APPENDICES

Appendix A

Researcher’s Academic Profile in Relation to the Thesis

Academic Chronicle:
- M.A. (TEFL), Garmsar Azad University, Garmsar, Iran, 2000
- B.A. (ELT), Mashhad Azad University, Mashhad, Iran, 1997
- D.A. (ELT), Mashhad Teacher Training Center, Mashhad, Iran, 1994

Teaching Experience:

Universities

Select Institutes

Recent Courses Taught
- Teaching Methodology
- Techniques in Testing
Appendix B

Reading Materials Used in the Experimental Study

UNIT 1   WATER
Reading   You should spend no more than 25 minutes on questions 1-18.

Questions 1-3
Answer these questions using the reading passage, the grand embankment. The first one has been done as an example.

Example: Who is the World Bank Vice President for Asia? Atilla Karaosmanoglu
1. What is the population of Bangladesh?
2. Who proposed a $10,000 million scheme?
3. What was revealed in London in 1989?

Questions 4-7
The reading passage, the grand embankment, describes a situation, a problem, a proposed solution to the problem, the implementation of the proposal, and includes a disadvantage and various criticism of the proposal. Match the labels (4-7) with the sentences in the box opposite. Note that there are more sentences that you need. Write only one letter in each space. The first one has been done as an example.

Conclusion: Care should be taken in implementing the proposal.

A. The World Bank Action plan
• Reading and Writing Skills
• New Interchange, New Stream Line, Head Way
• Modern I and Modern II

Recent Publications:

Recent Conference Presentations:
3. Web-Based Collaborative Language Learning: Enhancing the Efficiency of Distance Learning, presented (poster) at International Forum on ‘New and Emerging Technologies in ELT’ held at Madras, India on 3–5 August 2007.
5. Reading Instruction: Towards the Acquisition of the Language through Critical Thinking, presented at ‘35th All India Conference of Dravidian Linguists’ held at Mysore, India on June 21–23, 2007.


9. Shifting Paradigms of Language Teaching Methodology: From Text-Based towards Context-Focused Approaches, presented at International Conference on ‘Towards Improvements in English Language and Literature Teaching: Communicating Across the Curriculum’ held at Chandigarh, India on September 22–24, 2006.


Recent Workshop the Researcher Has Attended:


Technical Knowledge of the Researcher:

1. Certificate in ‘IT Awareness’, from Mysore University

2. Certificate in ‘Statistical Application’, from Mysore University--A Three-Months Course
B. Computerized flood control systems
C. Flooding can be disastrous
D. Disagreement amongst investors
E. Embankments along all the major rivers
F. Land would be taken from people
G. High cost which could lead to debt
H. No one knows more about managing the flood waters than the Bangladeshis

The Grand Embankment

Bangladesh’s floods can be devastating. But an ambitious scheme to control the waters is also causing concern.

1. No country is as profoundly influenced by water as Bangladesh. The land, culture and lifestyles of the World’s most powerful rivers -- the Ganges, Brahmaputra and meghna. These spread their floods across one-third of the countryside each summer.

2. The great rivers carry soil sediment from the Himalayas which they deposit in a huge, constantly changing delta at the head of the Bay of Bengal. They bring the fertility which supports 110 million of the poorest people on earth and they can also bring disaster to this low-lying land. The raw power of these unstable rivers is difficult to comprehend. Just one breach of the right bank of the Brahmaputra in the 1988 floods inundated 1000 square kilometres of farmland.

3. For much of the year there is too little water. When the monsoon breaks, the flat landscape changes completely. Boats replace bicycles as the means of local transport and deepwater rice flourishes with the rising floodwaters. All of this is essential for the farming season. But when rainfall is exceptional and floodwaters rise higher than normal, the effects can devastate.

4. The farmers of Bangladesh are adept at making the most of their tiny plots of land. But with 11.6 people per cultivable hectare they are already at the extreme. Increased food production in an already hungry land means investing in dry-season agriculture. And this means protection from the floods.

5. After the disastrous floods in 1988 the Bangladesh government sought to determine whether modern engineering techniques and computer-aided technology could solve the problem. Aid organisations of all shapes and sizes offered flood-control assistance.
When the reports were presented to the Bangladesh government in 1989, the advice was somewhat conflicting.

6. The French proposal was for embankments up to seven metres high to be built along the length of all the major rivers. They estimated the cost at $10,000 million up front and $150 million for annual repair and maintenance. Such expenditure would plunge the country into massive debt and divert money from other programmes.

7. By no means all the potential investors thought this was the answer. In the end the World Bank was asked to formulate an action plan. They did so, unveiling it in London in December 1989, and the $150 million needed for pilot schemes immediately became oversubscribed. The plan envisages as a first step finding out what social and technical problems the embankments would cause.

8. Many informed observers are extremely sceptical about the scheme. Despite assurances from the World Bank’s Vice president for Asia, Atilla Karaosmanoglu, that the people of Bangladesh will be consulted at every stage’, the British aid agencies involved in disaster relief after the 1988 floods do not believe that people at the grass roots will be adequately involved. By what line of communication can the planners conceivably consult the poor?

9. Steve Jones, the European Community’s advisor on the action- plan team says that the embankments are bound to have a huge social impact. Under the French proposal, around 20,000 hectares of land would be requisitioned and 180,000 people affected. Some households would lose everything, adding their numbers to Bangladesh’s already burgeoning landless population.

10. Jones also points out that the embankments will take decades to complete and other flood-protection measure’s – improved flood warning, better disaster management – will be needed.

11. No-one knows more about managing the flood waters than the Bangladeshi people who live perched above them and whose welfare depends upon them. And it is essential that ‘experts’ brought in to help should be ready to learn from the existing ‘experts’. Their ingenuity includes floating hen coops and mesh fences to stop fish escaping from flooded fish ponds. Ideas like these could be more widely promoted.

12. Meanwhile there will be profound environmental effects from canalising such vast bodies of water. Every step forward on the grand embankment plan will have to be watched with care.
Annette Bingham is a specialist in water issues and Asian affairs.

Questions 8-18
The reading passage, the grand embankment, has 12 paragraphs. For each paragraph find a matching summary from the box below. Write only one letter in each space. Note that there are more summaries than paragraphs. The first one has been done as an example.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Your answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. An expensive proposal</td>
<td>1</td>
</tr>
<tr>
<td>B. Doubts about Bangladeshi involvement</td>
<td>2</td>
</tr>
<tr>
<td>C. The strong influence of water in Bangladesh</td>
<td>3</td>
</tr>
<tr>
<td>D. Disastrous floods</td>
<td>4</td>
</tr>
<tr>
<td>E. The plan’s effect on people</td>
<td>5</td>
</tr>
<tr>
<td>F. Time and other problems</td>
<td>6</td>
</tr>
<tr>
<td>G. Advice from many groups on flood control</td>
<td>7</td>
</tr>
<tr>
<td>H. Environmental effects of the plan</td>
<td>8</td>
</tr>
<tr>
<td>I. The good and bad effects of rivers on Bangladesh</td>
<td>9</td>
</tr>
<tr>
<td>J. Over-population problems</td>
<td>10</td>
</tr>
<tr>
<td>K. Poor farming techniques</td>
<td>11</td>
</tr>
<tr>
<td>L. The effects of water changes with the seasons</td>
<td>12</td>
</tr>
<tr>
<td>M. Local expertise</td>
<td></td>
</tr>
<tr>
<td>N. Putting the proposal into effect</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

UNIT 2 TECHNOLOGY

Reading
You are advised to spend about 20 minutes on questions 1-10.

Questions 1-10
Answer these questions using the reading passage, Road technology since the Romans.

1. What were the three main factors the Romans took into account when building roads?
2. Which diagram best illustrates roman roads? Write A, B, C, or D in the space provided.
   A.                                                  B.
   C.                                                  D.

The flowchart below represents the four stages in the ‘next milestone in the history of roads’ in paragraph 3. For each of the missing stages, match the new problem, action taken and result with the sentences in the box below. Write only one letter in each space.

<table>
<thead>
<tr>
<th>New problem</th>
<th>Body set up</th>
<th>Action taken</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Body set up</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

A. Roads became run down
B. Cash was raised
C. Lack of maintenance
D. Increasing numbers of wheeled vehicles wanting to go at higher speeds
E. Maintenance of roads in local areas

6. Which of the following best describes John McAdam’s contribution to modern road technology? Write the letter in the space provided.
A. It is necessary to use a waterproof cover over the road.
B. It is necessary to prevent a road sinking.
C. It is necessary to keep the soil under the road dry.
D. It is necessary to limit the weight of traffic on a road.

7. What is the advantage of a road surface made of tar and slag?
8. In paragraph 6, what does ‘a number of varieties’ refer to?
9. What are the four layers in the new ‘upside down design’?
10. What could prevent a clay sub-grade material clogging the sub-base?

Road Technology since the Romans

Important principles of road building were known to the Romans. How has Technology developed since then?

1. Between 43 AD and 81 AD Roman Britain acquired a 6000 km network of technically advanced, hard wearing and straight highways linking towns of importance. Today Britain’s motorway system is only half that length. The basic Roman philosophy of building a road to cope with different types and volumes of vehicles and using local materials where possible still applies today.

2. Roman roads were cambered with ditches on either side and built on embankments to give them a properly drained base. A surfacing layer of small stones was used over gravel or larger stones, although some Roman roads were covered with large paving flags, which is where the term ‘pavement’ originates.

3. Once the Roman left Britain, its roads fell into ruin through lack of maintenance. They became run down, dusty highways in the summer and quagmires in the winter. It seems that the next milestone in the history of roads was not until the 18th and 19th centuries, with the advent of the Turnpike Trust. This raised cash for necessary maintenance in local areas to cope with the increasing numbers of wheeled vehicles, coaches, and carriages wishing to travel at faster speeds.

4. In 1816 John McAdam observed that it was the native soil that supported the weight of traffic which, when dry, would carry any weight without sinking. He advised that the native soil be made dry and a covering impenetrable to rain be placed over it. However, road maintenance was not given much priority due to the popularity of the railways, until the
motor car superseded the horse and cart. Cars, however, accentuated the problem of dust, described by the medical journal ‘The Lancet’ in 1970 as ‘the greatest modern plague’.

5. Like so many other scientific advances, the solution came by accident. Tar mixed with stone had been used in footpaths in certain parts of Britain in 1832, and tarred gravel was applied to roads in Nottingham in 1869, but the biggest breakthrough came in 1901. A surveyor called E. Purnell Hooley was visiting Denby Iron Works near Derby when he noticed a dust-free length of road produced by a burst tar barrel. The resulting pool of tar had been covered with ironworks slag. Hooley experimented with blending hot slag and tar as a byproduct from the coal industry and in 1902 patented the process produced by a company known as Tar MacAdam Syndicate Ltd. The company’s name was later changed to Tarmac.

6. Nowadays, blocktop materials are made up of bitumen from oil which is blended with rock, gravel, or slag. A number of varieties have evolved for different uses in road construction, including hot-rolled asphalt for surfacing major roads, dense bitumen macadam for lower layers of a road and open-textured macadam. Modern surfaces are bituminous-bound, graded stone supplied as a premix. Binders themselves have undergone technical developments. They are customized, ranging from soft to very hard to suit the traffic flow.

7. To accommodate higher traffic levels, either the thickness of the road must be increased or the materials improved. Hence the introduction within the last 10 years of heavy duty macadam in the road base which is three times as stiff as the dense bitumen and aggregate mix.

8. Alternatively, the structural design can be changed. For example, on an experimental reconstruction section of the M6 at Bescot, West Midlands, the heavy duty ‘upside-down design’ was introduced in the 1980s. Here, rolled asphalt overlays a thinner than normal road-base macadam, over a second rolled asphalt layer, all of which lie on a sub-base which is again thinner than normal. This structure is thought to perform well due to the lower rolled asphalt layer being more resistant to deformation and inhibiting cracking at the bottom of the road base.

9. Another innovative idea is the use of geotextiles. In research geotextiles are being placed between the sub-grade soil and a drainage layer beneath the sub-base. The sub-grade material is often clay and in the absence of the geotextile could, over time, clog the sub-base and reduce its efficiency as a drainage layer. But geotextiles can also have structural uses, and could provide improved resistance to cracking and rutting in roads.

719 words
**Appendix D**

**UNIT 3 HEALTH**

**Reading**  You are advised to spend about 10 minutes on questions 1-11 which are based on next reading passage.

**Questions 1-8**

Complete the notes below with words taken from the next Reading Passage, A great way to live longer. Use No MORE THAN ONE WORDS for each answer.

<table>
<thead>
<tr>
<th>Rationale for MONICA and EPIC studies.</th>
<th>Is there a link between 1. ___________ and 2. ___________?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TWO MAJOR STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>MONICA</td>
<td>EPIC</td>
</tr>
<tr>
<td><strong>STARTED</strong></td>
<td></td>
</tr>
<tr>
<td>10 years ago by WHO</td>
<td>3. ________</td>
</tr>
<tr>
<td><strong>4. ___________</strong></td>
<td></td>
</tr>
<tr>
<td>Using 10 million men and women in 39 locations</td>
<td>In seven European countries</td>
</tr>
<tr>
<td><strong>5. ___________</strong></td>
<td></td>
</tr>
<tr>
<td>In Europe numbers of deaths from heart disease increases from south to north</td>
<td>There are more deaths from 6. ________ in the north of Europe than the south</td>
</tr>
<tr>
<td><strong>NORTH/SOUTH FACTS</strong></td>
<td></td>
</tr>
<tr>
<td>a North is more 7. ___________ than south.</td>
<td></td>
</tr>
<tr>
<td>b Smoking, blood pressure and cholesterol rates were the same in the north and the south.</td>
<td></td>
</tr>
<tr>
<td>c 8. ________ is different in the north and the south.</td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Eating more vegetables, fruits, fish and white meat has a positive effect upon health.</td>
<td></td>
</tr>
</tbody>
</table>

**A Great Way to Live Longer**

Two major studies, one on heart disease (MONICA) and the other on cancer (EPIC), are giving researchers a new look at the connection between diet and disease. They offer the hope of saving hundreds of thousands of lives a year by adjusting the way we feed
ourselves. The studies leave little doubt that many of us – especially in wealthy countries – are eating ourselves into an early grave.

Of the two studies, MONICA (Multinational Monitoring of Trends and Determinants in Cardiovascular Disease) has covered the most ground. It was started ten years ago by the World Health Organisation (WHO), and the $33-million project is the most ambitious study ever undertaken on heart and vascular disease. Using standardised data-collection techniques, WHO’s correspondents gathered statistics on more than ten million men and women in more than 39 population centres, ranging from Siberia to California, Australia to Israel. The study rapidly disclosed some startling facts.

MONICA showed that in Finland, for example, men die of coronary disease 11 times more often than only they do in Japan, while Glasgow woman die of heart disease 12 times more than those in north-eastern Spain or southern France. Compass points. As the results flowed in, a clear pattern emerged: in Europe, the further north you live, the more likely you are to die from a heart attack. Two cities typical of this north-south gradient and Belfast and Toulouse, in south-western France. In the most recent period studied, the heart-disease death rate for men aged 45 to 54 is 237 per 100,000 population in Belfast, but only 56 in Toulouse. For the age group 55 to 64, the contrast is even more striking: 761 for Belfast, 175 for Toulouse—a difference of 4.3 to 1.

EPIC (European Prospective Investigation into Cancer and Nutrition) is a more recent study. Organised in seven European countries including Britain, by the Lyons-based International Agency for Research on Cancer, it began collecting data in 1993, and already shows a remarkably similar outcome: for most forms of cancer, the north is dangerous and the south relatively benign. Luxembourg and Belgium lead the mortality figures for men (Denmark and the UK for women), while Greece, Portugal, and Spain are at the bottom.

Split results. Why should residence in the developed north, with all its wealth and public services, make death by cardiovascular disease or cancer more likely than to the generally poorer south? The question seems to be all the more puzzling because MONICA found no significant differences in smoking, high-blood pressure or cholesterol—the three classic indicators of heart trouble—to explain the regional disparities. The further the investigations progress, the more one factor presents itself as the likely answer: diet.

Clearly, southern Europeans know something about eating that their northern brethren do not. The most confounding information is the MONICA data from France, the country with the western world’s highest expectancy. The French outlive Americans, for example, by more than four years, suffer less than half as much from coronary heart
disease and yet smoke more, drink more, and have blood pressure and cholesterol counts just as high--while enjoying the diet that has made French cuisine a byword for high living. Those startling facts are the basis of ‘the French paradox’.

Dr. Serge Renaud, epidemiologist and director of nutritional studies at France’s National Institute of Health and Medical Research, had been studying the relation between nourishment and heart disease for more than 30 years in serene anonymity.

Then the MONICA figures revealed the differences between France and more other industrialised nations: Scotland, Finland, the United States, and Australia were at the top of the scale for premature deaths from heart disease, while France was nearly at the bottom, edged out only by rice-and-fish-eating Japan. Renaud was suddenly besieged with queries. Could he shed some light on the puzzle? He could indeed. His five-year study of some 600 Lyons-area cardiac patients, completed in Spring 1993, proved to be a show-piece for the influence of diet on health.

Safe and sound. Renaud put half of his volunteers on the medically recommended diet for heart-attack victims, and the other half on a diet he developed himself, reducing red-meat consumption and calling for greater amounts of bread, fresh, and dried vegetables, fruits, fish, and white meat. His diet also replaced butter with a margarine-style spread developed in his laboratory. Renaud’s greater emphasis on fruits, grains, vegetables and his margarine cut the chances of death from a second heart attack by 76 percent.

Questions 9-11

Choose the appropriate letter, A-D, and write it in the space provided.

9. Which is the best description of ‘the French paradox’?
   - A. The French live longer than Americans.
   - B. The French are thought to have an unhealthy lifestyle, yet have a long life expectancy.
   - C. Although the French are heavy smokers, they have low rates of heart disease.
   - D. French cuisine has a very high reputation and is enjoyable.

10. Which statement best describes the author’s attitude to the theory that there is a connection between diet and disease?
   - A. S/he is undecided.
   - B. S/he supports it cautiously.
C. S/he supports it wholeheartedly.
D. S/he rejects the theory.

11. What is the author’s purpose in describing Japan as ‘rice /and /fish /eating’?
   A. To show that Japan was part of the studies.
   B. To show that Japan has a similar diet to France.
   C. To show that Japan has a healthy diet.
   D. To show that Japan has an unusual diet.
Appendix E

UNIT 4    HERBS

You should spend about 20 minutes on Questions 1-26 which are based on next reading passage.

Questions 1-5
Do the following statements agree with the view of the writer in following Reading passage?
In the space after each statement write:
YES If the statement agrees with the writer.
NO If the statement does not agree with the writer.
NOT GIVEN If the there is no information about this in the passage.

1. Standard synthetic drug for migraine are more effective than the botanical drug for migraine.
2. The medical world has been right not to respect botanicals.
3. Medical journals should publish more reports on the use of botanicals.
4. The 1930s was a peak period for the development of synthetic drugs.
5. People should not be allowed access to botanical drugs.

Questions 6-8
Reading Passage 2 lists three negative aspects of synthetic drugs. From the following list A-G decide which are the three negative aspects and write the letters in the spaces 6-8 in your answer sheet.

A. Their molecular form is different from that of botanicals.
B. There are possible side effects.
C. They are new.
D. Their success rates are not consistent.
E. Their preparation is different from similar natural drugs.
F. They are expensive.
G. They are unpleasant.
A Sprinkling of Herbs

The medicinal plants (or botanicals) that were the basis of nineteenth century drugs have today been largely superseded by synthetic chemicals. Some botanicals, such as digitalis, used in the treatment of heart conditions, remain in wide use, but they are heavily outnumbered by formulations that, while they may be modeled after older herbal concoctions, differ from them in both their molecular form and their method of preparation.

Not everyone, however, has welcomed this change. Many modern drugs, especially those for chronic disorders, have both variable success rates and a high incidence of unpleasant, even dangerous, side-effects. And man-made drugs tend to be more expensive. Unlike time-honoured plants preparations, they are new when they are introduced, so can be patented. Drug companies charge high prices in order to recoup their research and development costs and reap their profits. The reaction in some western countries, where conventional medicine has tended to dismiss botanicals, has been a renewed interest in plants with therapeutic properties.

There is evidence that garlic can (in sufficient concentration and properly coated to ensure that enzymes in the stomach do not digest it before it is absorbed) significantly lower cholesterol; that valerian root helps people to sleep; that a tincture made from the above-ground parts of the purple-cornflower plant does as much as its synthetic competitors to relieve cold and influenza symptoms; and that migraine sufferers derive as much benefit from dried feverfew leaves as from standard headache drugs. And the botanicals have minimal side-effects. Why, then, have botanicals had to struggle to gain the respect of much-some would say most – of the medical establishment?

One reason is that in many countries medical schools teach very little about drugs, whether synthetic or botanical. Similarly, the professional journals that tend to carry the most weight with doctors (because of their large international circulations) rarely report on plant-based therapies. An unusual break in the silence was a recent study reported in a journal that confirmed the efficacy of cranberry juice for bladder infections, long claimed by its advocates outside the medical profession. But for every such favourable report there are other, negative ones. Another study drew its readers’ attention to an epidemic of irreversible kidney failure among women in Belgium who had used a slimming formula containing a toxic Chinese herb.

Herbalists can counter negative reports with corresponding stories of the mischief done by synthetic drugs. In America during the 1930s, for example, a drug, dinitrophenol,
was popular for slimming – until it was found that many of its users developed cataracts. More recently, Oraflex, an arthritis drug, (called Opren in Europe) was taken off the market after a spate of deaths following its introduction in 1982. It is, in fact, precisely such episodes that make some health officials mistrustful of all drug, and this reluctant to give herbal medicines the benefit of the doubt on safety.

Among these experts in Robert Temple, who runs the Office of Drug Evaluation and Research of America’s Food and Drug Administration. At a recent conference in Washington, DC, where it was argued that many herbal preparations have been used since antiquity and so can be assumed to be harmless. Dr. Temple disagreed. If nothing else makes the premise questionable, he noted, it is that the toxicity of tobacco went unrecognized for centuries. Besides, he added, people are living longer than they used to, and thus are at greater risk than in the past from any medicine – natural or synthetic – that seems in the start run but that has not been sufficiently studied to detect delayed adverse effects.

The World Health Organization, a regulatory arm of the United Nations has, by contrast, proposed to permit ready to virtually every botanical with a track record unless modern scientific data exists that casts doubt on its safety. Given that three-quarters of the world population are believed to use botanicals, the approach seems reasonable, perhaps even wise.

On the other hand, a passive policy has drawbacks. Almost inevitably, it would discourage investment in research aimed at pushing knowledge about ‘natural’ remedies – their efficacy, as well as their safety- beyond the limited information now available. There is a lot left to learn.

697 words

Questions 9-15

Complete the table below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

<table>
<thead>
<tr>
<th>Year / period</th>
<th>Drug / plant</th>
<th>Use</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent</td>
<td>9. __________</td>
<td>Bladder infections</td>
<td>Successful</td>
</tr>
<tr>
<td>Not stated</td>
<td>Formula containing Chinese herb</td>
<td>10. __________</td>
<td>11. ______</td>
</tr>
<tr>
<td>1930s</td>
<td>12. __________</td>
<td>Slimming</td>
<td>13. ______</td>
</tr>
<tr>
<td>14. __________</td>
<td>Oraflex</td>
<td>15. __________</td>
<td>deaths</td>
</tr>
</tbody>
</table>
Appendix F

UNIT 5 SAFETY
You are advised to spend about 20 minutes on questions 1-11 which are based on next reading passage.

Planes that Fall to Pieces
On April 28, 1988, the roof came off a Boeing 737 of Aloha Airlines while it was flying over Hawaii. In the explosive decompression that followed, a flight attendant was sucked out to her death and seven passengers were seriously injured, but miraculously the aircraft managed to land, 18 minutes later, without disintegrating.

It was a dramatic introduction to the phenomenon of the geriatric jet. Until then, few air travellers worried about the age of aircraft. It was generally assumed that international regulatory authorities insisted on rigorous maintenance and inspection procedures specifically designed to detect and prevent structural fatigue and corrosion.

Aloha Airlines aircraft number N73711 changed all that. It was discovered that rivets holding two sections of the fuselage together had blown and the bonding and failed. The cause: corrosion and metal fatigue. The plane was 19 years old and had completed 89680 take-off and landing cycles. Its design life was 75000 cycles. Nor was its age in any way unusual. Boeing produced figures this year showing that 558 of its aircraft were still in service boeing their ‘economic design life objective’ of 20 years.

Ensuring aircraft are safe to fly depends on a crucial troika: the national regulatory authority, which grants airworthiness certificates; the aircraft manufacturer, which issues technical instructions and replacement of parts; and the airline, which is supposed to carry our the manufacturer’s instructions.

In the case of N73711, Aloha Airlines’ maintenance procedures were seriously deficient. Its aircraft were overworked on short, island-hopping flights and were exposed to a corrosive salt atmosphere, yet its corrosion control programme was inadequate. Boeing, which had discovered the problems at Aloha, had failed to alert the FAA.

With a worldwide shortage of new aircraft and an ever-ageing fleet, it was realised belatedly that growing numbers of elderly aircraft were going to pose problems hitherto unforeseen – like the need to check 70,000 rivets, rivet by rivet on other geriatric jets.
‘We no longer believe you can rely on inspections forever as aircraft approach their life-limit goal,’ says Tom Swift, a British-born metallurgist at the FFA. ‘We think it is important to establish a point at which you must start replacing parts’.

A particular recent concern is the phenomenon of ‘multi-site damages’, when hairline cracks develop behind a row of rivets and create a fault that can rip apart like serrate paper. MSD was identified as the cause of the crash of the Japanese Airlines Boeing 747 in 1985, when 520 people lost their lives.

In Britain, the CCA has a good record for upholding high standards of aircraft maintenance, insisting on fatigue testing of every fuselage and pioneering the concept of structural audits to find fault at an early stage. Nevertheless, Ronald Ashford, the director of safety, admits that there were shortcomings. ‘In future there will be much more rigorous inspection programmes and a greater tendency to require replacement of large areas of frames and skins.

Questions 1-5
Decide whether the statements are, according to the text, true, false or the information is not given and write A for true, B for false, and C for not given, in the space given.

1. In the Aloha Airlines accident the roof blew off because of explosive decompression in the plane.
2. According to the writer it is remarkable that the aeroplane did not break apart before landing.
3. The cause of the Aloha Airlines accident was never discovered.
4. Many old aircrafts still in use beyond their 20-year limit have passed Boeing fitness tests.
5. The safety of aircraft depends on, among other things, the airline following the instructions given by the aircraft manufacturer.

Questions 6-12
6 and 7. What TWO factors made Aloha Airlines aircraft deteriorate especially quickly?
8. Tom Swift says that as planes approach their ‘life-limit goal’:
   A. they should be replaced
   B. they should increase the numbers of inspections.
   C. a decision should be made about when to replace, instead of fix, whole parts.
D. Certain parts should be replaced.

9. According to the information in the text, multi-site damage:
   A. has only recently been discovered.
   B. is of particular concern now.
   C. has been the cause of several airline accidents.
   D. can rip apart like serrated paper.

10 and 11. What TWO maintenance procedures are carried out by the CAA in Britain? Use two words from the text for each answer.

12. ‘Safety checks on aircraft in Britain are improving’.

Write T if you think that this statement is true, or F if you think that it is false, in your answer sheet.
Appendix G

The Reading Section of International English Language Testing System (IELTS), Kohonen (1992)

Reading Passage 1
You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 1 below.

Absenteeism in Nursing: A Longitudinal Study

Absence from work is a costly and disruptive problem for any organisation. The cost of absenteeism in Australia has been put at 1.8 million hours per day or $1400 million annually. The study reported here was conducted in the Prince William Hospital in Brisbane, Australia, where, prior to this time, few active steps had been taken to measure, understand or manage the occurrence of absenteeism.

Nursing Absenteeism

A prevalent attitude amongst many nurses in the group selected for study was that there was no reward or recognition for not utilising the paid sick leave entitlement allowed them in their employment conditions. Therefore, they believed they may as well take the days off – sick or otherwise. Similar attitudes have been noted by James (1989), who noted that sick leave is seen by many workers as a right, like annual holiday leave.

Miller and Norton (1986), in their survey of 865 nursing personnel, found that 73 per cent felt they should be rewarded for not taking sick leave, because some employees always used their sick leave. Further, 67 per cent of nurses felt that administration was not sympathetic to the problems shift work causes to employees’ personal and social lives. Only 53 per cent of the respondents felt that every effort was made to schedule staff fairly.

In another longitudinal study of nurses working in two Canadian hospitals, Hackett, Bycio and Guion (1989) examined the reasons why nurses took absence stated for absence was minor illness to self. Other causes, in decreasing order of frequency, were illness in family, family social function, work to do at home and bereavement.
Method

In an attempt to reduce the level of absenteeism amongst the 250 Registered and Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months.

Strategy 1: Non-financial (material) incentives

Within the established wage and salary system it was not possible to use hospital funds to support this strategy. However, it was possible to secure incentives from local businesses, including free passes to entertainment parks, theatres, restaurants, etc. at the end of each roster period, the ward with the lowest absence rate would win the prize.

Strategy 2: Flexible fair rostering

Where possible, staff were given the opportunity to determine their working schedule within the limits of clinical needs.

Strategy 3: Individual absenteeism and counselling

Each month managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for full-time employees). Characteristics patterns of potential ‘voluntary absenteeism’ such as absence before and after days off” excessive weekend and night duty absence and multiple single days off were communicated to all ward nurses and then, as necessary, followed up by action.

Results

Absence rates for the six months prior to the incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months they ranged between 2.87 per cent and 3.96 per cent. This represents a 20 per cent improvement. However, analysing the absence rates on a year-to-year basis, the overall absence rate was 3.60 per cent in the first year and 3.43 per cent in the following year. This represents a 5 per cent decrease from the first to the second year of the study. A significant decrease in absence over the two-year period could not be demonstrated.

Discussion

The non-financial incentive scheme did appear to assist in controlling absenteeism in the short term. As the scheme progressed it became harder to secure prizes and this contributed to the program’s losing momentum and finally ceasing. There were mixed results across wards as well. For example, in wards with staff members who had long-term genuine illness, there was little chance of winning, and to some extent the staff on those wards were disempowered. Our experience would suggest that the long-term effects of incentive awards on absenteeism are questionable.
Over the time of the study, staff were given a larger degree of control in their rosters. This led to significant improvements in communication between managers and staff. A similar effect was found from the implementation of the third strategy. Many of the nurses had not realised the impact their behaviour was having on the organisation and their colleagues but there were also staff members who felt that talking to them about their absenteeism was ‘picking’ on them and this usually had a negative effect on management-employee relationships.

Conclusion

Although there has been some decrease in absence rates, no single strategy or combination of strategies has had a significant impact on absenteeism per se. Notwithstanding the disappointing results, it is our contention that the strategies were not in vain. A shared ownership of absenteeism and a collaborative approved cooperation and communication between management and staff. It is our belief that this improvement alone, while not tangibly measurable has increased the ability of management to manage the effects of absenteeism more effectively since this study.

This article has been adapted and condensed from the article by G. William and K. Slater (1996), ‘Absenteeism in nursing: A longitudinal study’, Asia Pacific Journal of Human Resources, 34(1): 111-21. Names and other details have been changed and report findings may have been given a different emphasis from the original. We are grateful to the authors and Asia Pacific Journal of Human Resources for allowing us to use the material in this way.

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-7 on your answer sheet write

YES  if the statement agrees with the information

NO  if the statement contradicts the information

NOT GIVEN  if there is no information on this in the passage

1. The Prince William Hospital has been trying to reduce absenteeism amongst nurses for many years.

2. Nurses in the Prince William Hospital study believed that there were benefits in taking as little sick leave as possible.
3. Just over half the nurses in the 1986 study believed that management understood the effects that shift work had on them.

4. The Canadian study found that ‘illness in the family’ was a greater cause of absenteeism than ‘work to do at home’.

5. In relation to management attitude to absenteeism the study at the Prince William Hospital found similar results to the two 1989 studies.

6. The study at the Prince William Hospital aimed to find out the causes of absenteeism amongst 250 nurses.

7. The study at the Prince William Hospital involved changes in management practices.

**Questions 8-13**

*Complete the notes below.*

*Choose ONE OR TWO WORDS from the passage for each answer. Write your answers in box 8-13 on your answer sheet.*

In the first strategy, wards with the lowest absenteeism in different periods would win prizes donated by … (8) …. 

In the second strategy, staff were given more control over their … (9) …. 

In the third strategy, nurses who appeared to be taking … (10) … sick leave or … (11) … were identified and counselled.

Initially, there was a … (12) … per cent decrease in absenteeism.

The first strategy was considered ineffective and stopped. The second and third strategies generally resulted in better … (13) … among staff.

**Reading Passage 2**

You should spend about 20 minutes on *Questions 14-26*, which are based on Reading Passage 2 below.
The Motor Car

A. There are now over 700 million motor vehicles in the world – and the number is rising by more than 40 million each year. The average distance driven by car users is growing too – from 8 km a day per person in Western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B. While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C. Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 per cent of inland freight in the United Kingdom is cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D. In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, One-way systems and parking lots. In the United States, More land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E. A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on. Yet cars easily surpass trains or buses as a flexible and convenient mode of personal transport. It is unrealistic to expect people to give up private cars in favour of mass transit.

F. Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is
increasing at a faster rate than the improvement in emissions and fuel efficiency which
technology is now making possible.

G. One solution that has been put forward is the long-term solution of designing
cities and neighbourhoods so that car journeys are not necessary – all essential services
being located within walking distance or easily accessible by public transport. Not only
would this save energy and cut carbon dioxide emissions, it would also enhance the quality
of community life, putting the emphasis on people instead of cars. Good local government is
already bringing this about in some places. But few democratic communities are blessed
with the vision – and the capital - to make such profound changes in modern lifestyles.

H. A more likely scenario seems to be a combination of mass transit systems for
travel into and around cities, with small ‘low emission’ cars for urban use and larger hybrid
or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure
that drivers pay charges geared to actual road use. Better integration of transport systems is
also highly desirable – and made more feasible by modern computers. But these are
solutions for countries, which can afford them. In most developing countries, old cars and
old technologies continue to predominate.

Questions 14-19
Reading passage 2 has eight paragraphs (A-H). Which paragraphs concentrate on
the following information? Write the appropriate letters (A-H) in boxes 14-19 on
your answer sheet.

NB you need only write ONE letter for each answer.
14. a comparison of past and present transportation methods
15. how driving habits contribute to road problems
16. the relative merits of cars and public transport
17. the writer’s own prediction of future solutions
18. the increasing use of motor vehicles
19. the impact of the car on city level development

Question 20-26
Do the following statements agree with the information given in Reading Passage
2? In boxes 20-26 on your answer sheet write

YES if the statement agrees with the information
NO if the statement contradicts the information
NOT GIVEN if there is no information on this in the passage

20. Vehicle pollution is worse in European cities than anywhere else.
21. Transport by horse would be a useful alternative to motor vehicles.
22. Nowadays freight is not carried by water in the United Kingdom.
23. Most European cities were not designed for motor vehicles.
24. Technology alone cannot solve the problem of vehicle pollution.
25. People’s choice of car and attitude to driving is a factor in the pollution problem.

Reading Passage 3
You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 on the following pages.

Questions 27-33
Reading Passage 3 has eight paragraphs (A-H). Choose the most suitable headings for paragraphs B-H from the list of headings below. Write the appropriate numbers (i – x) in boxes 27-33 on your answer sheet.

NB There are more headings than paragraphs, so you will not use all of them.

List of Headings

| i  | Common objections            | vi | They can’t get in with these       |
| ii | Who’s planning what          | vii| How does it work?                  |
| iii| This type sells best in the shops | viii | Fighting fraud                    |
| iv | The figures say it all       | ix | Systems to avoid                   |
| v  | Early trials                 | x  | Accepting the inevitable          |

Example Answer Table

<table>
<thead>
<tr>
<th>Paragraph A</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph A</td>
<td>vi</td>
</tr>
</tbody>
</table>

27. Paragraph B 31. Paragraph F
28. Paragraph C 32. Paragraph G
29. Paragraph D 33. Paragraph H
30. Paragraph E
The Keyless Society

A. Students who want to enter the University of Montreal’s athletic complex need more than just a conventional ID card – their identities must be authenticated by an electronic hand scanner. In some California housing estates, a key alone is insufficient to get someone in the door; his or her voiceprint must also be verified. And soon, customers at some Japanese banks will have to present their faces for scanning before they can enter the building and withdraw their money.

B. All of these are applications of biometrics, a little known but fast-growing technology that involves the use of physical or biological characteristics to identify individuals. In use for more than a decade at some high-security government institutions in the United States and Canada, biometrics are now rapidly popping up in the everyday world. Already, more than 10,000 facilities, from prisons to day-care centres, monitor people’s fingerprints or other physical parts to ensure that they are who they claim to be. Some 60 biometric companies around the world pulled in at least $22 million by 1999.

C. Biometric security systems operate by storing a digitised record of some unique human feature. When an authorized user wishes to enter or use the facility, system scans the person’s corresponding characteristics and attempts to match them against those on record. Systems using fingerprints, hands, voices, irises, retinas, and faces are already on the market. Others using typing patterns and even body odours are in various stages of development.

D. Fingerprint scanners are currently the most widely deployed types of biometric application, taking to their growing use over the last 20 years by law-enforcement agencies. Sixteen American States now use biometrics fingerprint verification systems to check that people claiming welfare payments are genuine. In June, politicians in Toronto voted to do the same, with a pilot project beginning next year.

E. To date, the most widely used commercial biometric system is the hand key, a type of hand scanner, which reads the unique shape, size, and irregularities of people’s hands. Originally developed for nuclear power plants, the hand key received its big break when it was used to control access to the Olympic Village in Atlanta by more than 65,000 athletes, trainers and support staff. Now there source of other applications.

F. Around the world, the market is growing rapidly. Malaysia, for example, is preparing to equip all of its airports with biometric face scanners to match passengers with luggage. And Japan’s largest maker of cash dispensers is developing new machines that incorporate iris scanners. The first commercial biometric, a hand reader used by an American firm to monitor employee attendance was introduced in 1974. But only in the past
few years, as the technology improved enough for the prices to drop sufficiently to make
them commercially viable. ‘When we started four years ago, I had to explain to everyone
what a biometric is,’ says one marketing expert. ‘Now, there’s much more awareness out
there.’

G. Not surprisingly, biometrics raise thorny questions about privacy and the
potential for abuse. Some worry that government and industry will be tempted to use the
technology to monitor individual behaviour. ‘If someone used your fingerprints to match
your health-insurance records with a credit-card record showing you regularly brought lots
of cigarettes and fatty foods,’ says one policy analyst, ‘You would see your insurance
payments go through the roof.’ In Toronto, critics of the welfare fingerprints plan
complained that it would stigmatise recipients by forcing them to submit to a procedure
widely identified with criminals.

H. Nonetheless, support for biometrics is growing in Toronto as it is in many other
communities. In an increasingly crowded and complicated world, biometrics may well be a
technology whose time has come.

Questions 34-40

Look at the following groups of people (Questions 34-40) and the list of biometric systems
(A-F) below. Match the groups of people to the biometric system associated with them in
Reading passage 3. Write the appropriate letters A-F in boxes 34-40 on your answer sheet.

NB you may use any biometric system more than once.

34. Sports students
35. Olympic athletes
36. airline passengers
37. welfare claimants
38. business employees
39. home owners
40. bank customers

List of Biometric Systems

A. fingerprint scanner
B. hand scanner
C. body odour
D. voiceprint
E. face scanner
F. typing pattern
Appendix H

Strategy Inventory for Language Learning (SILL)
Version for Speakers of Other Languages Learning English

Strategy Inventory for Language Learning (SILL)
Version 7.0 (ESL/EFL)

Directions
This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate worksheet, write the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.
USUALLY NOT TRUE OF ME means that the statement is true less than half the time.
SOMewhat TRUE OF ME means that the statement is true of you about half the time.
USUALLY TRUE OF ME means that the statement is true more than half the time.
ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Read the item, and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English. ______

You have just completed the example item. Answer the rest of the items on the worksheet.

Strategy Inventory for Language learning

(Version 7.0 (EFL/ESL)

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me
(Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhythm to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.
Part B
10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

(Write answers on Worksheet)

19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C
24. To understand unfamiliar English words, I make guesses.
25. When I can’t think of a word during a conversation in English, I use guesses.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can’t think of an English word, I use a word or phrase that means the same thing.
Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

(Write answers on Worksheet)

Part E

39. I try to relax whenever I fell afraid of using English.
40. I encourage my self to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.
Appendix I

Language Learning and Class Structure Questionnaire

You are being asked to complete this questionnaire in order to evaluate systematically your feelings about language learning and different language learning environments. There are no right or wrong answers to these statements. Your evaluation is very valuable and will be used for course improvement only. It will not be used for assessment; therefore, make sure that you answer every question very carefully and fairly, please. It usually takes about 20-30 minutes to complete this questionnaire. If you have any questions, let the teacher know immediately. Thank you.

I: Attitudes towards English Language Learning

This section of the questionnaire measures your feelings and attitudes towards English language learning. After each statement, please decide very carefully on any one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

For item number 1, for example:
Number ‘1’ means that English language learning is ‘very hard’ for me.
Number ‘2’ means that English language learning is ‘hard’ for me.
Number ‘3’ means that English language learning is ‘somewhat hard’ for me.
Number ‘4’ means that I have no opinion.
Number ‘5’ means that English language learning is ‘somewhat easy’ for me.
Number ‘6’ means that English language learning is ‘easy’.
Number ‘7’ means that English language learning is ‘very easy’ for me.

English language learning is….

1. hard 1 2 3 4 5 6 7 easy
2. frustrating 1 2 3 4 5 6 7 relaxing
3. not enjoyable 1 2 3 4 5 6 7 enjoyable
4. de-motivating 1 2 3 4 5 6 7 motivating
II: Attitudes towards Individualistic Class Structure
This section of the questionnaire measures your attitudes towards individualistic class structures. After studying the statement, decide on one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

Number ‘1’ means that I ‘strongly agree’ with the statement.
Number ‘2’ means that I ‘agree’ with the statement.
Number ‘3’ means that I ‘somewhat agree’ with the statement.
Number ‘4’ means that I ‘cannot say’.
Number ‘5’ means that I ‘somewhat disagree’ with the statement.
Number ‘6’ means that I ‘disagree’ with the statement.
Number ‘7’ means that I ‘strongly disagree’ with the statement.

5. In my English language courses, I would like to learn English INDIVIDUALLY.
   Strongly agree          1   2   3   4   5   6   7
   Strongly disagree

III: Attitudes towards Cooperative Learning
This section of the questionnaire measures your attitudes towards cooperative learning as a whole. After studying each statement, decide on one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

6. Cooperative learning is an enjoyable way of learning.
   Strongly agree          1   2   3   4   5   6   7
   Strongly disagree

7. Working in learning groups is fair for all group members.
   Strongly agree          1   2   3   4   5   6   7
   Strongly disagree

8. In group work I am more motivated to learn.
   Strongly agree          1   2   3   4   5   6   7
   Strongly disagree

9. A group can almost always come up with more creative solutions than can individual.
   Strongly agree          1   2   3   4   5   6   7
   Strongly disagree

10. I better understand the material by working with a partner than by working alone.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree

11. It is important for me to form a good relationship with class partners than to get a good mark.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree

12. In group work I learn some social skills and strategies essential for academic success.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree

13. Cooperative learning helps me to learn how to work with others.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree

14. In cooperative learning I learn how to cope with diversities and accept others.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree

15. In cooperative learning I learn to respect those who are superior to me.
    Strongly agree          1   2   3   4   5   6   7
    Strongly disagree
16. In cooperative learning I can learn more by assessing others and being assessed.
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

17. Cooperative learning makes me think more about how to do better.
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

18. Cooperative learning provides me a chance to recognize my own capacities better.
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

IV: Concerns with Regard to Cooperative Learning
This section of the questionnaire measures your possible concerns with regard to cooperative learning environments. After studying each statement, decide on one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

   In cooperative learning settings I am concerned about:

19. time limitation
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

20. division and coordination of work between team members
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

21. effectiveness of learning in groups
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

22. the value of the information I receive
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

23. the level my partners accept me and value my ideas
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

24. the differences between group members academic levels
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

25. the noise group work brings with it
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

26. role assignment
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

27. being assessed by others
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

28. reaching consensus (agreement)
   Strongly agree 1 2 3 4 5 6 7 Strongly disagree
V: Attitudes towards Cooperative Team-Based Learning
This section of the questionnaire measures your attitude towards Cooperative Team-Based Learning. After studying the statement, decide on one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

29. I would like to learn English in cooperative learning classes in which all teams
   COOPERATE with one another.
   Strongly agree          1   2   3   4   5   6   7   Strongly disagree

VI: Attitudes towards Competitive Team-Based Learning
This section of the questionnaire measures your attitude towards Competitive Team-Based Learning. After studying the statement, decide on one option that best shows your feeling. Circle the number from 1 to 7 in your answer sheet, please.

30. I would like to learn English in cooperative learning classes in which all teams
   COMPETE against one another.
   Strongly agree          1   2   3   4   5   6   7   Strongly disagree

OPTIONAL
Discussion Questions
This section of the questionnaire measures your overall evaluation of cooperative learning. If Interested, please write your answers in your answer sheet.

1. What do you like the best about Cooperative Learning?
2. What do you like the least about Cooperative Learning?
3. Do you have any comments or any other concerns about the idea of working in teams? If yes, please explain.
Appendix J

Request Letter for Organising the Field-Study

From
Seyed Mohammad Hassan Hosseini – Iranian PhD candidate
C/O No. 56, 24th Main, 3rd Stage, Vigaynagar, Mysore – 570 002  Mob: 9886577226
22 April 2006

To
The Chairman / Principal
Mashhad Islamic Azad University, Mashhad, Iran
Mahajana First Grade College, Mysore, India

Sub: Request for conducting a Ph.D research experiment

Dear Sir,

I am S. M. H. Hosseini, a PhD student (in ELT) at the University of Mysore, India, pursuing my research studies leading towards a PhD degree, under the guidance of Dr. A.S. Dasan, Dept. of English, University of Mysore. As I am expected to pursue a comparative experimental study on the effectiveness of Cooperative Learning Methods on academic achievements of Iranian and Indian UG students, this is to request you to extend your kind co-operation for the implementation of my study in your esteemed institution.

The experimental study would aim at enabling students to:
(i) read more effectively;
(ii) develop their repertoire of language learning strategies;
(iii) generate their favourable attitudes towards the language courses, and
(iv) taste the value of and get aware of the benefits of group work and group learning.

I need three classes of at least 50 second-year Engineering majors in each for nearly 10 weeks of two sessions each.

Thanking you in anticipation,

Yours faithfully,

(Seyed Mohammad Hassan Hosseini)
Research-scholar
Certificate from Mahajana First Grade College, Mysore, India

12.09.2007

To whom it may concern

This is to certify that Mr. Seyed Mohammad Hassan Hosseini has interacted with the students of this college for the experimentation part of his Ph.D research study, “Effectiveness of Cooperative Learning Methods: A Study with Iranian and Indian Undergraduate Learners”, being pursuit in the University of Mysore. His interaction was in the first semester of the academic year 2006-07. These sessions were of 45 minutes each, held twice a week, for a period of 10 weeks, spread out from third week of June to first week of September 2006.

Sd.

Certificate from Islamic Azad University of Mashhad, Iran

10.05.2007

To whom it may concern

This is to certify that Mr. Seyed Mohammad Hassan Hosseini has selected a sample population of our engineering students in our college for the experimentation part of his Ph.D research study, “Effectiveness of Cooperative Learning Methods: A Study with Iranian and Indian Undergraduate Learners”, being pursuit in the University of Mysore, India. He conducted his experiments in the first semester of academic year from 1\textsuperscript{st} Oct. 2006 to 10\textsuperscript{th} Jan 2007. He organized his classes for two sessions a week, with duration of 45 minutes each.

Sd.
Appendix K

Students’ Opinions

Although students’ responses indicated a sort of polarity in attitudes at the start of the course, most of their comments at the end of the course indicated a very strong endorsement of CL methods, which justified the quantitative findings of the present research study. Representative responses to the last three questions in the Attitude Questionnaire are as follows:

Shinu (India): I candidly think this course has helped me immensely. For example, before the course, I was not thinking of what the text were [sic] about…. My aim was just memorizing vocabularies and grammatical points. But now, I know that whilst reading the text, I must take great care in trying to understand what the author is trying to get at, by scanning for arguments and facts which support them….

Mohsen (Iran): The fact of being accidentally selected to answer for other team members made my attention more intense which helped my learning.

Roopa (India): During the last years I’ve never thought of the strategies that can be so much facilitative of my understanding. I surly learnt good strategies from my friends.

Mohammad (Iran): Seeing things from a different point of view and exchange each other’s ideas really broadened my view and, I think, improved my expression skills.

Abuzer (India): Definitely Cooperative T-BL was an interesting way of learning English because, for example, last year, even though I received the ‘A’ mark, I could not only to remembered [sic] most of the material a few days after the final exam, but also not able [sic] to use English when I needed it outside the class. But here, we had to discuss and use English and make the subject relevant to ourselves and so remembered better when we needed it.

Sina (Iran): I learned not only some of the text information but a great deal of new information about my own weaknesses. That is why, to be frank, most of the time, I tried to winning [sic] through cheating my team members….

Ali (Iran): Although a good experience, the joy of working together depends on the partner you get. For example, I could not digested [sic] the supercilious behaviour of one of our team members…cause he was not able to accept a learning culture. You know, he was too much intolerance[sic] of me from the time I started to develop. The beauty of Competitive T-BL atmosphere, however, was in that it made him learn to come to terms and accept others’ superiority.