and Evaluation of Self-Instructional Materials

### A) Academic Aspects

#### 1. Selection of Content

<table>
<thead>
<tr>
<th></th>
<th>FA</th>
<th>PA</th>
<th>CS</th>
<th>FD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The selected content is based on the prescribed syllabus of the course.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.2 The selected content is adequate in respect of the duration of course.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.3 The selected content is accurate in respect of concepts, terms, facts etc.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.4 The selected content is culled from authentic sources.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.5 The selected content is in accordance with the mental maturity of the learner group.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.6 The selected content contains no redundant materials.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.7 The selected content is up-to-date.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>1.8 No serious omissions from the prescribed syllabus of the course.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
</tbody>
</table>

#### 2. Organisation of Content

<table>
<thead>
<tr>
<th></th>
<th>FA</th>
<th>PA</th>
<th>CS</th>
<th>FD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The content is organised into small units; sub-units and the units are further divided into sections and sub-sections.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>2.2 Each unit, sections and sub-sections have a title and a number.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>2.3 Each unit has objectives, introduction, self-check questions, summary, model answers, activities and exercises.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td>2.4 The length of each unit is appropriate keeping in view of the theme and title.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
<td>FD</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>2.5</td>
<td>Each unit is self-contained and self-explanatory and self-directed.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.6</td>
<td>Sufficient priority has been given to most important topics.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.7</td>
<td>The headings of the units convey the central idea of the unit.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.8</td>
<td>The sequence of the units is logical.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.9</td>
<td>In each unit, there is a link between the sections and paragraphs.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.10</td>
<td>Each paragraph in the unit contains only one or two related ideas.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>2.11</td>
<td>An orientation about how to go ahead with the text is given in the beginning of each unit.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Presentation of Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>A list of content is provided in the beginning of each unit.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.2</td>
<td>The presentation of content is in accordance with the objectives.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.3</td>
<td>The presentation of content is according to different pedagogical considerations.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.4</td>
<td>The contents of each units are presented in a logical manner.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.5</td>
<td>The important points of the content are highlighted for easy reference.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.6</td>
<td>All the main points and sub points are presented in right order.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.7</td>
<td>Linkages to the previous units are made throughout the text.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.8</td>
<td>The presentation of the content is accordance with the readability level of the learners.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.9</td>
<td>The presentation of the content is in such a manner that helps the habit of independent study.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.10</td>
<td>References are made wherever appropriate to the use of supporting media.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
<tr>
<td>3.11</td>
<td>The content is presented in such a manner that it helps in reinforcing back to the particular concepts.</td>
<td>FA</td>
<td>PA</td>
<td>CS</td>
</tr>
</tbody>
</table>

64/Development of evaluation criteria for self-instructional materials for distance education
4. Language

| 4.1 | The language used is simple, precise, correct, clear, unambiguous and comprehensible. |
| 4.2 | The language used is in a personalised style like you, I, we and so on. |
| 4.3 | The presence of humour throughout the material. |
| 4.4 | The vocabulary used is appropriate keeping in view of the mental maturity of the learners. |
| 4.5 | The structure of sentences is appropriate, that is simple, short and clear. |
| 4.6 | There are no too many clause in a sentence, not too more negative, passive and impersonal words. |

| 5. Illustrations |
| 5.1 | The illustrations are adequate enough to cover all significant aspects of the content that need to be illustrated. |
| 5.2 | Illustrations have an instructional value than merely decorating the text. |
| 5.3 | Illustrations included in the text help in creating interest, stimulus, imagination, increase comprehension and retention of information/knowledge. |
| 5.4 | Illustrating a process involving separate steps as many individual steps are there. |
| 5.5 | Illustrations are accurate, clear, vivid and in a variety of forms. |
| 5.6 | The size of the illustrations are suitable and they properly placed in the text. |
| 5.7 | Illustrations have a caption/title and a number for easy reference. |
| 5.8 | Visual aids given to represent important themes. |

6. Exercises and Assignments

6.1 Self-assessment Questions

<p>| 6.1.1 | Self-assessment questions are included wherever necessary to test each of the objective and also to provide effective feedback. |
| 6.1.2 | Self-assessment questions are in a varied form. |
| 6.1.3 | An advice is given how to carry out self-assessment questions. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.4</td>
<td>Model answers to the self-assessment questions are given at the end of each unit.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.1.5</td>
<td>Enough space is given in the text for writing the answers to the self-assessment questions.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.2</td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>6.2.1</td>
<td>Assignments cover most of the important units of the course.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.2.2</td>
<td>The scope of each assignment is defined clearly and guidelines regarding the length, issues to be covered, etc., are stated explicitly.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.2.3</td>
<td>Assignments are given in various forms like essay, short answers and objective type questions.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.2.4</td>
<td>Assignments are well structured, attractive and encouraging.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.3</td>
<td><strong>Activities</strong></td>
<td></td>
</tr>
<tr>
<td>6.3.1</td>
<td>A variety of activities are included to enable the learner to become actively involved in the learning process.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.3.2</td>
<td>The activities included at the end of each unit are interesting and inviting.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.3.3</td>
<td>The activities included are related to the objectives of the course.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Necessary advice is given on how to carry out the activity.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>7.0</td>
<td><strong>Prelims</strong></td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>The title page includes the title of the book, the author(s)' name and the publisher's name and address, etc.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>7.2</td>
<td>The reverse of the title page gives information about the year of publication, copyright, price (if any) position of reprints or editions etc.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>7.3</td>
<td>The prelims also include the names of members of the editorial board, course committee, course contributors etc., associated with the production of the material.</td>
<td>FA PA CS FD</td>
</tr>
<tr>
<td>7.4</td>
<td>The preface inter-alia mentions the purpose and scope of the material and the class for which the</td>
<td>FA PA CS FD</td>
</tr>
</tbody>
</table>

66/Development of evaluation criteria for self-instructional materials for distance education
material is meant. It also acknowledges the material used/adapted/adopted from other sources.

| 7.5 | The table of contents includes titles of blocks, units, topics and sub-topics, page numbers, list of tables, maps etc. | FA | PA | CS | FD |
| 8.0 | Back Pages | | | | |
| 8.1 | A glossary of the important technical terms is given. | FA | PA | CS | FD |
| 8.2 | There is an index of important terms and topics used in the main text. | FA | PA | CS | FD |
| 8.3 | There are appendices giving additional important information which may be relevant to the main text. | FA | PA | CS | FD |

B) Physical Aspects

| 9. | Printing, Lay-out and Get-up | | | | |
| 9.1 | The design of the cover page is attractive and appealing. | FA | PA | CS | FD |
| 9.2 | Sufficient margins are provided to make short notes. | FA | PA | CS | FD |
| 9.3 | The type sizes for the main text, chapter headings, sub-headings, captions, exercises, etc., are appropriate. | FA | PA | CS | FD |
| 9.4 | The lay-out is effective and eye-catching. | FA | PA | CS | FD |
| 9.5 | The length of each line is such that the book can be read without straining the eyes. | FA | PA | CS | FD |
| 9.6 | Spacing between the lines is proper. | FA | PA | CS | FD |
| 9.7 | Spacing between the words is proper. | FA | PA | CS | FD |
| 9.8 | The words and lines are aligned properly. | FA | PA | CS | FD |
| 9.9 | Printing is clear and even throughout the book. | FA | PA | CS | FD |
| 9.10 | The shade of the printing ink is appropriate. | FA | PA | CS | FD |
| 9.11 | The cutting and brushing of the paper is smooth. | FA | PA | CS | FD |

10. Durability

| 10.1 | The paper used in the textbook is durable. | FA | PA | CS | FD |
| 10.2 | The binding of the book is durable and attractive. | FA | PA | CS | FD |
| 10.3 | The cover page is durable. | FA | PA | CS | FD |
| 10.4 | The binding is such that the book opens flat. | FA | PA | CS | FD |

11. Size of the book

<p>| 11.1 | The size of the book is appropriate. | FA | PA | CS | FD |
| 11.2 | The number of pages included in each course book is appropriate. | FA | PA | CS | FD |</p>
<table>
<thead>
<tr>
<th>References</th>
<th></th>
</tr>
</thead>
</table>

*Dr Anil Kumar, Junior Programme Officer, DPEP, IGNOU, K-3, Green Park Main, New Delhi-16.

68/Development of evaluation criteria for self-instructional materials for distance education
INTRODUCTION
You have now completed 3 Units of this course and have dealt with many activities in all four language skills. In the three earlier Units, we dealt with each language skill separately and there was a Module each for each skill in the Units. In the rest of the Units, i.e. Units 4, 5 and 6, we will not be separating the skills into Modules but shall deal with them together in the Unit. You will therefore find that you will be moving from one skill to another or combining two or perhaps even three skills as you complete the given activities.

This is being done because in your day school sessions, this is what your lecturer will be doing. He/she may use a tool such as Power point and provide visuals during the day school. As these visuals are being shown, the lecturer will speak and explain concepts, provide further examples or even write details or more facts on the whiteboard. You will therefore be using the skills of Listening (to the lecturer) and Reading (reading the Powerpoint slides or handout provided by the lecturer) at the same time. The lecturer may ask you to take down notes- you will then use the skill of Writing. Or you may be asked questions on what is being discussed and will need to use Speech to answer the lecturer. In real-life therefore, we use all the language skills together in complex ways. Units 4, 5 and 6 therefore will enhance multiple skills to help you cope with your academic work. We shall begin in Unit 4 by looking at a new idea in Tourism- the concept of Ecotourism

Objectives 1. Deal with and understand a Power point presentation
2. Develop the ability to describe cause and effect
3. Improve note-taking skills- from a spoken text
4. Deliver an introduction to a short speech
Pre Activity 1

Watch the DVD at home and familiarize yourself with the presentation made on Ecotourism.

DEALING WITH A POWERPOINT PRESENTATION

Powerpoint is an electronic tool that many teachers now use for presentations. The advantage of Powerpoint is that it permits the teacher to present concepts and facts in a visual mode while lecturing or teaching. It is an attractive way of presenting ideas but it can be very demanding because the student has to listen, watch, absorb new ideas, take down notes— all at the same time.

At the Open University, at Levels 5 and 6, students too are often called upon to make PowerPoint presentations. You therefore need to learn how to present ideas and facts using PowerPoint. By watching the presentation on ‘Ecotourism” you will learn many facts. You can also learn how to present ideas in an organized manner.

Part I: Formulating an introduction for a short speech

You listened to a presentation on Eco Tourism by a well-known personality in the field of Tourism.

Do you remember how he introduced his presentation?
Pre Activity 2

Watch the presentation. As you watch it, write down what you think are the MOST IMPORTANT points made by the speaker in his Introduction. (from Slide 1 to slide 8)

MOST IMPORTANT POINTS OF INTRODUCTION

1. ..............................................................
2. ..............................................................
3. ..............................................................
4. ..............................................................
5. ..............................................................
6. ..............................................................

Definition
Ecotourism is:
"Responsible travel to natural areas that conserves the environment and improves the well-being of local people."
(The International Ecotourism Society -TIES, 1990)

Some World Eco tourism ‘spots’
• Costa Rica
• Kenya
• Belize
• Alaska
• New Zealand
• Botswana
• Gabon
• Butan
Pre-activity 3: Individual or in class

Now play the Introduction again. If you are in class, your teacher will play the beginning of the presentation to you. Listen carefully and observe how the speaker begins the presentation and answer the following questions.

1. (a) The speaker uses 6 steps to introduce himself and the presentation. The topics are given in jumbled order in a box to represent the structure of his introduction. List them in the correct order.

   1. ........................................
   2. ........................................
   3. ........................................
   4. ........................................
   5. ........................................
   6. ........................................

                  ▪ Structure of presentation.
                  ▪ Speaker’s designation
                  ▪ Objectives of presentation
                  ▪ Name of speaker
                  ▪ Greeting to audience
                  ▪ Signal for beginning of presentation

You will have noticed by now that there is a logical order to the start of the presentation.

- The speaker greeted the audience.
- Then he gave his name and designation.
- He set out the objectives of the presentation and
- Describes how he is going to present his topic (structure of the presentation).
- Finally he signals that he is going to start on the topic.
These steps (Greeting, Introduction of oneself, Setting out the objectives, Describing the structure and Signaling that the presentation is about to begin) are the main points of an Introduction to a formal presentation—whether in speech only or as a Powerpoint presentation.

**Activity 1: Pair Work**

Choose one of the following topics and make a formal Introduction on this topic to your partner.

- Distance Education
- Michael Jackson – the Singer
- Cricket in Sri Lanka
- Time Management

**Activity 2**

The speaker divides his presentation into 3 parts. What are they?

1. .................................................................
2. .................................................................
3. .................................................................

We will now move onto another aspect of the presentation—dealing with cause and effect

**DEALING WITH CAUSE AND EFFECTS**

In the presentation on ‘Ecotourism’ the speaker made the point that ecotourism can help to re-distribute income among lower income groups. This can be written as

1. *Ecotourism helps to re-distribute income among lower income groups.*

   In this statement we see one EFFECT of ecotourism.

If we re-phrase this fact, we can say
2. *Income can be redistributed among lower income groups because of ecotourism.*

This statement contains the same facts as Sentence 1 but in Sentence 2, we have highlighted the CAUSE of re-distribution of income.

Analysing cause and effects is something we often do and it is a skill required in academic work. We need to note that we can focus on either the effects *or* on the cause. The way we present the facts tells the listener or the reader what we have focused on.

In this section we will deal with presenting cause and effects.

**Activity 3 : Pair Work**

3. (a) In his presentation on Eco Tourism Mr Miththapala gives us a list of the negative effects of mass tourism.

Write down these negative effects. The first one has been done as an example.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>mass tourism</td>
<td>Environmental damage</td>
</tr>
</tbody>
</table>

Now write down the other negative effects of mass tourism

1. ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

2. ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

3. ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

(b) What are the benefits of eco tourism? Write your answer in the given diagram.
CAUSAL ANALYSIS

When analyzing the cause of something, it is important to remember that there may be not just one factor but many contributing factors. For example, a natural disaster such as a flood may have many causes. Very high rainfall in an area may cause flooding. In addition the fact that there are no drains to carry rain water away may also contribute to flooding. If there are drains, the fact that these drains are clogged with rubbish such as polythene bags may be another contributory cause. Building houses in a location which is a natural drainage area such as a swamp also causes flooding.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>High rainfall</td>
<td>Floods</td>
</tr>
<tr>
<td>Lack of drainage</td>
<td></td>
</tr>
<tr>
<td>Clogging of existent drains</td>
<td></td>
</tr>
<tr>
<td>Building on natural drainage areas</td>
<td></td>
</tr>
</tbody>
</table>

In the same way a single event may lead to many effects. Thus for example, a flood may destroy all the vegetation in an area. It may damage people’s homes. It may cause diseases. People could be injured or even die because of floods.

<table>
<thead>
<tr>
<th>Event</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood</td>
<td>Destruction of vegetation</td>
</tr>
<tr>
<td></td>
<td>Damage to houses and property</td>
</tr>
<tr>
<td></td>
<td>Spread of diseases</td>
</tr>
<tr>
<td></td>
<td>Injury or death</td>
</tr>
</tbody>
</table>
Thus when writing or speaking about causes and effects, it is best to first list all the facts—all the causes and/or all the effects—before you start writing or speaking.

Activity 4

1. List all the causes of ONE of the following:
   Student unrest
   The ethnic conflict in Sri Lanka
   The prevalence of Dengue throughout the country

2. List all the effects of ONE of the following:
   Destruction of forests
   “All work and no play…”
   High importation of private vehicles.

More about Causal Analysis-Organization of facts

When listing causes and effects in the Activity above, you may have noticed that some causes or effects may be related to each other: others may not have any connection to another cause/effect.

For example, when discussing floods, we stated that there were a number of effects. These include destruction of vegetation as well as the spread of disease. As we all know, diseases do not spread because trees are destroyed—one is not related to another. The flood will definitely cause destruction of vegetation—this is a direct effect of the flood. The spread of disease will occur because people may be forced to drink unclean water or may occur later when the flood waters have receded—it is an indirect result. Similarly with causes too—some may be direct causes: others may be indirect.
Therefore once you have listed all the causes and effects, it is advisable to then arrange these causes and effects in some order. **If there are direct as well as indirect causes/effects, the direct should be dealt with first- then the indirect.**

There are also other methods of organization that you should keep in mind. Once again, if we use our example of flooding – you may have noted that some effects are more obvious than others- for example, destruction is an obvious result. The spread of diseases is not so obvious. Here too you should use your list – and order the effects. Start with the most obvious and then move to the less obvious. This is referred to as the order of familiarity.

A third principle is the order of interest. You should select the least interesting facts first and then move to the most interesting. This order of interest differs from person to person. For instance if you were a doctor writing about the flood-what you would find most interesting perhaps would be the spread of disease. If you were an earth scientist, you might not find the spread of disease very interesting. What you think is more important may be the destruction of the hills and mountains.

So keep in mind these principles when dealing with causes and effects. First list all the causes/effects.

Then organize your list according to an order:

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most obvious</td>
<td>Least obvious</td>
</tr>
<tr>
<td>Less interesting</td>
<td>Most interesting</td>
</tr>
</tbody>
</table>

Once you have listed the facts according to a principle, you will find that it is easier to write your essay or make a speech.
Activity 5

Look back on the list of Causes you created for one of the topics in Activity 1. Choose one the following roles, and select an order of organization relevant to that role.
Re-order the list of causes that you made.

Roles
Vice-Chancellor of a University
Secretary to the Minister of Health
A parent writing a ‘Letter to the Editor’ of a national newspaper
A Provincial Councillor giving an interview to a TV station

Useful Words and Phrases when dealing with Cause/Effect

When describing cause and effect, the phrase most often used is ‘because of.’ However there are other ways of indicating cause and effect. These are indicated below. Some may be familiar to you: others may not. However you should try to use them in your speech and writing-to provide variation.
You should note the grammar details as well as the remarks about punctuation.

Phrases indicating ‘Cause’
Because of
Due to
As a result of

Comments:
1) These phrases MUST be followed by a Noun (or Noun phrase)
2) If the phrase containing these words occurs at the beginning of a sentence, it must be followed by a comma. Note the example below:
Example: As a result of the heavy flooding, the hillside near the town collapsed.
Due to the heavy flooding, the hillside near the town collapsed.

Clauses indicating ‘Cause’
Clauses indicating cause are introduced by

*Because*

*Since*

Comments:

These clauses can occur at the beginning or at the end of a sentence. If they occur at the beginning, they are followed by a comma.

Example:  
*Because* the river flooded, the hillside near the town collapsed.

*Since* the river flooded, the hillside near the town collapsed.

The hillside near the town collapsed since the river flooded.

Verbal expressions indicating ‘cause’

The following verbal expressions can be used to indicate cause:

*To be due to*  
*to be caused by*

*To stem from*  
*to be a consequence of*

*To result from*  
*to be a result of*

Example:  
*Landslides are due to flooding.*

*Landslides can stem from flooding.*

*Landslides may be caused by flooding.*

*Landslides can be a consequence of flooding.*

**Verbal expressions indicating ‘effect’ or ‘result’**

The following can be used to indicate effect or result:

To cause  
to contribute to

To create  
to lead to

To produce  
to be responsible for

To result in  
To be the reason for

To account for

Comments:
Note the use of different prepositions with different verbs:

To contribute *to* to be responsible *for*
To lead *to* to be the reason *for*
To result *in* to account *for*

Example:  
Flooding is responsible for landslides.  
Flooding results in landslides.  
Flooding leads to landslides.

**Sentence connectors (Conjunctions) indicating effect or result**

The following are used *to connect sentences* to indicate an effect or result.

*Therefore*  
*Thus*  
*Hence*

*Consequently*  
*As a consequence*  
*As a result*

Comment:

When these conjunctions are used to connect two sentences, they are preceded by a full stop or a semicolon.

Example:  
*The river flooded: as a result, the landslide occurred.*  
*The river flooded. Therefore the landslide occurred.*

Note: These conjunctions can be followed by a comma—See Example 1 above.

[Source: Advanced Writing (LSC 2302) by Ryhana Raheem, OUSL]

We have now dealt with a variety of ways to express ‘cause’ and ‘effect’. You should remember these different ways and use them in your own writing or speech.

You should also note how other writers use these words and phrases—examine your course books and reference materials and note how these words are used.

**Emphasizing Cause or Effect**

When expressing ‘cause’ and ‘effect’, you should also note that you should decided where the emphasis lies. Do you want to emphasize the cause? You
should express your ideas as statements of cause.

If you want to emphasize the effects, you should focus on statements of effect or result.

Note the difference between the following:

*The landslide occurred due to the river flooding.*

*The river flooded: as a consequence, a landslide occurred.*

In the first sentence, the writer is more interested in the ‘landslide’ and why it occurred (cause).

In the second sentence, the emphasis is on the flood. The effect is secondary.

When describing an event which had a cause and which created effects, you should therefore

- List all the facts
- Order the facts according to a principle.
- Decide on your emphasis.
- Write or speak accordingly.

Examination questions often ask you to deal with ‘cause’ and ‘effect’. You should use this mode of organization when dealing with such questions.

*Activity 1 - Home work*

Write a short account setting out the causes and effects of ONE of the following:

- Malnutrition in children in Sri Lanka
- Inflation
- Pollution
Activity 2- In class

Present your account as a formal speech in class to your teacher and colleagues.

Unit - 4
Part - 2

INTRODUCTION

In Unit 4 Part I we dealt with some aspects of the DVD on ‘Ecotourism’ we focussed on the Introduction made by the speaker and then examined the concept of Cause and effect. We noted how this is expressed in different ways. In Part II we will continue with the same topic ‘Ecotourism’ and look at other skills. We shall begin with Speech/Listening and then work with Reading and Writing.

Objectives

1. Understand and deal with ‘cause and effect’ in a Reading text
2. Understand the structure of a fairly complex Reading text
3. Can identify and understand internal cohesion as signalled by pronominal phrases

LISTENING & SPEECH

In Part I we dealt with the introductory section of the presentation on Ecotourism. Now let us continue with the rest of the presentation.

You may have realized by now that the presentation can be divided into three sections:

- **Introduction** - where the speaker introduces the topic
- **Body** - where the topic is dealt with in detail
- **Conclusion** - where the speaker brings his presentation to a close.

We shall therefore now look closely at the content in the body of the presentation.
Activity 1 – Pair Work or Group Work

Listen to the section of the presentation where the speaker introduces us to the definition of Eco Tourism. The speaker elaborates on certain key words in his definition. Identify those words and fill in the diagram given below.

You can work in pairs or in groups.

You will notice how the speaker explains each of the KEY words in his definition. He presents other ways of saying the same thing so that the audience can understand the definition.
When listening to a complicated or difficult lecture or presentation, it is useful to listen carefully to the details as the speaker may explain in detail the difficult concepts and ideas.

**BODY OF THE PRESENTATION**

In this section the speaker sets out his MAIN ideas and explains them with supporting examples.

*Activity 2 – Individual Work – at home*

Listen to the DVD again and make **short notes** of the main points under each section given below

**World Eco – Tourism Hotspots**
Eco – Tourism in Sri Lanka
Present your notes in class-your teacher will explain the points made in the presentation so that you can check whether your notes are correct.
Activity 3: Individual or Pair Work

1. Listen to the DVD carefully and note down the effects of Eco Tourism and Mass Tourism in the diagram given below.

   **Effects**
   
   - Eco Tourism
     - 1.
     - 2.
     - 3.
     - 4.

   - Mass Tourism
     - 1.
     - 2.
     - 3.
     - 4.

2. Listen to the section of the DVD where the speaker discusses Eco Tourism in Sri Lanka. Write down the positive effects of promoting Eco Tourism in Sri Lanka.

   **Positive Effects**
   
   - Eco Tourism
     - 1.
     - 2.
     - 3.
     - 4.
     - 5.
     - 6.
CONCLUSION OF PRESENTATION

The presentation concludes with the speaker highlighting 5 points. Recall the structure of the introduction you have learnt at the beginning of this module.
Similarly the conclusion too follows a structure.

Activity 5: Listening

Now listen to the concluding part of the presentation. You will hear the speaker summarizing his discussion in this part. Identify the important points in his summary and write them in the space provided below.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
Activity 6

Given below in a box are the steps of the structure of the conclusion in jumbled order. List them in the correct order.

1. ..............................................
2. ..............................................
3. ..............................................
4. ..............................................

- Concluding phrases
- Summary of main points
- Marker phrase/word
- Appropriate quotation
- Suggestions for the future

We will now move on to the skill of Reading.

READING

In Units 1, 2 and 3, we learnt to enhance certain Reading skills. We are now able to scan a passage for information, identify the main points of a simple text and discover the supporting details. We also can understand and deal with supporting examples in a text.

In the previous Units, the texts we dealt with were not very complex. The most challenging text we dealt with is perhaps the passage at the end of Unit 3. However by now you would have realized that academic texts are far more complex than the texts that you dealt with in this course. We shall therefore now move on to more complicated passages. You will find that the structure of sentences and the vocabulary may be more difficult. But if you keep in mind what you learn through these Units, you will be able to cope with understanding fairly complex texts too.
DEALING WITH CAUSE AND EFFECT IN READING.

In Part 1 of this Unit, we dealt with ‘cause and effect’ in Writing, and noticed the variety of ways in which this concept can be presented in Writing. We also noted that there are direct/effects causes and indirect causes/effects: there are also more obvious causes and less obvious causes/effects. You should use this knowledge when you come across cause and effect in a Reading passage too.

Let us start by examining a passage which presents complex ideas about a concept you are now familiar with—Ecotourism.

CLASS WORK-IN PAIRS OR IN GROUPS

Activity 7

Read through the following passage and answer the questions given below.

THE IMPACT OF ECO-TOURISM

Ecotourism has become one of the fastest-growing sectors of the tourism industry, growing annually by 10-15% worldwide. One definition of ecotourism is “the practice of low-impact, educational, ecologically and culturally sensitive travel that benefits local communities and host countries” (Honey, 1999). However many ecotourism projects do not meet these standards. And even if some of the standards are followed, the local communities often face other negative impacts. South Africa, for example, is one of the countries that is reaping significant economic benefits from ecotourism. But in spite of economic gain, the country also faces many adverse effects. These include forcing people to leave their homes so that wildlife parks could be created, violations of fundamental rights, and environmental hazards. According to Walpole, “The money tourism can generate often ties parks and managements to eco-tourism. This expert believes that this money could be better used, that it could contribute more sustainable and realistic solutions to pressing social and environmental problems. Funding could be used for field studies aimed at finding alternative solutions to tourism and the diverse problems Africa faces as a result of urbanization, industrialization, and the over-exploitation of agriculture.
Although ecotourism is intended for small groups, those who support ecotourism fail to see that even a modest increase in population, however temporary, puts extra pressure on the local environment. For instance, many East African parks lack adequate sanitation facilities. This results in the disposal of campsite sewage in rivers, contaminating the wildlife, livestock, and people who draw drinking water from it. Ecotourism also necessitates the development of additional infrastructure and amenities. The construction of water treatment plants, sanitation facilities, and tourist lodges comes with the exploitation of non-renewable energy sources and the utilization of already limited local resources. In Mexico, the conversion of natural land for such tourist infrastructure has contributed towards deforestation and habitat deterioration of rare species of butterflies.

Aside from environmental degradation, population pressure from ecotourism also leaves behind garbage and pollution associated with the Western lifestyle. Although ecotourists claim to be educationally sophisticated and environmentally concerned, they rarely understand the ecological consequences of their visits and how their day-to-day activities affect the local environment. As one scientist observes, ecotourists rarely acknowledge how the meals they eat, the toilets they flush, the water they drink, and so on, are all part of the ecological systems that they impact on with their activities. Nor do ecotourists recognize the consumption of non-renewable energy required to arrive at their destination, which is typically more remote than conventional tourism destinations. For instance, an exotic journey to a place 10,000 kilometers away consumes about 700 liters of fuel per person.

Ecotourism activities are issues in environmental impact because they disturb fauna and flora. Eco-tourists believe that because they are only taking pictures and leaving footprints, they keep ecotourism sites pristine, but even harmless sounding activities such as a nature hike can be ecologically destructive. In the Annapurna mountain range in Nepal, eco-tourists have worn down the marked trails and created alternate routes, contributing to soil impaction, erosion, and plant damage. Where the ecotourism activity involves wildlife viewing, it can scare away animals, or disrupt their feeding and nesting
sites. In Kenya, wildlife-observer disruption drives cheetahs off their reserves, increasing the risk of inbreeding and further endangering the species.

Indeed many argue that eco-tourism is neither ecologically nor socially beneficial, yet it persists as a strategy for conservation and development (West, 2006). While several studies are being done on ways to improve the ecotourism structure, some argue that these examples provide rationale for stopping it altogether.

Source: wikipedia.org/wiki/Eco-tourism

Questions

1. What is the main topic of this passage?

2. What is the MAIN IDEA of paragraph 1?
   Write out the sentence or sentences in which this idea is located.

3. In Paragraphs 2, 3 and 4, the passage includes examples that support the main ideas of these paragraphs. Complete the diagram below to indicate the main idea/s of each paragraph as well as the example/s that support these ideas.

<table>
<thead>
<tr>
<th>Paragraph No.</th>
<th>Main Idea/s</th>
<th>Supporting Example/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. a) List the **direct impacts** discussed in the passage.
b) List the **Indirect impacts** discussed in the passage.

5. In paragraph 3, the passage states:

   Although eco-tourists claim to be educationally sophisticated and environmentally concerned, they rarely understand the ecological consequences of their visits and how their day-to-day activities affect the local environment.

   How does this paragraph support and further explain this statement?

6. Are the following statements `True’ or `False’?

   a) The passage states that ecotourism is increasing throughout the world.
      In which sentence did you find the answer? Write this sentence in the space provided.

   b) Income generated by ecotourism in Africa has brought much benefit.
      In which sentence did you find the answer? Write this sentence in the space provided.

   c) Eco-tourist groups care for the environment; so their impact is beneficial.
      In which sentence did you find the answer? Write this sentence in the space provided.
d) Because eco-tourist groups only take photographs and leave behind footprints, ecotourism is a pure form of tourism.

In which sentence did you find the answer? Write this sentence in the space provided.

7. What do the following words refer to?
   i) these standards
   ii) this money
   iii) they
   iv) it

8. Does the passage support ecotourism? Or does it reject it? Support your answer with a reason from the passage.

READING/WRITING/LISTENING

Activity 8 - Individual or Group work

Watch the DVD again.
Note down the similarity/similarities between the ideas presented in the DVD and in this passage?
What are the differences? Note them down as well.
Using your notes- prepare a speech on the following topic and present it in class.

Does Ecotourism benefit a country?
You can use examples from the Reading passage or from your own reading to support your presentation.
You should make a formal introduction to the presentation.

SUMMARY

In this module we dealt with

- The structure of introduction, body and conclusion in a presentation.
- The relationship of cause and effect in a text
➢ Vocabulary, grammar and punctuation related to indicating cause and effect.
➢ Taking down notes while listening.
➢ More about Main ideas and supporting details
➢ Understanding pronominal phrases within a reading text
Unit 4
Part 1

Pre Activity 1

Answers

Note: Remind students to watch the DVD before coming to the next day school, and call attention to Pre-Activities 2 and 3.

Pre Activity 2

Answers

MOST IMPORTANT POINTS OF INTRODUCTION

1. Greeting
2. Speaker's name
3. Designation of speaker
4. Objective of presentation/ Subject/topic of presentation
5. Structure of presentation
6. Signal to begin presentation

Note: Students may NOT get all these details correct but accept answers that are close to above.
Also note that the word 'designation' may have to be explained as 'position held'

Pre Activity 3

Answers

1. (a) 1. Greeting to audience
2. Name of speaker
3. Speaker's designation
4. Objective of presentation
5. Structure of presentation
6. Signal for beginning of presentation

(c) Check the notes that you made at the beginning. Did you note down the same six points of importance?
Activity 1

Answers

The topics chosen will vary. However, focus on the Introduction. Ensure that the students use Greeting/His or her name/Designation etc when making the formal Introduction.

Activity 2

Answers

The speaker divides his presentation into 3 parts. What are they?

1. **Introduction** – what is Ecotourism?
2. **Body** - Elements that make an Eco tourist destination
3. **Conclusion** - Is Sri Lanka a good Eco tourist destination

Activity 3

Answers

(a) 1. Environmental degradation / damage to the environment
2. Over visitation / too many visitors damages the environment
3. Low use of local raw material
4. Little economic benefits to the villagers

(b) Benefits of Eco tourism:
1. The environment is protected.
2. Low impact on the environment because of smaller number of visitors.
3. High use of local raw material.
4. Economic benefits to the villagers.
Activity 4

Answers

A brief list under each topic is given. Accept any others that are relevant and logical.

1. Student unrest
   a) Lack of hostel facilities
   b) Inadequate bursary allowances
   c) Lack of /inadequate laboratory/equipment and other facilities
   d) Political interference
   e) Resentment towards disciplinary measures

   The ethnic conflict in Sri Lanka
   a) The language issue
   b) Inequality in sharing political power
   c) Violation of minority rights
   d) Division between the communities

   The prevalence of Dengue throughout the country
   a) Neglected lands and clogged drainage system
   b) Unauthorized structures which are not maintained
   c) Lack of awareness among the community about breeding grounds for mosquitoes
   d) General apathy on the part of community about garbage/solid waste disposal
   e) Inadequate infrastructure to handle garbage/solid waste

   General apathy on the part of authorities about maintaining and setting up effective system of garbage/solid waste disposal

2. List all the effects of ONE of the following:

   Destruction of forests
   a) Soil erosion
   b) Water bodies, water table, and environment affected
   c) Lack of habitat for wildlife
   d) Loss of biodiversity
e) Climate change

“All work and no play…”

a) Greater health problems
b) Increases stress and depression
c) Affects creativity
d) Increases social isolation and loneliness
e) Family breakdown

High importation of private vehicles

a) Valuable foreign currency remitted out of the country
b) Air pollution
c) Traffic congestion caused by too many vehicles on the road
d) Too many road accidents and deaths the local motor industry affected

Activity 5

Answers

The topics will vary and the organization will differ. Focus should be on logical organization.

Emphasizing Cause or Effect

Activity 1 & Activity 2

Answers

Note: Encourage students to complete this activity at home
OR
Do it as a group activity in class.
Check that students use a variety of expressions for ‘cause and effect’ – Discourage the use of the same expression over and over again.
Unit - 4
Part - 2

Activity 1

Answers

1. Responsible
2. Natural areas
3. Conserves environment
4. Improves wellbeing
5. Local people

Activity 2

Answers

Mass Tourism
- Large scale, over visitation, lot of people visit, organized groups to local destinations
- Environment degradation, large numbers pollute the environment, e.g. Sigiriya and the Dehiwela Zoo.
- Low use of local raw material, most of the food and other things used at the hotels are imported

Little economic benefit to the villagers, because the tourist don’t go outside much to eat, they go to the bar and the lounge in the hotel

Eco – Tourism
Small scale; visitors are interested in wildlife and the natural beauty of the place
Specialist groups go because they appreciate nature; the environment is protected; they care for the environment
High use of local raw material; the eco-tourists want to experience local material, the handicrafts
Economic benefits to villagers – tourists go because they want to see how the local people live, they appreciate it; they buy goods/handicrafts made in the village
World Eco-Tourism Hotspots

Costa Rica – best eco-tourist destination
Kenya – wild life
Alaska – pristine beauty
New Zealand – their tag line is 100% pure - unlimited vast areas of land
Botswana/ Gabon – known for their wildlife
Bhutan – known for tracking – near the Himalayas

Eco-Tourism in Sri Lanka

2500 year old history
Virgin forests, royal and ancient cities
Beautiful beaches
Salubrious hill country
Spectacular scenery
Virgin rain forest – Sinharaja, one of the few rain forests left in the world
7 UNESCO world heritage sites – Anuradhapura, Polonaruwa - etc
Biodiversity – ecological zone,
14 wildlife parks
Variety of wildlife species – highest diverse species in world – plants
animals etc.
Big 3 – Elephant, whale, and leopard
Large herds of wild elephant – Minneriya – a few minutes away from hotel
Hospitalable people – known for their “smile”, and hospitality

Benefits of Eco-tourism
Sustainable economy develops – the poor have improved status
Improves quality of tourism
Enhances foreign exchange earnings
Helps preserves natural areas – parks – tourists come not just for entertainment

Opportunity to interact with local villagers

Activity 3

Answers

1. Effects

Eco Tourism
1. Sustainable economy develops
2. Improves quality of tourism
3. enhances earnings – foreign exchange
4. Helps preserve natural areas
Mass Tourism
1. Environmental degradation
2. Over visitation
3. Low use of local raw material
4. Little economic benefit to villagers

2. Positive Effects of promoting Eco tourism in Sri Lanka

1. Preserves natural environment
2. Brings economic benefits to villagers
3. Hotels etc. turn to eco-friendly practices
4. Enhances economy of country
5. Improves the quality of tourism
6. Tourists enjoy and appreciate the experience

Activity 5
Answers

The following points are mentioned/repeated in the conclusion
Definition of eco-tourism
The main elements of eco-tourism
The places in the world where eco-tourism has been successful
Finally how Sri Lanka has many elements that make it a good eco-tourist destination

Activity 6
Answers

The correct order.
1. Summary of main points
2. Suggestions for future
3. Appropriate quotation
4. Concluding phrases
READING
DEALING WITH CAUSE AND EFFECT IN READING

Activity 8

Answers

1. The impact of eco-tourism
   The aspects outlined in the definition of eco-tourism are often not met. "However many ecotourism projects do not meet these standards. And even if some of the standards are followed, the local communities often face other negative impacts."

2. The main idea/s of each paragraph as well as the example/s that support these ideas.

<table>
<thead>
<tr>
<th>Paragraph No.</th>
<th>Main Idea/s</th>
<th>Supporting example/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(a) Even small groups have a negative impact on environment</td>
<td>- East African parks lack sanitation facilities - results in pollution of rivers - this affects livestock, people who draw drinking water from these sources</td>
</tr>
<tr>
<td></td>
<td>(b) Eco-tourism necessitates additional infrastructure and amenities</td>
<td>- Construction of water treatment plants, sanitation facilities, tourist lodges - Exploitation of non-renewable energy - utilization of already limited local resources - deforestation - Mexico - habitat deterioration of rare species of butterflies</td>
</tr>
<tr>
<td>3</td>
<td>Garbage and pollution associated with western lifestyle impact on environment</td>
<td>- Scientist observe eco-tourists rarely acknowledge day-to-day activities such as meals eaten, flushing toilets, water they drink impact on the environment</td>
</tr>
</tbody>
</table>
4. a) Pressure on local environment; garbage pollution associated with Western lifestyles
   b) People forced to leave their homes; lack of adequate facilities for people who live in park areas; contamination of energy resources; flora and fauna are disturbed

5. How does this paragraph support and further explain this statement?

   In the next sentence the paragraph goes on to say –

   “... one scientist observes, eco-tourists rarely acknowledge how the meals they eat, the toilets they flush, the water they drink, and so on, are all part of the ecological systems that they impact on with their activities.”

6 a) True

   Paragraph 1, Lines 1 & 2- Ecotourism has become one of the fastest-growing sectors of the tourism, growing annually by 10-15% worldwide.
b) True

Paragraph 1, Lines 7 & 8 - South Africa, for example, is one of the countries that is reaping significant economic benefits from ecotourism.

c) False

Although ecotourism is intended for small groups, those who support ecotourism fail to see that even a modest increase in population, however temporary, puts extra pressure on the local environment.

d) False

Paragraph 4, Lines 2-4 - Eco-tourists believe that because they are only taking pictures and leaving footprints, they keep ecotourism sites pristine, but even harmless sounding activities such as a nature hike can be ecologically destructive.

7. i) these standards - The aspects included in the definition of ecotourism
ii) this money - money generated from eco-tourism
iii) they - the day-to-day activities that eco-tourists engage in
iv) it - the activity of viewing wildlife

8. The article does not support eco-tourism. This is noted in the final paragraph where it mentions that:

(a) "...many argue that eco-tourism is neither ecologically or socially beneficial ..."
(b) "...some argue that these examples provide rationale for stopping it altogether."
READING/WRITING/LISTENING

Activity 8

Answers

Similarities
Acknowledges that eco-tourism –
- is small scale tourism
- promotes appreciation of natural beauty and the environment
- brings economic benefits to country
- brings economic benefits to community
- can have harmful effect, destroy local resources for constructing larger facilities
- can contribute to exploitation of local labour
- can have damaging effect on natural environment

Differences

Mr Mithapala says that –

Proper planning, consideration of ethics and a heart should be there in promoting eco-tourism. He condemns the action of some private companies commercializing eco-tourism, and calls it “green washing”. He points out that eco-tourism is the way forward, and there is a need to adjust from mass-market tourism to eco-tourism.

The reading passage states that –

Many argue that eco-tourism is neither ecologically or socially beneficial and that studies are being conducted to improve eco-tourism structure, and from these examples that some argue that it should be stopped altogether.

The information presented will vary, but needs to be accurate and logical.
Pay particular attention to the introduction and conclusion.
Emphasise the need to have an outline for the presentation, a summary and effective conclusion.
Take the opportunity to note how different texts on the same Topic can present different viewpoints.
Emphasize the need to read (or listen) carefully and understand the writer’s (or speaker’s) point of view.
Appendix 5.2

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Tutors/Visiting Academics

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion about the additional materials provided?  
2) In what ways would additional course materials be useful to the students?  
3) Have you provided extra materials for the students? What was their response?  
4) Could you please try out the web links provided in the lesson? How useful were they?  
5) Would you provide web links of this kind to the students?  
6) Would you give similar references to grammar and vocabulary learning? Would they be useful for the students?  
7) Would your students refer to those additional sources?  
8) What is your opinion about the inclusion of self-assessment questions and reflective questions in the unit? How do you think students' would respond to such questions? Will they benefit from such questions?  
9) Do you think the provision of an answer key to the students will be beneficial for them?  
10) Does your students use smart phones for study purposes?  
   If so what kind of resources do they access?  
   Have you tried helping them access those resources?

New materials to enhance critical thinking

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?  
2) How do you see its potential to create interest among the learners and get them engaged in learning
3) Do you think the activities will enhance critical thinking skills of the learners? Please give reasons.
4) What is your opinion on moving from familiar to unfamiliar contexts in learning? Can the same technique be applied in relating generic skills to subject specific language skills?
5) Any other comments, opinions or suggestions.
Appendix 5.3a

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Tutors/Visiting Academics

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion about the additional materials provided?
   A: *Easy to understand, interesting and useful.*

2) In what ways would additional course materials be useful to the students?
   A: *They can evaluate their grasp of the new material/lesson.*

3) Have you provided extra materials for the students? What was their response?
   A: *No, not yet.*

4) Could you please try out the web links provided in the lesson? How useful were they?
   A: *Did try, but couldn’t access.*

5) Would you provide web links of this kind to the students?
   A: *Yes.*

6) Would you give similar references to grammar and vocabulary learning? Would they be useful for the students?
   A: *Yes. The majority will not make use of these links, but this is for the benefit of the handful who will make use of all the opportunities that come their way to enhance their studies/knowledge*
7) Would your students refer to those additional sources?
A: *Not the majority.* A few would. As this programme is catered to adult students, the majority of them come with a lot of commitments – looking after their young families, coping with their employment problems, looking after elderly parents etc. It is difficult for most of them to be absolutely committed to their studies. These practical issues do hinder students to find time to refer to additional sources.

8) What is your opinion about the inclusion of self-assessment questions and reflective questions in the unit? How do you think students' would respond to such questions? Will they benefit from such questions?
A: *I fully endorse the inclusion of self assessment and reflective questions.* For instance, in addition to what has been mentioned in the suggestions for existing material for self assessment (learners can test how much they have actually grasped), it also makes them go through the lesson they have learned immediately after. This will help them retain their knowledge even better.

*Reflective questions will, as the name implies, help the learners `reflect` on what has been learnt, and widen their existing knowledge which they will make use of in different ways.*

9) Do you think the provision of an answer key to the students will be beneficial for them?
A: Yes, *it will be beneficial* – whether one opts to think of the correct answer and refer to the answer key to check whether one is on the correct track, or whether one feels too lazy to think of the correct answer when the answer is already there!

10) Do your students use *smart phones* for study purposes?
   If so what kind of resources do they access?
   Have you tried helping them access those resources?
   A: Yes, *they do.*
Mostly to refer to their dictionaries.

No, so far it has not been necessary.

New materials to enhance critical thinking

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?
   A: Appropriate

2) How do you see its potential to create interest among the learners and get them engaged in learning?
   A: Can create immediate interest as it is relevant to each and every student. As there are students from various backgrounds, belonging to different cultures in the classroom itself, this is a topic that has a lot of potential to hold the students’ interest throughout the lesson.

3) Do you think the activities will enhance critical thinking skills of the learners?
   Please give reasons.
   A: Yes, definitely. From planning a presentation of a travel tour to evaluation of one’s own writing, students are provided with many opportunities to enhance their critical thinking skills. When students are given a rubric and asked to give marks to presentations according to that. They have to concentrate on all the aspects of the presentation which will in turn show how far they have grasped the concept of critical thinking.

4) What is your opinion on moving from familiar to unfamiliar contexts in learning?
   Can the same technique be applied in relating generic skills to subject specific language skills?
   A: That is a method that can hold the students’ interest. ‘Known’ contexts will activate their existing schemata and pave way to the ‘unknown’. This will not
burden the student with unfamiliar information at the beginning of the lesson, but the student can easily ‘slip into’ new knowledge and enjoy the process too.

5) Any other comments, opinions or suggestions.
I find the suggested additions very interesting and useful and hope this will create more interest in the students’ learning too.

Tutor 1- feedback
Appendix 5.3b

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Tutors/Visiting Academics

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion about the additional materials provided?
   *They are suitable and useful*

2) In what ways would additional course materials be useful to the students?
   *They need support in vocabulary learning and the given references and web resources can be useful for them*

3) Have you provided extra materials for the students? What was their response?
   *Sometimes and they like the materials which relate to them more*

4) Could you please try out the web links provided in the lesson? How useful were they?
   *The web link leads to more resources for vocabulary learning which can be useful for students*

5) Would you provide web links of this kind to the students?
   *Yes and I have provided them with many web links which could be useful to them*

6) Would you give similar references to grammar and vocabulary learning? Would they be useful for the students?
   *Yes*

7) Would your students refer to those additional sources?
The time available may restrict the students from accessing those additional references. Further, some guidance should be given to them as to how and where they can access these materials.

It would be useful if additional materials related to science is provided as students are keen to learn science related things.

8) What is your opinion about the inclusion of self-assessment questions and reflective questions in the unit? How do you think students' would respond to such questions? Will they benefit from such questions?

Those questions are very useful as it makes them think critically. Critical thinking is essential for self-learning. It would be a bit difficult for the weaker students to respond to those questions but it would be possible with some guidance from the teacher in the contact sessions.

9) Do you think the provision of an answer key to the students will be beneficial for them?

It would be useful provided the students refer to it only after completion of work. This way it would promote their self-assessment and self-learning.

10) Do your students use smart phones for study purposes?

Sometimes

If so what kind of resources do they access?

Vocabulary (dictionary), information, images

Have you tried helping them access those resources?

Yes I have guided them

New materials to enhance critical thinking

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?

Culture relates to all the learners and therefore it is a very appropriate theme for every learner
2) How do you see its potential to create interest among the learners and get them engaged in learning?

This themes can be used in many ways to engage the students in learning. Many subtopics can be included under the main theme culture. Further, this can be used to start with the relevant context (local culture) and move on to the less familiar context (international culture). The same techniques can be used to teach subject (science) relevant language skills.

3) Do you think the activities will enhance critical thinking skills of the learners? Please give reasons.

Yes. The activities are organized in a way that they make students activate their background knowledge and gradually move into unknown contexts. This makes the learners think and do more learning on their own. These activities make use of the background knowledge of the learners.

4) What is your opinion on moving from familiar to unfamiliar contexts in learning? Can the same technique be applied in relating generic skills to subject specific language skills?

This is an effective technique. Yes this can be used to teach subject specific language skills.

5) Any other comments, opinions or suggestions.

More supplementary materials can be provided to the students, specifically to help them with difficult areas like grammar, vocabulary, etc. Technology should be incorporated more, Eg. video clips, audio clips, power point presentations, etc. More support for writing

More time for this lesson, other units and for the whole course is a requirement

Tutor 2 - feedback
Appendix 5.3c

Course Materials in English for General Academic Courses Programme (EGAP)
Questionnaire for Tutors/Visiting Academics

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion about the additional materials provided?
   The additional materials provided seem to be appropriate and useful.

2) In what ways would additional course materials be useful to the students?
   The materials can be useful to the students who make that extra effort to engage in self-studies and find more knowledge. These additional materials can help students to learn more about vocabulary and other language structures but this will serve only the students who are motivated.

3) Have you provided extra materials for the students? What was their response?
   Yes. I sort of try to modify or adapt materials to relate to their background and context. This proves to be more effective.

4) Could you please try out the web links provided in the lesson? How useful were they?
   They were useful and more such resources can be given to the students. It is important to make them familiar with web resources.

5) Would you provide web links of this kind to the students?
   Yes and we can motivate them to find new resources.

6) Would you give similar references to grammar and vocabulary learning? Would they be useful for the students?
   They will be useful.
7) Would your students refer to those additional sources?

*It depends on the motivation of the students. Teachers should make an effort to introduce them in the classroom and incorporate them in the contact sessions.*

8) What is your opinion about the inclusion of self-assessment questions and reflective questions in the unit? How do you think students’ would respond to such questions? Will they benefit from such questions?

*Those questions are useful and effective to enhance critical thinking in the students. This promotes self-learning. To what extent the students do these questions depend on the time, student motivation and the support from the teacher in the contact sessions.*

9) Do you think the provision of an answer key to the students will be beneficial for them?

*Yes. It will promote self-monitoring and self-learning but the students should be genuinely interested in learning as to not to check the answers beforehand.*

10) Do your students use smart phones for study purposes?

*Sometimes*

If so what kind of resources do they access?

*Mostly the dictionary*

Have you tried helping them access those resources?

*I have instructed them to find more information through web resources*

**New materials to enhance critical thinking**

**Unit Theme - Cultural Awareness**

1) What is your opinion about the choice of theme ‘Cultural Awareness’ as the unit theme?

*The theme is appropriate as it is relevant to all the learners*
2) How do you see its potential to create interest among the learners and get them engaged in learning

*We should mix our local culture with language teaching* as it relates to the students and their background knowledge. Therefore, it is easy for them to understand it.

3) Do you think the activities will enhance critical thinking skills of the learners? Please give reasons.

The activities are designed and presented in way of increasing difficulty. It also start from familiar local culture and move onto unfamiliar foreign cultures. This makes them *think critically* by relating thing as well as comparing and contrasting things.

4) What is your opinion on moving from familiar to unfamiliar contexts in learning? Can the same technique be applied in relating generic skills to subject specific language skills?

*This techniques should be effective and applicable in any context* and specially in when moving from general to subject specific language skills.

5) Any other comments, opinions or suggestions.

The time given for the whole course, units as well as the new lesson is rather inadequate. There should be more time in the contact sessions for the teacher to interact with the students. It should start at a basic level which the students are comfortable at and let the students to gain confidence and to build a good rapport with the teacher. Then it will be easy to move onto more unfamiliar and difficult language structures.

*Due recognition should be given to the teachers' knowledge and experience and those should be used as resources in developing the course.*

Tutor 3 - feedback
Appendix 5.3d

Answers for the questionnaire
Supplementation for the existing materials – Unit 4 (eco-tourism)

1. Additional material provided is an extension to the basic lesson. It more emphasizes reading and writing skills while basic lesson emphasizes on listening and speaking skills. This can be seen throughout the EGAP course materials.

2. Additional material helps to establish the knowledge gathered through basic lesson, further. After showing students the video as a whole group, students go back to their usual groups and continue additional tasks in order to improve their reading and writing skills and to establish what they learnt during previous activity.

3. It is a tight program and teachers find it is very difficult even to complete all the tasks provided in the materials within day schools. But sometimes we try to introduce some related tasks based on their major academic field. Eg for science students, I try to introduce some science related tasks instead of tasks provided in the materials.

4. Web links seem to be very useful to the students to enhance their language skills and aware about how technology can be used to enhance their skills. Students can use such links even to gather subject knowledge rather than language skills.

5. Yes, I prefer to introduce those links to guide students through self-studying.

6. Yes, there are lot of web sites that can be used to improve grammar and vocabulary too.

7. I have not seen they use them, but some students might use additional resources to improve their skills.
8. **Self-assessment questions are very useful** in this type of program where students have to engage more on self-studying. They must work additional time to study on their own. **Reflective questions** also help in this unit much. Not only in this unit they are helpful throughout the EGAP program.

9. As I think providing **answer key to the students should be given after they complete the task** and checked by the tutor. Otherwise students try to use it to complete the tasks which hinder their thinking power.

10. During the class they have not much time to use phones. But sometimes I have asked them to use their **phones to look for a meaning or definition** of a particular word. (I have not an idea about the current situation as I am not actively taken part in teaching for few years)

**New material – Cultural Awareness**

1. The theme ‘Cultural Awareness’ seems **appropriate** when considering the content. The only problem which I can see is, it has become a political issue not only in Sri Lanka but also throughout the world. Some can criticize that this is more on Sinhala and Buddhist culture.

2. According to my point of view, this lesson covers most of the language skills expected. It is **very interesting** to the students to engage in those activities and thereby grasp language skills easily.

   Student will engage in activities more actively.

3. It caters less in enhancing critical thinking. Students are more engaged in what they are asked to do but **not something much to think critically**, throughout the lesson. This is the nature of the topic itself but your attempt to make them think critically has sometimes successful (ex. comparing different cultures). Then again it becomes political issue?
4. Moving from familiar to unfamiliar has no doubt of an effective learning technique. It is natural way of learning not only language but also any context. In this lesson task 6 is to describe their tour of another country. Most of the students have not visited another country. So they feel difficult to carry out such activity. It would have been better if you ask them to describe local tour or provide materials on different places and make them completing task.

5. Your task is quite important in enhancing student’s language skills. Further it helps to make learning English more attractive.

As I mentioned earlier, it is very difficult to understand why this EGAP was introduced commonly to all the students. Learning of English may be similar, but different programs of study have different objectives. For example, for science students the material be essentially science related. Actually, there are enough such materials which can be used to improve English and Science both at the same time.

Tutor 4 - feedback
Appendix 5.3e

Activity two: I suggest that it will be better if we focus on any sub topics on the Eco tourism or related to the very recent activity or lesson as the presentation is about Eco tourism.

In dealing with cause and effects...
I feel that the apprentice student will be confused to discriminate causes and effect, some time they may be able to understand, any way I suggest to give them more examples on causes and effects.

“The way we present the facts tells the listener or the reader what we have focused on’. I suggest “perceives “is better instead of “tells”

In activity 4

List all the effects of ONE of the following:
  Destruction of forests
  “All work and no play…”
  High importation of private vehicles

“All work and no play…” would have been defined with a dash or with in brackets.

Activity 5 is very successful as it has given the examples for each verbal expression.

In Emphasizing Cause or Effect...
It’s clear to the student on what emphasizing since there is a comparison. Therefore it is successful.

Unit 04 activity 01: I suggest it would have been given with an example then it will be easy to fill the diagram.
Note: On my point of view the task and comprehension are excellent specially to the EGAP progarme.
I suggest to make provision to give them the tasks and assignments to prepare and present multimedia presentations and writing assignments at the class room.

Tutor 5
Appendix 5.4

Course Materials in English for General Academic Courses (EGAP) Programme
Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?
2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?
3) What do you think about incorporating or complimenting text materials with web based materials?
4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?
5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?
6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?
7) What is your opinion about the supplementary materials provided on subject specific language skills? (eg. experiments - processes)

New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?
2) How do you see its potential to create interest among the learners and get them engaged in learning.
3) What is your opinion on the effective integration of the skills through the activities given?
4) What is your opinion on the potential of the unit to enhance critical thinking among learners?
5) Any other comments, opinions or suggestions for improvement.
Appendix 5.5a

Course Materials in English for General Academic Courses (EGAP) Programme

Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?

*Vocabulary is an essential part of language learning. Therefore, supporting students with a list of vocabulary for each language area would be beneficial*

2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?

*Yes. Several websites were accessed at the phase of gathering information for writing materials.*

3) What do you think about incorporating or complimenting text materials with web based materials?

*If the material writer has already referred web-based materials, there’s no need to include the links separately*

4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?

*According to my opinion, the use of modern technological devices directly enhance language learning.*

5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?

*I think it is a good way of making the student revise what has been taught*

6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?

*Some students might not be familiar with the technological facilities necessary for web-based workshops.*

7) What is your opinion about the supplementary materials provided on subject specific language skills? (eg. experiments - processes)
In my opinion, since subject specific vocabulary needed for science undergraduates are not provided adequately in EGAP materials, it can be provided through supplementary materials.

New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?

The concept is good if it can be reworded to bring in a sense of inclusiveness and to blend with the existing themes.

Suggested theme units - *Different world cultures

* Diverse cultures

2) How do you see its potential to create interest among the learners and get them engaged in learning.

The theme is interesting and enjoyment in learning will increase if video clips could be included

3) What is your opinion on the effective integration of the skills through the activities given?

Integration of reading, writing and speaking skills can be noted. However, the listening skill does not seem to be included.

4) What is your opinion on the potential of the unit to enhance critical thinking among learners?

According to my opinion, this unit enhances critical thinking through activities like task 7

5) Any other comments, opinions or suggestions for improvement.

When the suggested unit is incorporated into the course materials, the lesson plan should be included in the teacher's guide.

Course Material Writer - 1 (feedback)
Appendix 5.5b

Course Materials in English for General Academic Courses (EGAP) Programme

Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?

Language learning is more than learning a list of words. Learning through contextual situations would be more beneficial.

2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?

No

3) What do you think about incorporating or complimenting text materials with web based materials?

I think it is good because whatever is incorporated in the materials can be confirmed by providing web-links.

4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?

Unless the student is well focused, it can deviate his/her attention and also waste time.

5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?

Although it is a welcome change, more study hours than required will have to be spent by the students (it will exceed the required study hours for the credit limit).

6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?

If trained resource persons and reliable resources can be made available, workshops of this kind will prove to be an effective method of language teaching.

7) What is your opinion about the supplementary materials provided on subject specific language skills? (eg. experiments - processes)
Since our aim of the EGAP course is to provide general academic language skills required for undergraduates in any field of study, I do not see a necessity to provide supplementary materials on subject specific language skills. In my opinion, incorporation of language skills such as describing a process, research presentations, writing abstracts/research papers, within the main materials would be useful.

New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?
   Interesting theme and it will create interest among students

2) How do you see its potential to create interest among the learners and get them engaged in learning.
   A culture could be effectively learnt through watching video clips

3) What is your opinion on the effective integration of the skills through the activities given?
   Activities have been designed to practice the skills based on the same theme.
   There is an integration of skills among the given tasks.

4) What is your opinion on the potential of the unit to enhance critical thinking among learners?
   The theme has the potential to enhance critical thinking as it takes students from known to unknown contexts which helps to activate their schemata on the given topic.

5) Any other comments, opinions or suggestions for improvement.
   Time allocated for this unit is 3 hours and according to my opinion, this time is insufficient for this lesson.

Course Material Writer 2 - Feedback
Appendix 5.5c

Course Materials in English for General Academic Courses (EGAP) Programme
Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?
   *Students hardly spend time of additional references. Therefore, it would be more effective if those vocabulary items are incorporated in the lesson itself.*

2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?
   *Not yet*

3) What do you think about incorporating or complimenting text materials with web-based materials?
   *It is good because it provides good opportunities for the learners to get familiar with the web resources.*

4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?
   *My opinion is that it will create interest in the learners.*

5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?
   *It will be useful and enhance their self-learning skills. At the same time, the additional time that needs to spent on it will be an issue.*

6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?
   *Web-based workshops may be a bit unfamiliar for the learners and it needs to be trailed and introduced gradually. Face-to-face workshops will be effective as learners are more used to it.*

7) What is your opinion about the supplementary materials provided on subject specific language skills (eg. experiments - processes)?
This will be a useful step as learners are keen to learn the skills relevant to their science subjects.

New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?
   
   *This is appropriate and also a current theme*

2) How do you see its potential to create interest among the learners and get them engaged in learning.
   
   *This has the potential to activate the students' background knowledge and also it relevant to all the learners.*

3) What is your opinion on the effective integration of the skills through the activities given?
   
   According to my opinion, the effectiveness of integration depends on the order in which the skills are incorporated. In the lesson given, speech activities are found in between reading and writing tasks. Productive skill enhanced by all other skills as speech is included at the end.

4) What is your opinion on the potential of the unit to enhance critical thinking among learners?
   
   *The activities require a great deal of thinking, relating and use of background knowledge. This can be expected to enhance their critical thinking skills.*

5) Any other comments, opinions or suggestions for improvement.
   
   The lesson can be improved and made interesting by inclusion of audio and video clips. Further, the lesson should be expanded by incorporating more activities and different sub topics relevant to cultures.

Course Material Writer 3 - Feedback
Appendix 5.5d

Course Materials in English for General Academic Courses (EGAP) Programme
Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?

Additional support is needed for vocabulary learning and those additional references provided can be useful. At the same time, many students do not refer to additional resources due to time constraints and it would be better if those can be incorporated in the materials or the teachers can use them in the classroom.

2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?

Yes and many of the web-resources were accessed while writing materials for EGAP

3) What do you think about incorporating or complimenting text materials with web based materials?

Some students may be familiar with and may be having the facilities to access web based materials. For the majority of the students, more guidance and help from the teachers is needed. It would be useful to incorporate web-resources in the materials.

4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?

It can be very useful if it is used with proper focus and discipline

5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?

Those are useful and have the potential to make the students think critically. At the same time, the time spent on it would be a problem as the EGAP is a very structured, short term course. A way to monitor whether the students do those questions and guidance on that is also a necessity.
6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?  
*This can be useful specifically the face to face workshops.*  
*Web based workshops is a fairly new concept for the students and need to be introduced gradually.*

7) What is your opinion about the supplementary materials provided on subject specific language skills (eg. experiments - processes)?  
*This will be useful for the students as they are keen to learn discipline specific language skills. They may need some guidance and motivation do the extra materials as time is a huge constraint.*

**New materials to enhance critical thinking -**

**Unit Theme - Cultural Awareness**

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?  
*This is an appropriate theme for EGAP*

2) How do you see its potential to create interest among the learners and get them engaged in learning.  
*This relates to the background of the learners and it can create interest among them. Further, this is a very current topic which can create interest among learners.*

3) What is your opinion on the effective integration of the skills through the activities given?  
*The integration of skills are effective as there is a gradual progression from affective skills to productive skills. It should be noted that listening skill is not included much in the lesson.*

4) What is your opinion on the potential of the unit to enhance critical thinking among learners?  
*The activities are designed in a way that make students to think critically. According to my opinion, this lesson is effective in enhancing critical thinking skills.*

5) Any other comments, opinions or suggestions for improvement.
The lesson would be more effective with incorporation of technology (video clips).

The lesson be made more lively by addition of more activities on different features of various cultures.

Course Material Writer 4 - feedback
Appendix 5.5e

Course Materials in English for General Academic Courses (EGAP) Programme
Questionnaire for Course Material Writers

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What is your opinion on the additional references provided for vocabulary learning? Would you recommend such additional support?
   *it will help those who are interested and motivated*

2) Have you visited any of the websites provided or different websites in order to incorporate them in the course materials? If so what is your experience on that?
   *No*

3) What do you think about incorporating or complimenting text materials with web based materials?
   *It is useful*

4) What is your opinion on the effectiveness of the use of smart phones or other electronic items for language learning?
   *It depends on how the student uses it. If he/she uses the target language it will be very beneficial - songs, facebook, internet, dictionary, etc*

5) What is your opinion about the effectiveness of self-assessment questions (SAQ), reflective questions and discussion points in the lesson?
   *It depends on the motivational level of the student, the teaching/learning environment, the desire to add value/quality to their learning etc.*

6) What is your opinion on the inclusion of workshops (web based/ face to face) to compliment different language focus areas in the EGAP programme?
   *Good - especially because Sri Lankans are used to face to face teaching*

7) What is your opinion about the supplementary materials provided on subject specific language skills? (eg. experiments - processes)
   *Useful*
New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) What is your opinion about the choice of theme 'Cultural Awareness' as the unit theme?
   Good

2) How do you see its potential to create interest among the learners and get them engaged in learning.
   can be exploited

3) What is your opinion on the effective integration of the skills through the activities given?
   Good

4) What is your opinion on the potential of the unit to enhance critical thinking among learners?
   Can be developed further

5) Any other comments, opinions or suggestions for improvement.
   What is Critical Thinking: even comparing and contrasting could be CT, Pros and Cons, Traditional and Modern etc.

   In my opinion, that section should be developed further. What about comparing marriage customs from countries in the region or from two different continents?
   - New Year celebrations, marriage, religious festivals, etc,
   - Souvenirs, (and their hidden meanings like in the Russian Dolls)
   - Clothes
   - Marriage rituals/ clothes
   - Caste?
   - Traditional sports
   - Traditional entertainment

   Power Point Presentation:
   Can the students get together to practice?
   Give them a time frame.
   Show a video.
Self evaluation Form/rubric and a Peer Evaluation Form/rubric would be useful. There was one, but if possible, make it shorter.

Course Material Writer 5 feedback
Appendix 5.6

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Students

Supplementation for existing materials - Unit 4 (Eco-tourism)
1) What additional materials have you referred to for improving your vocabulary?
2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?
3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?
4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?
5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?
6) Have you referred to the answer key to the unit. How did it help you?

New materials to enhance critical thinking -
Unit Theme - Cultural Awareness
1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?
2) In what ways does it relate your culture to cultures of other countries?
3) Do you find this theme interesting? Please give reasons.
4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?
5) What are the problems you face in completing the unit/activities?
6) Any other comments, opinions or suggestions for improvement.
Appendix 5.7a

Questionnaire for Students
Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What additional materials have you referred to for improving your vocabulary?
   dictionary

2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?
   No

3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?
   Could not go to the web site

4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?
   No smart phone. use dictionary in normal phone

5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?
   useful

6) Have you referred to the answer key to the unit. How did it help you?
   Useful

New materials to enhance critical thinking -
Unit Theme - Cultural Awareness

1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?
We know about the places

2) In what ways does it relate your culture to cultures of other countries? comparing cultures. similarities and differences

3) Do you find this theme interesting? Please give reasons.
   Interesting

4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?
   yes. we have to look for more information from internet

5) What are the problems you face in completing the unit/activities?
   not enough time for some activities

6) Any other comments, opinions or suggestions for improvement.
   More time for speaking. Listening activities
   Activities relevant to science

Student 1
Appendix 5.7b

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Students

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What additional materials have you referred to for improving your vocabulary?

   Dictionary, glossary, books

2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?

   No

3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?

   Website is useful

4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?

   It is easy and useful.

5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?

   Yes. Help to think and organize points.

   to learn vocabulary in presentations

6) Have you referred to the answer key to the unit. How did it help you?

   Useful. Help check our answers.
New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?
   The places we know and the lesson give more details

2) In what ways does it relate your culture to cultures of other countries?
   Comparing cultures help to learn about different cultures

3) Do you find this theme interesting? Please give reasons.
   Theme is about things we know and it is interesting

4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?
   Yes. We have to think and discuss to do the activities. Have to find information from internet.

5) What are the problems you face in completing the unit/activities?
   Time is not enough or presentation and discussions. Some activities are difficult.

6) Any other comments, opinions or suggestions for improvement.
   More multimedia, videos
   More time for group work
   Interesting themes like this
   More time for classes

Student 2
Appendix 5.7c

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Students

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What additional materials have you referred to for improving your vocabulary?
   dictionary

2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?
   No

3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?
   Good

4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?
   Easy and useful

5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?
   we have to plan and organize information

6) Have you referred to the answer key to the unit. How did it help you?
   it is useful. we can do work at home
New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?

   *it give more details*

2) In what ways does it relate your culture to cultures of other countries?

   *we learn about our culture and other cultures. learning about our culture helps to learn about other cultures through comparing*

3) Do you find this theme interesting? Please give reasons.

   *It is interesting because it is relevant*

4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?

   *activities need discussing with group and organizing information. it make us think*

5) What are the problems you face in completing the unit/activities?

   *Activities need more time for discussion. Some activities are difficult. class time is not enough*

6) Any other comments, opinions or suggestions for improvement.

   *more time for activities and speaking
   more support from the teacher
   video and multi media*

Student 3
Appendix 5.7d

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Students

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What additional materials have you referred to for improving your vocabulary?
   books, dictionary, web

2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?
   the web link

3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?
   They are useful

4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?
   It is good, do not have a smart phone but use dictionary in the normal phone

5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?
   difficult to write but good

6) Have you referred to the answer key to the unit. How did it help you?
   It is useful
New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?
   Lesson give *more information* about the places

2) In what ways does it relate your culture to cultures of other countries?
   There are *same features* in cultures and some *differences*

3) Do you find this theme interesting? Please give reasons.
   Theme is interesting and *we know about the culture*

4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?
   Activities are difficult but interesting. *Have to think a lot*

5) What are the problems you face in completing the unit/activities?
   Given *time is not enough*. Difficult to do. No time to discuss

6) Any other comments, opinions or suggestions for improvement.
   More time for activities and lessons. More time to discuss.
   More use of *multimedia and videos*
   More time for speaking

Student 4
Appendix 5.7e

Course Materials in English for General Academic Courses Programme (EGAP)

Questionnaire for Students

Supplementation for existing materials - Unit 4 (Eco-tourism)

1) What additional materials have you referred to for improving your vocabulary?
   glossary, dictionary

2) Which references provided in the unit, for additional vocabulary exercises, have you referred to?
   Not any of them so far

3) Can you visit one of the websites mentioned in the lesson? What is your opinion on that?
   It is useful

4) Please use smart phones to access dictionaries. If you do not have a phone, borrow it from a friend. How do you feel about the experience? Could you please download the given dictionary or any other dictionary and tell us about your experience in using a dictionary on your phone?
   This is a good thing

5) Please answer the self-assessment questions and reflective questions given in the lesson. In what ways do they make you think? Do you find the experience useful?
   Difficult but useful, make us think

6) Have you referred to the answer key to the unit. How did it help you?
   It is useful

New materials to enhance critical thinking -

Unit Theme - Cultural Awareness

1) How does this lesson help you to learn more about the culture of your country (Sri Lanka)?
   Use our knowledge on this, these are known places
2) In what ways does it relate your culture to cultures of other countries?
   *Similar things and different things in cultures*

3) Do you find this theme interesting? Please give reasons.
   *Theme is interesting*
   *We know about the places, this give more information*

4) Do the activities make you think beyond the lesson? In what ways? Does it help to access more knowledge?
   *We have to find out more information*

5) What are the problems you face in completing the unit/activities?
   *Time is not enough*
   *Last activities are interesting but difficult*

6) Any other comments, opinions or suggestions for improvement.
   *Need more time*
   *Videos and multimedia*
   *Power point presentations*

Student 5