Chapter III

Method and Research Procedure
Flow Chart 3.1: Total Method & Procedure
Introduction

The chapter is to provide an elaboration on some distinguishing features of the thesis. As it has been mentioned before, the main objective of the study, which is compatible with the title, is to demonstrate whether a contrastive study of lexical knowledge between ESL&EFL (Mysore & Tehran) at undergraduate level is meaningful or not. It is worth noting that several null hypotheses and sub-hypotheses are suggested. In order to reject or confirm the above null hypotheses and sub-hypotheses, a brief explanation on the subjects who participated in the research study, the instrumentation, which was used throughout the survey and the procedure of the research along with elaboration on the design blue prints are taken into serious consideration.

Subjects

Subjects are called testees, examinees, candidates or the objects of study. In order to provide a reasonable answer to the research questions, samples are selected randomly from first undergraduate students in which English is the medium of instruction from both genders within the age groups ranges from 17 to 25. The detailed specifications of the selected subjects are as follows:

a. 20 Mysorean undergraduate students as ESL learners aged 17-25 from equal both genders (10 Males and 10 Females) selected at random from Mahajana college from separate five classes, each class comprises four students both equal males and females. The group is selected as a sample from the whole students in which 250 students who use English as a medium of instruction are to be selected randomly as pedestal or main group.

b. 20 Tehrani undergraduate students as EFL learners aged 17-25 from equal both genders (10 Males and 10 Females) selected at random from Azad University Central branch from separate five classes, each class comprises four students both equal males and females. The group is selected as a sample from the whole students in
which 250 students who use English as a medium of instruction are to be selected randomly as pedestal or main group.

c. 250 first undergraduate level students with equal males and females are selected randomly from the total 298 students who learn English language as the medium of instruction aged 17 to 25 from five classes from Mahajana College located in Mysore.

d. 250 first undergraduate level students with equal males and females are selected randomly from the total 303 students who learn English language as the medium of instruction aged 17 to 25 from five classes from Azad University Central branch located in Tehran.

**Instrumentation**

The instruments used in the research study are as follows:

a. ETS (Educational testing service) TOEFL test (Appendix A) is applied to the Mysorean & Tehrani first undergraduate students as ESL learners and EFL learners respectively within the age group 17-25 from equal both genders selected at random from Mahajana college and Azad University Central branch from separate five classes (Five classes in Mysore and five classes in Tehran). The researcher intends to classify the students into three groups ‘L stands for Low’, ‘Me stands for Medium ’& ‘H stands for High’. To achieve the goal, the researcher applies the formulae between +1 SD (One standard deviation above the mean) & -1 SD (One standard deviation below the mean) for medium (Me) students as well as less than -1SD for low (L) level students and more than +1SD for high (H) level students (The students who score more in TOEFL tests). The TOEFL test applied by the researcher includes three sections. However, section 1, which tests listening skill is discarded due to lack of facilities or lack of cooperation of authorities, which affect homogeneity of the test procedure. Thus, section 2 and 3 are administered to the testees. Section 2 includes structure and written expression to test the testees’ abilities in identifying the correct word, phrase, clause and sentences. It tests the testees’ abilities in identifying the correct tenses and moods, word order, pronouns, agreement and different parts of speech as well as their knowledge in detecting of errors underlined in English sentences. Section 3 is designed to test the ability of students in reading and understanding the short passages in English. It includes different passages with various general topics. It is worth noting that the passages are formal, neutral and objective, which are appropriate for
academia. Following each reading passage, respective questions are asked in the form of multiple choices. The questions are to elicit the general knowledge of testees on main idea, detailed components, and relationship between the ideas, inferences, vocabulary knowledge, and referential relationship, organization of ideas and information, which should be conveyed through the passages. Totally, 80 minutes are specified for TOEFL tests. The allocated time based on standard TOEFL instructions for Section 2 with 40 items and Section 3 with 50 items is 25 minutes and 55 minutes respectively.

b. The main test addendum to background knowledge, which is only to elicit the general information from the main group, is also administered. The background knowledge questionnaire with 15 minutes and main test with 55 minutes allocated time (110 items each one with 30 seconds allocated time, which are determined in the pilot study) are administered in terms of all categories and sub-categories. They comprise near synonymy, propositional synonymy, complementaries, graded antonymy, converse or relational antonymy, auto-antonymy, flexible idiomaticity, frozen idiomaticity, collocation, concrete category and abstract category at both word and sentence levels. Each part of the mentioned categories and sub-categories contains 10 items with 5 items at word level and 5 items at sentence level. (The means of allocated time drawn from both Mysorean and Tehrani students indicate 30 minutes are suitable time for the main test).

Procedure

In order to reduce the effect of personal preferences and other extraneous factors, which influence the results of the research, the following procedures are employed (The procedure is a modified version adopted from Isamu, 1990; Tweles, 1995; Kojic, 1997; Joni Chao, 2003; Tanareungsak, 2004; Ghabanchi & Vosooghi, 2006):

Totally, 40 first year undergraduate level students (20 students from Mysore and the same number from Tehran) from both genders who use English language as a medium of instruction aged 17-25 are selected at random as pilot groups in the pilot study. It should be noted that the students are chosen randomly from ten classes (five classes from Mysore in Mahajana College and the same from Tehran in Azad University Central branch). Later, pedestal or main group is selected from the same classes. Detailed description of the procedure is as follows (Flow Chart 3.1):
3.1. Pilot Study

A Pilot study is a replication of a full-scale study on a smaller scale. It is a small-scale research preceding the main research. A pilot testing is a trial testing leading to establishment of standardization. To obtain preliminary information on the suitability of the test items, they are administered to a limited sample of population. Furthermore, the purpose is to determine the effectiveness of the materials presented to the test takers. The information on the usefulness of the test enables the researcher to make revisions in the test. It can also help the test taker to achieve the following objectives:

a. It can contribute to determine the adequacy of administrative procedure and to determine whether the testing environment is appropriate or not.

b. It can contribute to determine the time allocation.

c. It can contribute to determine the clarity of instructions.

d. It can contribute to determine the response of test takers

3.1.1. Pilot Study in Mysore

The researcher has conducted research on the first year undergraduate level college students with English language as a medium of instruction is differentiated from the optional English. The courses with optional English are defined as those in which English language is dominant and the syllabus is designed in terms of English literature. Optional English in Mysore is hardly compatible to Iranian English literature syllabus. Besides, optional English in Tehran is an amalgam of different texts not necessarily literary ones.

The researcher has selected the first year undergraduate level college students with English language as a medium of instruction at random from Mysore as ESL (English as a second language) learners. The students are selected as pilot and main groups from SBRR MAHAJANA FIRST GRADE College in Mysore. It is worth noting that the total first year students is amounted to 726 (Appendix C). Following discarding optional English students (students in Journalism, Economics & English or JEE with optional English) from the total number of eligible first year students with English as a medium of instruction, five classes with total 298 students both males and females are selected at random. The basis of selecting these students is that they are all first year students both males and females within the 17-25 age group with English as a medium of instruction. At the first stage, 20 students as pilot group and next 250
students as main group are selected from the entire students from five classes. Following lengthy talks with the Mahajana principal on the procedure of research, and the manner of his contribution, the research has obtained his consent. Thus, under the supervision of the Mahajana head of English department and the personnel in charge, ETS (Educational testing service) TOEFL test is administered to the 20 Mysorean undergraduate students as ESL learners aged 17-25 from equal both genders (10 Males and 10 Females) selected at random from Mahajana college from separate five classes. The group is selected randomly as a sample from the whole students from which 250 students who learn English as a medium of instruction are to be selected randomly as pedestal or main group.

3.1.1.1. Pilot Group

The researcher has selected the pilot group in his pilot study, and he has administered the standard ETS TOEFL tests to achieve the following goals:

a. The researcher intends to classify the students into three groups ‘L’, 'Me' and 'H', which stand for Low, Medium and High respectively. To achieve the goal, the researcher has used the formulae’ between +1 SD (One standard deviation above the mean) & -1 SD (One standard deviation below the mean) for mediate students as well as less than -1SD for low level students and more than +1SD for high level students (The students who score more in TOEFL tests) respectively.

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</table>

The mean score obtained from Mysorean students drawn from the pilot group is 52.0500 with standard deviation 11.25997 (Table 3.1). The obtained scores 63.30997(52.0500 +11.25997) and 40.79003(52.0500 -11.25997) are good criteria to determine the median students based on +1 SD &-1SD formulae. Less than 40.79003 and more than 63.30997 and between these two scores represent 'low' (L), 'high' (H) and 'medium' (Me) students respectively. The reliability of the TOEFL test drawn
from the Mysorean student is 0.80, indicating high reliability of the test and its suitability for the testees. The following points are taken into serious consideration:

a. A high reliability (0.80) is obtained through coefficient alpha or Cronbach’s alpha by SPSS 15 (a computer program, which is used in statistical calculations). Cronbach’s reliability as a criterion for estimating reliability is based on the number of items and variance of the test. The more homogeneous a test is, the more reliable it will be. Nevertheless, Cronbach’s alpha is not appropriate for a speed test.

b. Totally, 80 minutes are specified for TOEFL tests. The allocated time is based on standard TOEFL instructions (25 minutes for Section2 with 40 items, and 55 minutes for Section three with 50 items).

3.1.1.2. TOEFL Test

TOEFL stands for Test of English as a Foreign Language, which can evaluate the potential proficiency knowledge of candidates. It consists of four sections: Listening (30-40 minutes), Structure and Written Expressions (25 minutes), Reading Comprehension (55 minutes) and Writing (30 minutes). Structure and Written Expression has 15 exercises of identifying correct and 25 exercises of identifying the incorrect choice. Vocabulary and Reading Comprehension comprises 50 questions related to reading passages to test the ability to understand the meanings and uses of words and the ability to understand a variety of reading materials. The researcher takes benefit from ETS (Educational testing service) TOEFL tests comprise three sections as listening, Structure and written expression and Reading comprehension. Due to shortage of facilities such as VCR (Videocassette recorder), lack of cooperation, blackout and other factors, listening section is removed from the test. Besides, a TOEFL test with writing section is not selected due to subjective nature of such kind of tests with difficult scoring system, which can affect the reliability of the test used by the test taker. Moreover, the vocabulary tests are included in the reading comprehension questions in which the meaning of certain words is compatible to what can be inferred from reading passages. TOEFL tests are selected because it contributes to evaluating the proficiency knowledge of college students at under graduate level.

Two sections of ETS TOEFL test, namely Structure and written expression and Reading comprehension are selected in the research since they are objective and in the form of multiple choices (M.C). Objective test is a kind of test from which the
correctness of test taker’s response is determined by given criteria. Objective test has some advantages:

a. It can be scored easily.
b. In large-scale testing programs, it can be done by computer.
c. It takes much less of the test taker’s time rather than a subjective test.
d. Its reliability and validity is higher than a subjective test.
e. It can permit a fuller coverage of content.
f. The test uniformity is high.
g. The unfairness in test scores is low.
h. It can be answered rapidly and at easily.

Multiple choice (MC) items are frequently used in the objective test. MC test is presented with a stem or even a question along with some (Four is frequent) options, responses or alternatives. The option can include key, answer or correct answer and distractors.

3.1.1.2.1. Description of Section 2&3 of TOEFL Test

3.1.1.2.1.1. Section 2

Section 2 is designed to test the ability of students in recognizing the correct or incorrect structure and written expressions (Appendix A). The section has two parts per se:

a. Structure

It is designed to test the testees’ abilities in identifying the correct word, phrase, clause and sentences (Appendix A). It tests the testees’ abilities in identifying the correct tenses and moods, word order, pronouns, agreement and different parts of speech.

b. Written Expression

It is designed to test the testees’ abilities in detecting errors underlined in writer English sentences. It consists of four words or phrase underlined in which one of the underlined words is wrong. The errors can be in the form of grammatical errors, errors in word choice and errors in word order.

3.1.1.2.1.2. Section 3

It is designed to test the ability of students in reading and understanding the short passages in English. It includes different passages with various general topics. It is
worth noting that the passages are formal, neutral and objective, which are appropriate for academia. Several questions are asked to elicit the general knowledge of testees on main idea, detailed components, and relationship between the ideas, inferences, vocabulary knowledge, and referential relationship, organization of ideas and information, which should be conveyed through the passages.

It is worth mentioning that Section 2 consists of 40 items with 25 standard allocated time, and Section 3 consists of 50 items with 55 standard allocated time.

3.1.1.3. Main Test in Pilot Group

Following administrating the TOEFL test on pilot group. The main researcher’s test is administered on the same pilot group in the next session. The main test includes a. background questionnaire, which is merely based on eliciting general knowledge, and b. main test, which is based on the lexical categories to elicit the general knowledge of testees. 220 items are presented to 20 students in the pilot study.

First, background questionnaire is distributed to the pilot group in order to elicit general information, which makes the researcher fully assured that English the testees' medium of instruction. The means drawn from the pilot group shows 15 minutes are suitable allocated time for the first part.

Then, the main test, including the lexical categories, is presented to the same pilot group. The main test comprises 220 items including ‘Synonymy’, ‘Antonymy’, ‘Idiomaticity’, ‘Collocation’, ‘Concrete’ and ‘Abstract’ categories. Synonymy comprises ‘Near synonymy’ and ‘Propositional synonymy’. Antonymy comprises ‘Complementaries’, ‘Graded antonymy’, ‘Converse or relational’ and ‘Auto-antonymy’. Idiomaticity comprises ‘Flexible idiom’ and ‘Frozen idiom’. The rest of the test deals with ‘Collocation’, ‘Concrete’ & ‘Abstract’ categories with no subdivisions (Flow chart 1). For each part, 20 items are specified. All items are selected from Longman dictionary of contemporary English (2003) compatible with reliable sources on lexical categories. Calculating the means of allocated time indicates that 30 seconds are enough for each test. Then, the researcher has carried out item analysis on the obtained results drawn from the main test. Following item analysis, 165 items are recognized appropriate main test for Mysorean students.
3.1.1.3.1. Item Analysis

Item analysis is based on analyzing the responses to the items of a test. Item analysis contributes to differentiation between good and weak students. It can also identify the items, which are too difficult and too easy. By this method, poor items will be identified and discarded. Item analysis can be used to shorten or lengthen a test, or even increase validity and reliability of a test. Item analysis enables the instructor to improve the instruction. In the analysis of the items, the following steps should be taken in a test (Gronlund & Linn, 1990; Reynolds et al. 1994):

a. The papers should be ranked from the highest to the lowest.
b. 27% of the highest scores and 27% of the lowest scores of the papers should be selected.
c. The higher and the lower groups should be selected for each item.
d. The item facility of each item in terms of the number of students who answered the item correctly is divided by the total number of students. Item facility falls between 0 and 1 or 0% to 100%. Items usually between 0.15 and 0.85 are preferred.
e. Discriminate power of each item in terms of subtracting the upper group from the lower group divided by half of the total number of students can be obtained. The item discrimination percentage is between 25% and 33%.
f. Attractiveness of incorrect alternatives should be evaluated by distractor analysis.

Distractor analysis shows the distribution of responses between the correct answer and the incorrect alternatives (Goodrich, 1977 & Anastasi, 1990):

a. Items that show correlation with total test score less than 0 /15 should be reconstructed.
b. Distractors, which are not chosen by any examinees, should be discarded.
c. Items selected by all examinees should be replaced.
d. Items should discriminate between the upper and lower examinees.
e. All of the distractors or incorrect options should be distracting.

3.1.1.3.2. The Test Lay out

The test lay out falls into two parts: The background knowledge or general information and the main or pedestal test.
3.1.1.3.2.1. Background Knowledge or General Information

To obtain the background knowledge called demographic knowledge or general information, the researcher has presented the background questionnaire to the selected sample as a pilot group in Mysore to elicit the general information from the testees. The questionnaire lay out is to elicit general information or data in terms of 'Gender', 'Age', 'Major', 'Degree', 'Hobbies', 'Family bond(s)', 'Social attachment(s)', 'Number of languages', 'Siblings (Family members)' and 'education' (Appendix B). 'Gender' is either male or female, which is a decisive element in the research. 'Age' ranges from 17 to 25, which is not a significant factor in the research. 'Major and Degree' are important factors just in selecting the appropriate samples to choose merely undergraduate students with English language as a medium of instruction. 'Hobbies' indicate the number of hobbies that the testees pursue. It is an important factor in the research. In a brief, 'hobbies', family bonds', 'social attachments', 'languages' and 'siblings (family members)' are considered as non-lexical elements in the research. Thus, these are important factors in the dissertation study. 'Family bonds' or 'FamBond' and 'Social attachments' or 'SocioAtta' can be shown on the Likert scale in terms of 4 = Excellent, 3 = Good, 2 = Average, 1 = Bad, 0 = Very bad. Number of languages or language indicates the number of languages that the testees know. 'Siblings or family members' or 'FamMem' indicate the number of brothers and sisters the testees has. 'Education' indicates the number of education level of only one parent, which is defined in terms of 4 = Postgraduate, 3 = Graduate, 2 = Undergraduate, 1 = High school, 0 = Lower than high school. 'Education' is also an important element in the research.

3.1.1.3.2.2. Main or Pedestal Test

The main test is to devised to measure the lexical knowledge of testees in terms of six categories including ‘Synonymy’, ‘Antonymy’, ‘Idiomaticity’, ‘Collocation’, ‘Concrete & Abstract’ categories. Each category is defined in terms of both ‘word’ and ‘Sentence’ levels (Appendix B).

Synonymy is divided into two parts (To facilitate understanding, abbreviations are used in the research study):

a. Near synonymy or 'SynNe' (SynNe stands for Near synonymy)
b. Propositional synonymy or 'SynPro’
Antonymy falls into four classifications:
   a. Complementaries or 'AntCo'
   b. Graded antonymy or 'AntGr'
   c. Converse, relational antonymy or 'AntRe'
   d. Auto-antonymy or 'Auto'

Idiomaticity is sorted in terms of two divisions:
   a. Flexible idiom or 'IdioFl'
   b. Frozen idiom or 'IdioFr'

No sub-categories are considered for Collocation or 'Collo', Concrete category or 'Concre' and Abstract category or 'Abastra' in the research.

It is worth mentioning that all categories and sub-categories are tested at the word and sentence level. On the other hand, the lexical knowledge of each category and sub-category is tested in terms of word and in the sentence (Flow chart 1). For example, the word ‘fog’ is synonymous with the word ‘mist’ (As near synonymy in test number 1 at word level) and the word ‘clap’ is synonymous with ‘applaud’ (As near synonymy in test number 9 at sentence level) in the sentence ‘The audience cheered and clapped as the curtain came down’ (Appendix B). Equal number of items is specified for each sub-category. Thus, the lexical knowledge of testees on near synonymy is tested in terms of word and sentence. The same rule applies to the rest sub-categories (For the categories, which have sub-categories such as 'synonymy', 'antonymy', 'idiomaticity') and categories (For the categories, which do not have any sub-categories such as 'collocation', 'concrete' and 'abstract'). For instance, if each lexical category or sub-category has 10 items, then synonymy with two divisions (Near synonymy and propositional synonymy) will have 20 and antonymy with four divisions (Complementaries, Graded antonymy, Converse or relational antonymy and Auto-antonymy) will have 40 items. For example, In case of contrastive analysis between synonymy and antonymy, the significant mean differences between synonymy and antonymy is taken into consideration. In other words, the total significant means of sub-branches of synonymy, indicating synonymy category, are considered in contrast with the total significant means of sub-branches of antonymy, indicating antonymy category. To obtain optimum result during test administration and to be sure that the entire testees have understood the test instructions (TOEFL, Questionnaire and main test), the researcher has elaborated on the entire procedure repeatedly.
3.1.1.3.3. Test Administration

It refers to a variety of procedure in giving a test. It can be either individual or group-oriented test. The following steps are suggested in the administration of a test:

a. The time of test administration should be announced in advance.
b. The place or testing environment should be determined and announced to the testees.
c. All essential instructions should be communicated to the testees.
d. Examiners should provide encouragement or establish rapport.
e. Examiners should avoid any distractions or excessive movement.
f. Proctors and examiners should be alert when special challenge arises.
g. Proctors should collect the tests on time.

3.1.1.3.4. Instructions

The instructions of the test are a part of the test rubric, which are very important aspects of validity that correspond to the wording to assure the clarity of the tests. The primary purpose of instructions or directions is to assure that the subjects understood the test tasks and procedure. The researcher and his assistants have explained the procedures in details. In addition, the instructions of the tests are clear. The characteristics of the instructions are as follows:

a. The language used in the instructions is simple and clear.
b. The channel of instructions is in written form.
c. Specifications of procedures and tasks are explicit.
d. The adopted criteria are clear.

3.1.2. Pilot Study in Tehran

The same procedure adopted for Mysorean students are applicable to Tehrani students. 20 Tehrani undergraduate students as EFL learners with English as a medium of instruction aged 17-25 from equal both genders (10 Males and 10 Females) are selected at random from Azad university central branch located in Tehran from separate five classes, each class comprises four students both equal males and females.

Following lengthy talks with Azad University Central branch chancellor on the procedure of research and the manner of his contribution, the researcher's assistants have obtain his consent. It should be noted that pilot group in Tehran is selected by the
educated people with PhD degree major in Linguistics and English teaching as well as university personnel under the exact supervision of the researcher. All test administration procedures are explained exactly. The tests including ETS TOEFL test and main or pedestal test are dispatched to them with full explanation. To sum up. The same test procedure is performed in Tehran as in Mysore.

3.1.2.1. Main Test Lay out

The format of the main test is as follows (Appendix B):

A. The profile of the main test is to measure the lexical knowledge of the testees defined in terms of lexical categories in terms of synonymy (with two sub-divisions as near synonymy and propositional synonymy), antonymy (with four sub-divisions of complementaries, graded antonymy, converse or relational antonymy and auto-antonymy), idiomaticity (with two sub-divisions of flexible antonymy and frozen antonymy), collocation, concrete category and abstract category.

B. Each category or sub-category is per se divided into two parts from which the researcher can measure the lexical knowledge of every testee in terms of both word and sentence. For example, items 41 & 50 of converse antonymy are based on word and sentence respectively (Appendix B):

41. Send
   a. ≠ recognize       b. ≠ receive       c. ≠ throw       d. ≠ thrust
50. Can you lend $10 until tomorrow?
   a. ≠ borrow          b. ≠ burrow       c. ≠ grant       d. ≠ grasp

C. All options are ordered alphabetically:

5. Chilly
   a. = fit            b. = frosty        c. = clumsy       d. = confused

D. The first letter of option a & b as well as c & d are the same to let not the testees select the options by mere guessing. In other words, knowing merely the first letter will not help them to find the correct answer; on the other hand, selecting an item is not in terms of guessing:

11. Elevator
   a. = floor          b. = floss         c. = lift          d. = linen

E. The options are grammatically the same as the stem:

4. Laugh
   a. = chatter        b. = chuckle       c. = flatter       d. = fluster

F. Synonym words are shown with = and antonym words are shown with #

G. Propositional synonymy is in terms of style variation:

16. The new model of Mercedes has a bigger trunk.
In auto-antonomy, the researcher has given an example to make the items comprehensible. Auto-Antonymy test in the main test is as follows:

Select the option that corresponds to the opposite key words (e.g., the two opposite words 'show off' and 'conceal' correspond to the word 'screen').

I. Collocation is tested in terms of adjective + noun:
61. _____________ frost
a. deep   b. definite c. heavy d. high

J. Flexible idioms are the idioms in which the meaning of the words can more or less convey the idiomatic meaning:
71. Hold your tongue
a. =move the muscle b. = move the tongue c. = stop talking d. = stop thinking

K. Frozen idioms are the idioms in which the meaning of the individual words does not convey the idiomatic meaning:
81. Beat around the bush.
   a. = beat sb   b. = beat a record  c. delay in the bush d. = delay talking about sth

L. Concrete category indicates tangible word. All options of concrete category are concrete:
94. Crimson is __________
   a. olive                         b. orange c. red  d. royal blue

M. All options of abstract category are abstract:
101. Jealousy is a feeling of __________.
    a. relaxation              b. reliability c. unanimity  d. unhappiness

3.1.2.2. Pilot Group in Tehran

The researcher has administered the standard ETS TOEFL tests in the pilot group to achieve the following goal:

a. The researcher intends to classify the students into three groups ‘L stands for Low’, ‘Me stands for Medium ’&’H stands for High’. To achieve the goal, the researcher used the formulae’ between +1 SD (One standard deviation above the mean) & -1 SD (One standard deviation below the mean) for mediate students as well as less than -1SD for low level students and more than +1SD for high level students (The students who score more in TOEFL tests).
Table 3.2: Mean and Standard Deviation (Descriptive Statistics)

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<td>Valid N (list wise)</td>
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The mean score obtained from Tehrani students drawn from the pilot group is 51.2500 with standard deviation 10.41191 (Table 3.2). The score range of 61.66191 (51.2500 +10.41191) and 40.83809 (51.2500-10.41191) includes the median students, which is based on +1 SD & -1 SD. Less than 40.83809 comprises the less score students and more than 61.66191 comprises the high score students. The calculated reliability (Cronbach’s alpha) of the TOEFL test drawn from the Tehrani students is 0.75, indicating high reliability of the test and its suitability for the testees (It is calculated by SPSS 15).

3.1.2.3. Pilot Group Summary

The purpose of selecting pilot group is to administer TOEFL test (To determine three high, medium and low levels) and the main test (To find its suitability for the main or pedestal group). Totally, 40 first undergraduate level students, equal males and females, are selected randomly in which English language is the medium of instruction from 5 classes both Mysore and Tehran with the same age group ranges from 17 to 25. ETS TOEFL is administered in the same day and at the same time, (12 p.m. in Mysore is about 10.30 p.m. in Tehran). The researcher has administered the test in Mysore and his assistants have administered it in Tehran. The reliabilities of the two tests are obtained, indicating 0.80 and 0.75 from Mysorean and Tehrani students respectively. Totally, 80 minutes are specified for TOEFL tests. The allocated time is based on standard TOEFL instructions. The purpose of presenting the TOEFL test is to detect homogeneous groups based on three 'High', 'Medium' and "Low" levels compatible with the formulae between +1 SD & -1 SD. In the next session and at the same time, the main test addendum to background knowledge, which is only to elicit the general information from the same pilot groups are administered to both groups. The questionnaire lay out is to elicit general information or data concerning Gender, Age, Major, Degree, Hobbies, Family bond(s), Social attachment(s), Number of
languages, Siblings (Family members) and education. The means of allocated time of both groups indicate 15 minutes are suitable time for background questionnaire.

220 items of main test (pedestal test) added to the background questionnaire are administered simultaneously to the same pilot groups. Following Item analyses, the results indicate that 165 and 133 items of the main test are appropriate for the Mysorean and Tehrani students respectively. From 165 and 133 items, 115 items are common in two countries in which 5 items are discarded at random. In other words, 110 items are the most appropriate common items of the main test for the Mysorean and Tehrani students as ESL and EFL learners. The test deals with six categories as synonymy, antonymy, Idiomaticity, collocation, concrete category and abstract. Some of the main categories have sub-categories. All categories and sub-categories comprise near synonymy, propositional synonymy, complementaries, gradable or graded antonymy, converse or relational antonymy, auto-antonymy, flexible Idiomaticity, frozen Idiomaticity, collocation, concrete category and abstract category at two levels of word and sentence. Each part of the mentioned categories and sub-categories contains 10 items with 5 items at word level and 5 items at sentence level. The means of allocated time of both groups indicate 30 seconds are suitable time for each item of the main test.

3.1.3. The Representative Sample (Main Group or Pedestal Group) in Mysore

250 first undergraduate level students with all specifications of the pilot group are selected randomly from the same 5 classes of pilot group from Mysore. The ETS TOEFL test, which is administered to the pilot group, is also administered to the main group or representative sample of ESL learners. According to the results obtained from TOEFL test, three groups of 'High', 'Medium' and 'Low' levels are determined in terms of the formulae between +1&-1 SD. Totally, 250 students are selected from those 68, 120 and 62 students are determined, as 'High', 'Medium' and 'Low' students respectively. 68 high level students include 37 males and 31 females, 120 medium level students comprise 61 males and 59 females and 62 students include 32 males and 30 females. Totally, the allocated time specified for TOEFL tests is 80 minutes based on standard TOEFL instructions. In the next session and at the same time, the main test addendum to background knowledge, which is only to elicit the general information from the main group, are administered. The background questionnaire with 15 minutes and main test with 55 minutes allocated time (110 items each one
with 30 seconds allocated time, which are determined in terms of the means obtained from the pilot study of both groups) are administered in terms of all categories and sub-categories as they are mentioned before. The reliability of the main test, which is 0.861, reveals that the test is very reliable.

**Case Processing Summary**

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*a. Listwise deletion based on all variables in the procedure.*

Table 3.3: Reliability Statistics (Reliability of main test obtained from ESL main group)

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<tr>
<th>Cronbach's Alpha</th>
<th>Categories and sub-categories at word and sentence levels</th>
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<tbody>
<tr>
<td>.861</td>
<td>22</td>
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</tbody>
</table>

3.1.4. The Representative Sample (Main Group or Pedestal Group) in Tehran

250 first undergraduate level students with all specifications of the pilot group are selected randomly from the same 5 classes of pilot group from Tehran. The ETS TOEFL test, which is administered to the pilot group, is also administered to the main group or representative sample of ESL learners. According to the results obtained from TOEFL test, three groups of 'High', 'Medium' and 'Low' levels are determined in terms of the formulae between +1&-1 SD. Totally 250 students from those 61, 119 and 70 students are determined, as 'High', 'Medium' and 'Low' students. 61 high level students include 31 males and 30 females, 119 medium level students comprise 63 males and 56 females and 70 students include 33 males and 37 females. The same time for administrating the TOEFL test in Mysore is allocated for Tehran (students). In the next session and at the same time, the main test addendum to background knowledge, which is only to elicit the general information from the main group, are administered.

The background questionnaire with 15 minutes and main test with 55 minutes allocated time (110 items each one with 30 seconds allocated time, which are determined in the pilot study) are administered in terms of all categories and sub-categories as it is mentioned before. Each part of the mentioned categories and sub-categories contains 10 items with 5 items at word level and 5 items at sentence level. The means of allocated time of both groups indicate 30 minutes are suitable time for
the main test. The reliability of the main test, which is 0.727, reveals that the test is very reliable.

### Case Processing Summary

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<td>Total</td>
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*a. Listwise deletion based on all variables in the procedure.*

<table>
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<tr>
<th>Cronbach's Alpha</th>
<th>Categories and sub-categories at word and sentence levels</th>
</tr>
</thead>
<tbody>
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<td>.727</td>
<td>22</td>
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</tbody>
</table>

#### Table 3.4: Reliability Statistics (Reliability of main test obtained from EFL main group)

#### 3.1.5. Procedure Summary

Pilot groups are selected from five classes in Mysore and Tehran where main groups or pedestal groups are going to be tested later. Totally, 500 first undergraduate level students, equal males and females, are selected randomly with English language as the medium of instruction from 5 classes from Mysore and 5 classes from Tehran with the age group ranges from 17 to 25. The ETS TOEFL tests, which are administered to both pilot groups and are proved highly reliable, are also administered to both main groups (representative samples) of ESL and EFL learners (Mysorean and Tehran students).

According to the results obtained from TOEFL test, three groups as 'High', 'Medium' and 'Low' levels are determined in terms of the formulae $+1 \text{ SD}$ & $-1 \text{ SD}$. Totally, 500 students (As main groups or representative samples) are selected at random (From the same classes the pilot groups are selected). Accordingly, 68 (37 males & 31 females), 120 (61 males & 59 females) and 62 (32 males & 30 females) students as ESL learners from Mysore as well as 61 (31 males & 30 females), 119 (63 males & 56 females) and 70 (33 males & 37 females) students as EFL learners from Tehran are determined, as 'High', 'Medium' and 'Low' levels respectively. Totally, 80 minutes are specified for TOEFL tests. The allocated time based on standard TOEFL instructions for Section 2 on 40 items is 25 minutes, and it is 55 for 50 items of Section 3. In the next session and at the same time, the main test addendum to
background knowledge, which is only to elicit the general information from the main group, are administered. The background knowledge questionnaire with 15 minutes and main test with 55 minutes allocated time (110 items each one with 30 seconds allocated time, which are determined in the pilot study) are administered in terms of all categories and sub-categories comprise near synonymy, propositional synonymy, complementaries, graded antonymy, converse or relational antonymy, auto-antonymy, flexible Idiomaticity, frozen Idiomaticity, collocation, concrete category and abstract category at two levels of word and sentence. Each part of the mentioned categories and sub-categories contains 10 items with 5 items at word level and 5 items at sentence level. The means of allocated time of both groups indicate 30 minutes are suitable time for the main test. The obtained reliabilities of the main test from both main groups (representative samples) in Mysore and Tehran reveal that the test is very reliable. The total reliability also shows the same result.

**Case Processing Summary**

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<tbody>
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<td>Excluded(a)</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

*a Listwise deletion based on all variables in the procedure.*

Table 3.5: Reliability Statistics (Reliability of main test obtained from both main groups)

<table>
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<th>Cronbach's Alpha</th>
<th>N of Items</th>
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3.1.6. **English Language Policy in Karnataka State (Mysore)**

A unified language policy is a need for Karnataka state with a multi-ethnic and multi-lingual to strengthen the sense of participation of people from all walks of life by due consideration towards ethnic, religious and linguistic commitments. Such an initiative fosters taking giant steps in the educational practices and language policy. However, it is the horns of the dilemma whether to retain Kannada language as the sole medium of instruction and English language as an alternative or not. According to Mallikarjun (2002, p. 21), the language policy of the Government of Karnataka (June 19, 1989) is as follows:
"From Ist standard to IVth standard, mother tongue will be the medium of instruction, where it is expected that normally only one language from the group of languages, namely, Kannada, Tamil, Telugu, Malayalam, Marathi, Hindi, Urdu, or English will be the compulsory subject of study. From IIIrd standard Kannada will be an optional subject for non-Kannada speaking students. From the Vth standard onwards, where, in the normal course a second language is introduced, the child has to study a second language selected from the group of languages, namely, Kannada, Tamil, Telugu, Malayalam, Marathi, Hindi, Urdu, English, Persian, Sanskrit, or Arabic, which will be other than the first language. From Vth to VIIth standards it will not be obligatory to pass the third language examination. No extra credit will be given in rank, division, class, etc., in terms of the marks obtained in the third language examination from 5th to 7th standard. At the secondary stage, i.e., from VIIIth to Xth standards, three languages will be compulsory. First language carries - 125 marks, Second language 100 marks and the Third language 100 marks. It will be obligatory to pass the examinations conducted in all these three languages, and one of them shall be Kannada. The standard expected in second and third languages at the end of Xth standard will be what would have been achieved at the end of 6 years of study, if the language subject had been chosen as First language.

As contemplated in Government Order No. ED 113 SOH 79, July 20, 1982, Kannada-speaking students will not be given any grace marks in Kannada. Non-Kannada speaking students will be awarded up to a maximum of 15 grace marks to enable the students to pass the Kannada language examination.

Exemption from studying Kannada as a compulsory language can be given to the students whose parents have come to the state on temporary transfer".

Education in English medium shows a significant growth, which satisfy the scientific demands of the scholars. It can pave the way for further academic interaction following the policy of the University of Mysore in absorbing more foreign students. It is also a shield against the regional languages posited as a threat for the linguistic minorities (ibid). Besides, globalization necessitates being equipped with English language as an international medium of conveying the appropriate messages comprehensible to the entire academicians. It also empowers the research scholar to adopt a unique language in research – oriented domains. Kannada language as the first language and English language as a medium academic instruction have constantly retained their close links in Karnataka state.
3.1.7. English Language Policy in Iran (Tehran)

Persian or Farsi language is the dominant first language in Iran. English language as a foreign language stands second, while it is highly different from a second language. According to Strain & Jeris (1971), English language is highly defective in the respective country due to negligence towards the curriculum planning especially in preparing the English materials, training teachers. Despite the above shortcomings, the universities are equipped with new technology, which highly improves English learning strategy. At the elementary, secondary and high school, English learning is merely restricted to English textbook with an emphasis on reading skill. In spite of various modifications on English materials at school, they mainly follow a reading-based syllabus to empower the students to pass the final achievement tests. The tests also eventually enable the students to pass the entrance exam, which is prepared to screen the eligible students for entering the universities. In other words, the entire materials are in Persian language except the English books. English language at the university is to meet the scientific needs of the students. On the other hand, every student learns general English along with ESP (English for Specific Purposes) books to improve understanding the books related to the course in English. It is worth noting the respective proposed books are optional and most of the subject materials are in Farsi. Thus, improving English reading skills at schools and the universities are taken into consideration. Torghabeh (2007) has considered English learning as periphery in which communication does not play a pivotal role. The minor role is also attributed to historical background in which English language is considered as foreign and second language in Iran and India respectively. Contrary to Iran, English language in India is nativized, institutionalized or localized. The books are written by the ministry of education for the primary, guidance and high school. However, English books are solely used at the guidance and high school with an emphasis on improving English reading skill. Accordingly, English language is also used to improve reading skill at the university (the books are often pre-determined by the higher education or science and technology ministry). The general rule is applicable to the entire cities in Iran.
3.1.8. The Purpose of English Learning in India & Iran

India is recognized with its linguistic diversity emanated from various reasons. However, linguistic, social and cultural identities have contributed to affinity and linguistic convergence. English as a common language in India can lead to social integration. That's why, English language as a common means of communication plays a very vital role in national unification. Annamalai (1994) has called English as a nativized language in Indian languages. English in India is also considered as an official language, indicating it is not necessarily the first language (Piller & Skillings, 2005). Sanu (2007) has regarded English language as "the primary medium of education" (p. 1). English proficiency is a means of maintaining "educational, social and cultural ties with the rest of the world" (ibid, p.16). English language is also valued highly in the era of globalization (Kapur & Chakraborty, 2008). Muralim (2009) has emphasized English, as a second language in India is "unavoidable in Indian education system (p.3)

Iran is posited as a country where English is considered as a foreign language. In other words, English is taught for specific purposes, which are mostly limited to academic disciplines. Atai (2000) has attributed English learning to achieving the objective of English for Academic Purposes (EAP) in order to enable the Iranian university students to read authentic English texts. The shortcomings in English learning system necessitate a holistic change (Ensafi, Zamiri, Kahani, 2007). The textbooks are "geared to cover the content of a particular of study" without specific attention to strengthen the communication environment (Kamyab, 2009, p.561). Maghsudi (2007, p.3) has argued "In ESL, English is considered as the language of instruction for all lessons, while students learning EFL may have one lesson of English per day, but the rest of the lessons are in their native language".

Design

The dissertation study is an ex post facto design or causal comparative research in which two groups differs on a dependent variable, and we intend to test the hypotheses on differences of one or more independent variables. It is also called a criterion design in which "two groups are compared on one measure" with the formula \(G1…T1,G2…T1\) ,indicating group one like Mysorean students as ESL learners take the same test as Tehrani students as EFL learners ( Hatch & Farhady, 1981, p.27).
In ex post facto design, there is no treatment and the groups already exist. That's why, it is a weaker design in determining causality. An ex post facto design determines the variables that discriminate between subject groups. Ex post facto design can be based on identification of those factors that influence the dependable variables, identifying the possible hypotheses, selecting the appropriate subject groups and collecting as well as analyzing the date. Ex post facto design or 'after the fact' as well as 'after-only with control group' does not prove causation, but it can contribute to understanding the phenomena. It is based on something that has already happened or existed before but the researcher detects the possible causes of the events. It is based on effect and cause rather than cause and effect. It can also be defined in terms of the naturally occurring event measurement. It deals with those events, which have been manipulated before and cannot be engineered later. Accordingly, it a reversed experimental research since it is to detect the de facto existing differences of groups in contrast with the experimental research that is to subject the different groups to treatments. It also changes the non-experimental design into a pseudo-experimental form. The dissertation study is concerned with an ex post facto research with no treatment and experimental group. It is a casual- comparative research or criterion group study.