CHAPTER 3
READING

3.1 READING AS A SKILL

One of the aims of language teaching is to make students learn the skills of language use. Reading, listening, speaking and writing are grouped under macro-skills. In our project we focus on reading and writing skills for the users of the ISO 9001:2000 Standard.

Reading involves a focus on the meaning of the text and on making links between meanings in different parts of the text. It involves guessing of the meaning of unknown words from the context and understanding the role of the logical connectors.

Reading, as one of the most important skills has been discussed widely. Reading relates to language expressed through visual medium.

French (1970) regards reading as an art or skill, as not only the way to earn how to understand and how to use new vocabulary and new patterns, but also for the most part, only the recognition in printed symbols, of what we already can speak.

Widdowson (1986) considers reading as the ability to recognize sentences and their meanings as linguistic elements. It also refers to the ability to recognize how they function as parts of a discourse.

He also adds that reading as the understanding of discourse does not simply involve the recognition of what words and sentences mean but also the recognition of the value they take on in association with each other as
elements in a discourse. When we read with understanding, we actively work out what the discourse means predicting what is to come by reference to what has preceded.

In reading any text, 'comprehending' and 'interpreting' abilities are essential in order to get a complete meaning of the text.

'Comprehending' is the ability to recognize sentences manifested through visual medium and to associate them with their correct signification."

'Interpreting' is the ability in visual medium which corresponds to talking in the aural, visual medium.

If the learner is to acquire the communicative ability of reading then he must develop an interpreting strategy whereby he is able to derive meaning from the context.

Once the art of reading is learnt, the skill is used to read books, magazines and newspapers that give us information or pleasure.

3.2 THE PURPOSE OF READING

Every one reads with some kind of purpose in mind. Generally speaking people read in order to

enjoy, i.e., for pleasure.

obtain information of some kind.

Dudley (1998) refers to Johns and Davies who have contributed to the approach to reading in ESP regarding the shift from text as linguistic object to text as a vehicle of information. According to them, for ESP learners, extracting
information accurately and quickly is more significant than language details, and application of the information in the text is of paramount importance. The reader first processes the language and then links the ideas to what he already knows.

3.3 WHY DO THE PERSONNEL FIND IT DIFFICULT TO USE THE SKILLS?

English is the language used throughout the education system, in most cases from the primary school level, in others from the secondary level. The language level may be quite high, but it has been found that many students in these situations need help with adjusting to the demands made by them.

The learners would have studied English up to the tertiary level only General English and it is unlikely that they have specific preparation for study at the university level, or for the specific tasks carried out in English, in professions they choose. Their General English study would have included mainly the literary aspects of English and therefore their preparedness for studying a non-literary subject in English may not be effective.

The most successful communication skills course makes use of a combination of ideas and communication skills.

Because of the reasons cited above people find it difficult to make use of the skills of reading, writing or oral communication.
3.3.1 INTERFERENCE OF GRAMMAR AND VOCABULARY IN READING

It is necessary to pay attention to the students who have problems with grammar that interfere with their reading. There are many occasions where the students have to make oral presentations and present written documents, and read seriously. Serious weaknesses in grammar need help.

Vocabulary is another important factor, which interferes with reader's comprehension of the text while reading. Deducing the meaning of the words and expressions while reading with reference to the context is another area of difficulty for readers. Unfamiliar vocabulary does, however, interrupt his smooth progress through the text. Hence it is necessary to develop student's performance in comprehending the text. They are required to develop techniques to enable them to understand such texts or to extract information from texts.

Various courses are designed to improve the communicative skills of the personnel in various types of organizations. The organizations, be it manufacturing, software, service oriented or educational, train their personnel regularly in communicative skills. In-house programmes are also conducted where ESP specialists conduct training programmes in the respective organizations.

Such programmes focus on the specialist's skill required for the specific purpose. Training is given to the technical, non-technical personnel who have
to carry out their professional activities regularly in English within and outside their organization.

### 3.4 THE ABILITIES OF A GOOD READER

A good reader is one who possesses the following abilities. He can

a) respond to the precise meaning of familiar words used from their context and also infer the meaning of unfamiliar words from contextual or internal clues without referring to a dictionary.

b) respond equally unconsciously to the lexical meaning of the words he reads and the relationships between them, which are signally by grammatical means. He looks straight through the words to the meaning.

c) imagine in his mind the scenes and events the words create.

d) respond to more than plain sense of words.

e) understand the author's attitude to his readers & the reader he has in mind.

f) understand the author's intention.

Even though the reader of the standard 9001:2000 possesses some of the linguistic abilities, these abilities require more training in the field because of the specificity of the English language used in the standard. How these abilities are guided and trained through various programmes are dealt with in the next unit.
3.5 READING SKILLS IN ESP

The overall aim of this part of the project is to develop students' performance in comprehending the text, thus enlarging his ability to use the text which is specific.

According to Dudley-Evans (1998:96), extracting information accurately and quickly is more significant than language details for ESP learners; and application of information in the text is of paramount importance. According to him, the reader first processes the language and then links to the idea to what is already known.

A balance between skills and language development is what is required in an ESP course. Dudley points out to some of the key skills to be learnt. They are

- selecting what is relevant for the purpose;
- using all the features of the text such as headings, layout, typeface;
- skimming for content and meaning;
- scanning for specifics;
- identifying organizational patterns;
- understanding relations within a sentence and between the sentences;
- using cohesive and discourse markers;
- predicting, inferring and guessing;
- identifying main ideas, supporting ideas and examples;
- processing and evaluating the information during reading;
transferring or using the information while or after reading;

Greenall and Swan (1986) summarises specific skills to be taught to the learners under following headings.

a) extracting main ideas.
b) reading for specific information.
c) dealing with unfamiliar words.
d) predicting.
e) understanding text organization.
f) checking comprehension.
g) inferring.
h) linking ideas.
i) understanding complex sentences.
j) understanding writer's style.
k) evaluating text.
l) reacting to the text.
m) writing summaries.

Some of these specific skills required in reading and understanding as applicable to ISO 9001-2000 are discussed below.

3.6 TEACHING READING SKILLS FOR THE USERS OF ISO 9001:2000

Effective reading means being able to read accurately and efficiently, and to understand as much of the text as they need in order to achieve their purpose.
A very careful reading of the ‘standard ISO 9001-2000’ is required before the implementation of the quality management system begins. There is nothing like unimportant in the text. The vocabulary, structure and concepts presented in the standard will have to be clearly understood.

The requirements of the standard are to be understood at macro and micro levels totally and comprehensively.

For Ex: the concepts of quality, management. Terms like controlled documents, acceptance criteria, approval & reapproval need a clear understanding before putting them to use either in practice or in writing the documents.

The reader will have to be competent enough to read the ‘Standard’ for all the details and requirements to be fulfilled before the organization gets certification. Each clause is important for the reader. As already pointed out, the personnel who have to read, understand and interpret the standard, come from different backgrounds linguistic, cultural, rural, urban and with various academic backgrounds i.e., arts, commerce, engineering, management etc. They should possess good reading skills, thus making their job less difficult and tedious. They will have to be given required guidance in clear reading of the standard which in turn will guide them to manage the system in their organization and use these results in writing the required documents to obtain ISO Certification.
The next part deals with some of the sub-skills required for the reader in detail, to understand the text and what he has to look for in the standard.

The guidance for improving the ability to comprehend and interpret the vocabulary, concepts and structures specific to the standard is also suggested in the next part of the project.

3.6.1 EXTRACTING MAIN IDEAS

'Skimming' is the quick way of reading. It helps us to get main ideas developed in the text fast. It is as a time saving process. The objective here is to distinguish between important and unimportant information. Important words in the text provide the main ideas. The important words can be identified by looking at the nouns, verbs, adjectives and adverbs. Once the document has been identified as important, then ESP readers need to read it carefully, extract meaning and consider author's attitude.

The standard ISO 9001:2000 is the text the readers have to understand and interpret in order to implement the guidelines prescribed. Their reading of the text must be made purposeful because meaning is dependent on a purposeful interaction between reader and text.

The readers, in order to be able to implement the guidelines have to study the text seriously and with commitment. In the standard, no expression or sentence is unimportant to the reader. It is so structured that all the sections are important and relevant to the implementation of Quality
Management System in an organization. This is evident from the following examples from the text.

1. All requirements of this international standard are generic and are intended to be applicable to all organizations regardless of type, size and product provided.

2. The organization shall take action to eliminate the cause of non-conformities in order to prevent recurrence.

3. Follow-up activities shall include the verification of the actions taken and the reporting of verification results.

4. Planning output shall be up-dated, as appropriate, as the design and development progresses.

5. At suitable stages, systematic reviews of design and development shall be performed in accordance with planned arrangements.

The readers are asked to point out the terms and expressions which provide them with main ideas in a sentence.

Another way of developing the skill of extracting main ideas in this text is to guide the learner to read the paragraphs of individual headings viz. 'General' and 'General requirements'.

The sub-headings 'General' and 'General requirements' provide main ideas which the following paragraphs deal with, and the reader acquaints
himself with these main ideas when he goes to ‘General’ and ‘General requirements’.

Example from the Standard

1.1 General

This International Standard specifies requirements for a quality management system where an organization
a) needs to demonstrate it ability to consistently provide product that meets customer and applicable regulatory requirements, and
b) aims to enhance customer satisfaction through the effective application of the system, including processes for continual improvement of the system and the assurance of conformity to customer and applicable regulatory requirements.

This paragraph focuses on the main idea of the basic purpose of the ‘standard’ and its implementation.

Eg: 2:

Under the sub-heading Measurement, analysis and improvement.

8.1 General

The organization shall plan and implement the monitoring, measurement, analysis and improvement processes needed
a) to demonstrate conformity of the product,
b) to ensure conformity of the quality management system, and
c) to continually improve the effectiveness of the quality management system.
The above paragraph under 'General' focuses on the overall idea and the latter paragraphs deal with monitoring and measurement and various other ideas linked with it.

This approach is adopted throughout the text. Attention should be drawn to the reader on this point and it is essential that he extracts these main ideas detailed in the following clauses 4.1, 4.2.1, 5.6.1, 6.2.1, 8.1.

3.6.2 READING FOR SPECIFIC INFORMATION

'Scanning' as it is called is the skill needed to get specific information. It is not always necessary to read the whole text especially when the reader is looking for the information which is needed to perform a specific task. Specific information needed is provided by sub-headings and diagrams. Sub headings and diagrams also help the learner in getting specific information about the particular clause/concept needed.

The 'Standard' is divided into many units. Each unit in turn is identified by sub-headings which focuses the attention of the reader when he is in search of specific information.

Eg

If the reader is in need of information about specific item like purchasing, he can easily look for the sub-heading 'purchasing' where he gets details regarding 'purchasing process', 'purchase requirements' etc.
reader, to find out more about these specific terms can directly go to these subtitles and need not study the whole text.

Purchasing [7.4]

Purchasing process [7.4.1]

The organization shall ensure that purchased product conforms to specified purchase requirements. The type and extent of control applied to the supplier and the purchased product shall be dependent upon the effect of the purchased product on subsequent realization or the final product.

The organization shall evaluate and select suppliers based on their ability to supply product in accordance with the organization’s requirements. Criteria for selection, evaluation and re-evaluation shall be established. Records of the results of evaluation and any necessary actions arising from the evaluation shall be maintained (see 4.2.4).

Purchasing information [7.4.2]

Purchasing information shall describe the product to be purchased, including where appropriate

a) requirements for approval of product, procedures, processes and equipment,

b) requirements for qualification of personnel, and

c) quality management system requirements.
The organization shall ensure the adequacy of specified purchase requirements prior to their communication to the supplier.

**Verification of purchased product [7.4.3]**

The organization shall establish and implement the inspection or other activities necessary for ensuring that purchased product meets specified purchase requirements.

Where the organization or its customer intends to perform verification at the supplier’s premises, the organization shall state the intended verification arrangements and method of product release in the purchasing information.

Eg: 3:

**Resource management [6]**

**Provision of resources [6.1]**

The organization shall determine and provide the resources needed

a) to implement and maintain the quality management system and continually improve its effectiveness, and

b) to enhance customer satisfaction by meeting customer requirements.

**Human resources [6.2]**

**General [6.2.1]**

Personnel performing work affecting product quality shall be competent on the basis of appropriate education, training, skills and experience.

**Competence, awareness and training [6.2.2]**

The organization shall
a) determine the necessary competence for personnel performing work affecting product quality,
b) provide training or take other actions to satisfy these needs,
c) evaluate the effectiveness of the actions taken,
d) ensure that its personnel are aware of the relevance and importance of their activities and how they contribute to the achievement of the quality objectives, and
e) maintain appropriate records of education, training, skills and experience (see 4.2.4)

Eg 4

Application

This particular unit provides the reader with the details of application of this international standard. Another way of getting more information regarding a particular ‘term’ or ‘idea’ is to go to the units where that particular expression occurs.

Eg a

The intention of the standard is enhancement of customer satisfaction and the course designer can administer an exercise to find out in which clauses of the standard, terms related to 'customer', like 'customer requirements', 'customer communication', 'customer focus', 'customer service', 'customer satisfaction' occur and their relevance to the context to be elicited from the readers. (Refer: 2.9.2.1-Thematic categorization)
The expression 'process'

When the reader has to deal with the word 'process' or learn specifically about 'process' he can be asked to go to the clauses where 'process' occurs.

3.6.3 DEALING WITH UNFAMILIAR WORDS

It is important to distinguish between vocabulary needed for comprehension and that needed for production.

One of the commonest problems faced by the reader is simply not being able to understand a word or expression. But it is often possible to guess its general sense by looking for clues in the context. Different kinds of clues are provided in ISO 9000 :2000 to understand the meaning of various expressions. They are example clues, paraphrase or explanation clues, definition clues.

3.6.3.1 TERMINOLOGY USED IN THE STANDARD ISO 9001-2000

The text ISO 9001-2000 makes use of a number of words and expressions which cause difficulty to the learner in understanding. But it is essential that these words and expressions specific to the text will have to be given attention by the learners. This is in order to interpret the guidelines of the quality management system.

In order to acquire the communicative ability of reading, the learner must develop an interpreting strategy whereby, he is able to derive meaning from the context. Vocabulary should never be taught separately out of context.
Dudley Evans and Maggie Jo (1998), refer to the vocabulary that has specialized and restricted meanings in the text. We must take care to see that the text does not present difficulties of usage which would prevent the learner comprehending to the extent necessary to read the text effectively as discourse.

Alwright (1977) in order to activate the learners’ ability to use the language suggests communicative tasks of which the use of dictionary is one.

The solution Widdowson (1978) provides is of great significance to our project also. He suggests to provide a list of words and phrases and their meanings for the learners to go through before they begin to read the text. This list he calls ‘Priming Glossary’ where the words and phrases dealt are those which are judged to be outside the learners’ current competence and which would otherwise, therefore, pose a comprehending problem.

The purpose of the ‘Priming Glossary’ is to prepare the learner beforehand for his encounter with possible problems in the text.

International Organization for Standardization has published ‘ISO 9000-2000 QMS Fundamentals & Vocabulary’ which provides meanings to most of the words found in the text ISO 9001-2000. This is the normative reference document and hence can be used as ‘Priming Glossary’.

3.6.3.2 PROMPTING GLOSSARY

An alternative procedure which is quite common, is also suggested by Widdowson i.e., to provide ‘Prompting Glossaries’. These provide
explanations which are linked to particular problems as the reader actually encounters in the context. They usually appear after the text and the readers can refer to them whenever they come up against a difficulty.

In our course, a suitable method to deal with vocabulary is to provide explanations of words depending upon the context.

The analysis of the needs has already revealed that the readers of the text are already familiar with certain expressions and terminology but not all.

They are adult learners with considerably good qualifications like degree in science, engineering, commerce or diploma in engineering. They have expressed the idea that they find many expressions, definitions difficult to comprehend.

The participants of the ESP course include not only the personnel with experience from various organizations, but also freshers who are new to the field of Quality Management, but want to pursue the course in order to take it up as their career.

Therefore what Alwright (1977) suggests in designing the course advocates against supplying words or in any other way but to simply 'give' language items to the learner cannot be accepted in our course. Language items cannot be 'simply' given to the learners as he suggests but they will have to be guided with essential language items with glossary. Hence, 'Prompting Glossary' is suggested to enable the readers to extend their knowledge of both General and Specific Vocabulary used in the text.
The prompting glossary should not only give the meaning of words and expressions specific to the context of use, but also appropriate usages specific to the context. These usages can be elaborated through typical examples.

Therefore, apart from the glossary provided in ISO 9000-2000, it is suggested that a Prompting Glossary may be prepared by the ESP course designer.

Following example provides the guideline to prepare a prompting glossary.

In the standard ISO 9001-2000 the word 'CONTROL' is used along with various activities. The concept of the word 'control' varies with reference to the following different contexts

i) Control of documents 4.2.3
ii) Control of records 4.2.4
iii) Control of non-conforming product 8.3
iv) Control applied to the supplier and purchased product 7.4.1
v) Control of design and development changes 7.3.7
vi) Control of monitoring and measuring devices 7.6
vii) Control of outsourced processes 4.1
viii) Control of customer property 7.5.4
ix) Control of production and service provision 7.5.1
Hence the word 'control' cannot just have the dictionary meaning in the context of ISO 9001:2000 standard.

As a specific explanation to the expression 'control of documents', following understanding and interpretations are essential to be provided to the learners to comprehend the term 'control'. In the 'prompting glossary' the meaning of 'control' specific to the context of 'control of documents', the following explanations are to be provided.

The word 'control' in control of documents prepared by the organization in hard copy includes the following:

(intended meaning of ISO 9001:2000 standard)

a) Preparation of documents
b) Approval of documents
c) Storage of original documents
d) Identification of revision status of documents
e) Number of copies made from original documents
f) Number of copies of controlled documents distributed
g) Documents made obsolete
h) Documents identified as obsolete
i) Obsolete documents retained for the required duration.

The ESP course designer has to provide appropriate interpretations specific to the context to the word 'control' when it is associated with documents prepared in soft copy, records both in hard and soft copy,
non conforming products, production and service provision, customer property, design and development changes etc. It is pertinent to note that the actions to be taken to ‘control’ is specific to the context and hence cannot be generalized. Providing general meaning to such terms will not help the learners to comprehend the specific and intended actions required to be taken with regard to the context. Similarly the concept of words like ‘monitoring’, ‘identification’, ‘measurement’, ‘requirement’ and ‘effectiveness’ vary when associated with different terms like process, document, measurement, customer etc. (refer 2.9.2).

Eg: effectiveness of process, effectiveness of document, effectiveness of measurement, effectiveness of control etc.

These applications have to be dealt with by the ESP course designer in the ‘prompting glossary’.

3.6.4 PREDICTING

The learners in this case come with a background of Quality Management System which is practised in almost all the organizations irrespective of whether they are certified or not. Even in the case of freshers ‘predicting’ is one of the skills that needs to be practised as a part of ESP course.

The ESP course designers, therefore, instead of introducing the ‘standard 9001-2000’ through the lecture method, may allow the participants
to express what they already know about the standard and what the standard expects of them. Exercises/questions on 'predicting' a particular idea enables the readers to think and apply what they know already to the present topic.

The following figure can be used for eliciting/predicting the information regarding the figure.

![Model of a process-based quality management system](image)

**Continual improvement of the quality management system**

- **Management Responsibility**
- **Customers**
- **Satisfaction**
- **Resource Management**
- **Measurement, Analysis and improvement**
- **Product**
- **Output**
- **Input**

**Value added activities**

**Information flow**

**Model of a process-based quality management system**

Ref: Standard IS/ISO 9001:2000

Figure 1 (which is a part of the 'introduction' in the text)

There are many expressions in the figure which a quality management system uses. The figure illustrates the process based QMS. The students may
be shown the figure and asked to express their ideas after a few minutes. Later on, these 'predictions' can be discussed in detail.

Some of the 'predictions' pertaining to Figure 1 shown above are:

1. The life cycle of QMS starts with capturing customers requirements and ends with ensuring customers satisfaction.
2. Customers satisfaction is achieved through supply of acceptable product to the customer.
3. Customers requirements is the INPUT and supply of product to the customer is the OUTPUT of product realization process.
4. QMS is not only implemented and maintained but also continually improved.
5. Product realization process consists of a series of sub-processes.
6. Management responsibility includes continuous interaction with the customers through information flow.
7. Customers satisfaction needs to be measured, analyzed and improved continuously through interaction and information flow.
8. Management responsibility-Resource management-Product realization- Measurement analysis and improvement is an endless cycle.

*There are many such concepts in the standard ISO 9001 : 2000 which can be diagrammatically represented by the ESP course designer.*

*Many diagrams are also provided in ISO 9000 : 2000 and these can*
be made use of by the ESP course designer to devise exercises for ‘predicting’.

The participants are made to think and express their ideas through these exercises.

Another example is The expression ‘process approach’ (0.2),

This occurs in the introductory part of the standard and as a ‘predicting’ activity, the participants may be asked to ‘predict’ what ‘process approach’ means, since it is not self-explanatory and hence can be an exercise for ‘predicting’.

3.6.5 UNDERSTANDING COMPLEX SENTENCES

It may be sometimes difficult to distinguish for example, main clauses from subordinate clauses. Complex sentences pose problems to the readers in understanding the text. The needs analysis has shown that the users of the standard have not understood complex sentences. They feel that these sentences cause ambiguity thus hampering their comprehension. This is a very important area of study.

For Eg:

Product release and service delivery shall not proceed until the planned arrangements have been satisfactorily completed, unless otherwise approved by a relevant authority and, where applicable by the customers. (8.2.4)

The structure of the above sentence is made complicated with the usage of phrases unless otherwise, where applicable. They support the main idea of
the sentence. The punctuations also add to the details of the information to be understood.

Such sentences in the text are to be pointed out and the problems faced by the readers in their interpretation will have to be solved.

The above sentence can be split into two or three short sentences in order to convey the meaning clearly.

Product release shall not proceed
a) until the requirements for the products are met.
b) until quality objectives are achieved.
c) until approved by relevant authority or customer as per the contract.

Service delivery shall not proceed
a) until the requirements for the service are met.
b) until the quality objectives are achieved.
c) until approved by relevant authority or customer as per the contract.

Questions based on different expressions used in such sentences (as appropriate, where applicable, unless otherwise) throw light on the clarity of understanding and minimize ambiguity in understanding of the meaning.

3.7 ABOUT THE TASKS

Tasks & activities play a very significant role in learning. The tasks are designed to train rather than 'test' reading response. It is not just an answer to a question that indicates whether the reader has understood the text but
the process of answering it must help him to develop his abilities which will be used in subsequent reading.

ESP learners bring to their language learning some knowledge of their specialist field and the communication within it.

The tasks are designed in order to enable them to acquire good reading skills and abilities to understand & interpret the guidelines prescribed in order to improve their process of implementing ISO 9001-2000 Standard in their organization.

Apart from encouraging the learners to read the standard individually, group reading is encouraged in order to strengthen communicative learning.

The tasks for the learners are devised with the intention of making them more 'creative'. This is possible when learners involve themselves in the materials provided. The activities are designed with the adult learners with their knowledge of specialist subject and English language in mind. The idea is to connect the purpose with the learner's reality. This in turn supports learning.

'Variety' is another important factor kept in mind while designing these tasks. Variety is essential in a language class and materials provide variety.

The tasks are designed in such a way that the learners have to think before drawing any conclusions.

Understanding the content and intent of the 'Standard' is a vital factor in this course. Therefore a balance is struck between the same. These enable the
activities to suit the learners’ needs. Care is taken to ensure that the exercises designed lead to break the monotony of learners.

Thus, the learners are ensured of an enjoyable, participative, meaningful and more importantly of meeting their objectives.

In designing the materials, it is seen that simple sentences and informal tone are used in order to enable the learners to follow clearly the purpose of the activity. The instructions given for completing the tasks can be easily understood by the learners. The learners can interact amongst themselves while attempting the tasks and understanding the text.

Some types of tasks are selected and a ‘diagnostic test’ is administered to the learners in order to assess the effectiveness of ESP course designing methodology adopted by the researcher.

The results of the feedback obtained from the target learners and whether any further improvement is needed are discussed later.

In short, the purpose of the tasks is to enable the learners to develop the required reading skills to understand the standard ISO 9001:2000 thoroughly and comprehensively.

**GUIDANCE FOR THE ESP COURSE DESIGNERS:**

While designing the tasks a number of important factors are to be taken into consideration.

These activities contain tasks that enable the learners to improve their ability to read, understand and interpret.
Each activity is sub divided into different units. They are

i) the purpose of the activity

ii) the procedure for the activity

iii) further activities (exercises)

i) The purpose: - Before each activity the purpose of designing that particular task is indicated. Specific statements about what the learner will be able to do as a result of that activity are made in the beginning.

Eg:- To enhance the learner’s ability to think in order to understand a particular concept.

ii) The procedure: - This part provides with the learners with the idea as to how he can proceed with the activity. Procedure mentions whether the activity is individual or group activity, whether they can refer to the text if necessary etc. In the procedure it is mentioned whether it is a warm up activity, oral/group or individual. The learners are instructed how they should mark the answer by filling the box, by writing 1,2,3,4 in order etc. depending upon the activity. If the role play suits the activity, the details as to how they have to participate are provided.

It is necessary that the learners read all these details carefully, before answering the questions.

iii) The activity: - This part deals with the activities the learners are required to carry out.
They are required to read the question asked carefully before answering. Example of the same type of activity is worked out to make the task easier.

3.7.1 TASKS DESIGNED FOR ENHANCING READING ABILITIES OF THE LEARNERS

TASK 1

Purpose: Even before the participants come to know about the ‘standard’ in detail, a video cassette or CD depicting the ‘importance of ISO’ can be shown to the class. This task will be easier to those who already possess some background knowledge of ISO. This is a kind of introductory activity to the class and it provides a background to the learner even before he attempts to read and understand ISO -9001-2000.

Procedure: Learners are made to form groups of four or five people and a video cassette or CD about the ‘importance of ISO in an organization’ is shown to the class. After watching the video /CD presentation by them they are asked to present only the key ideas they have followed or ‘predictions’ they have made about QMS.

Activity: Learners are required to watch the video closely and note down the points, which they feel are important. Key words and special terms can be noted down.

This is a highly adaptable method which can be used in a variety of ways. Eg: to highlight the important aspects of ISO, advantages of ISO certification etc. Instead of using lecture method to introduce the ISO 9001-
2000 QMS, video clippings would be more interesting and they are received well by the learners.

**TASK 2**

**Purpose:** To enable the participants to think about some of the issues that are discussed in the 'standard' and draw their conclusion. This activity checks whether they have the ability to comprehend the main ideas of the standard and relate them to other contexts.

**Procedure:** The sentences can be exhibited on transparencies projected on OHP or they can be written on the board. The participants are given some time and they can respond orally. The class to be divided into groups, one group can support the opinion, one can oppose it.

**Activity:** Do you agree with the following statements? Write Yes/No in the boxes provided

a) ISO 9001-2000 can be applied to organizations like educational institutions hospitals, food processing industry etc. irrespective of the size and type of the organization.

b) Documentation of QMS should always be stored in electronic medium.

c) Quality management system can be implemented in an organization only to get ISO certification.

d) Awareness training should be given to all cadres of employees in the organization.
e) There is scope for exclusion of clause 7.3 design & development

Answer: a), d) and e) - yes  b), c) - no

**TASK 3**

**Purpose:** The learners are required to know the order of activities before the organization gets the certification. The following activity is an example to familiarize them with various clauses in the standard.

**Procedure:** The participants have to arrange the following points in order of occurrence in the organization. These points can be prepared on transparencies and projected on OHP to the whole class. They have to consider various points they have already followed in the standard before coming to conclusions.

Eg:

Arrange the following in order

a. Pre assessment
b. Quality policy
c. Surveillance audit
d. Certification audit
e. Internal audit

**Answer:**

b
e
a
The standard is divided into various clauses. Arrange the following clauses in the order **you find in the Standard ISO 9001-2000** and fill in the boxes accordingly. You can refer the standard.

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<tr>
<td>b) Customer focus</td>
<td></td>
</tr>
<tr>
<td>c) Human resources</td>
<td></td>
</tr>
<tr>
<td>d) Control of documents</td>
<td></td>
</tr>
<tr>
<td>e) Product realization</td>
<td></td>
</tr>
<tr>
<td>f) Internal audit</td>
<td></td>
</tr>
<tr>
<td>g) Production and service provision</td>
<td></td>
</tr>
<tr>
<td>h) Continual improvement</td>
<td></td>
</tr>
</tbody>
</table>
Answer: d), b), a), c), e), g), f), h).

TASK 4

Purpose: Extracting main ideas and discriminating main idea from the rest. Every clause in the Standard ISO 9001-2000 consists of more than one idea. The main idea is developed by the details provided in the rest of the sentence. These sentences appear in the standard ISO 9001-2000.

Procedure: Separating main idea and development is illustrated through an example.

For Example:

This international standard specifies requirements for a quality management system where an organization needs to demonstrate its ability to consistently provide product that meets customer and applicable regulatory requirements.

Main Idea
This international standard specifies requirements for a quality management system

Development
where an organization needs to demonstrate its ability to consistently provide product that meets customer and applicable regulatory requirements.
Activity:

Now separate ‘Main idea’ from the ‘Development’:

1. The organization shall evaluate and select suppliers based on their ability to supply product in accordance with the organization’s requirements.

   7.4.1

2. Verification shall be performed in accordance with planned arrangements to ensure that the design and development outputs have met the design and development input requirements.

   7.3.5

**TASK 5**

**Purpose:** The purpose of this activity is to study how prefixes and suffixes that occur in the standard function in the respective clauses. [When a letter or a group of letters are added to a word either in the beginning or the end, produces a new word with new meaning]. **Prefixes** (a letter or group of letters added to a word in the beginning) and **suffixes** (a letter or group of letters added to a word in the end) **that are used in the Standard ISO 9001-2000 have specific functions to perform.** Participants understand how the word functions in the context.

For Example: Un - Suitable - Unsuitable  
Re-validation - Revalidation  

Prefixes

Confirm - ity - Conformity
Manage - ment - Management

Suffixes
**Procedure:** Participants are given cues by means of cards on which the main words are written. The readers have to pick these cards and write the words with prefixes or suffixes as used in the standard. They can refer to the standard if necessary.

**Activity:** Find out the words with prefixes from the standard and write them on the respective cards.

a. dated references.
b. intended use.
c. ambiguous.
d. suitable.
e. validation.
f. verification.
g. approval.
h. conform.

Eg:
The card on which is written dated references matches with the right prefix un- to make ‘undated’ reference used in the Standard.

Find out the words with suffixes from the ‘standard’

1. conform
2. suitable
3. amend
4. equip
Exercises can be designed based on many other words with suffixes.

**TASK6**

**Purpose:** To sharpen the learners' awareness while reading the text, to understand the ideas/procedures/processes presented in a particular clause/unit.

**Procedure:** The class is divided into groups of four or five people. Each group is provided with individual topics. They are asked to pick cards in which specific topics are written. Thus a card which denotes the topic is provided to every group. Time of about 5 mts. is given to the groups to complete the task.

**Activity:** On different cards are written ideas linked to particular chosen topic along with cards with unrelated ideas.

Here not only individuals work but also the whole team works together.

**For Eg:** Topic like Infrastructure is chosen. On one card the topic is written. A few cards contain ideas/expressions related to the topic. Some cards contain ideas/expressions not related to the topic. The number of cards must be more than the ideas/expressions needed for the topic.
**Topic:** Infrastructure

Cards related to the topic: buildings/hardware/training/quality/transport

**Answer:** Cards not related to the topic: training/quality.

**Now, identify the expressions/ideas which are not related to the topic given.**

**Topic:** Monitoring & measurement

Cards—Statistics/Product/Training/Human resource/Customer requirements/Conformity to all product/Supplier/Knowledge/Skill

**TASK 7**

**Purpose:** To enable learners to draw inference after reading the standard ISO 9001:2000.

**Procedure:** Observe the following diagram and answer the question that follows.

Eg: **Quality management system:**

- Top Management
- Middle management
- Supervisors
- Workmen
What do you infer from the above diagram?

**Answer**: Quality management system is a top down approach

**Activity**: What do you understand from the following diagram?

**Contract**: Offer → Acceptance

↑ Negotiation

**Answer**: ---------------

**TASK 8**

**Purpose**: To enable the learners to understand the different steps and approach followed in Quality system procedures.

**Procedure**:

Arrange in order the following steps. Write 1, 2, 3, 4 in their respective order.

The **format of a quality system procedure** (quality system document)
The above figure can be shown to participants on O.H.P. or through power point presentation on the computer.

**Answer:** 1. **Purpose**  2. **Responsibility**  3. **Applicable areas**  4. **Procedure**

**Activity:** Similar tasks can be designed with other topics also.

**TASK 9**

**Purpose:** Learning demands thinking. To enable the learners to think in terms of specific details from the standard, to understand the different clauses in detail and point out specifically where they occur in the standard.

**Procedure:**

A chart showing various activities/processes/concepts involved in a particular unit is shown to the participants. This can be in the form of transparencies projected on an O.H.P or power point presentation on the computer.

**Answer:** Review input
Activity:

**Now fill in the missing box**

Quality Plan

**Answer:**

**TASK 10**

**Purpose:** The Standard applies to educational organizations also. The participants must apply what they have comprehended about various guidelines and concepts suggested in ISO 9001:2000. The following exercise enables them to think and relate them to different contexts.
Procedure:

Matching exercise:

The terms which are associated with educational institutions are provided on the side B. Side A provides the relevant term associated with terms in A. With your understanding of ISO 9001:2000 match A and B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Product requirements</td>
<td>1. University Grants Commission/AICTE</td>
</tr>
<tr>
<td>2. Customer</td>
<td>2. Skills</td>
</tr>
<tr>
<td>4. Review</td>
<td>4. Assignment of responsibilities</td>
</tr>
<tr>
<td>5. Management</td>
<td>5. Actions taken</td>
</tr>
<tr>
<td>6. Regulatory authority</td>
<td>6. Parents/Students</td>
</tr>
</tbody>
</table>

In the above exercise, Side A mentions the terms the reader finds in different clauses of the standard. Side B can be matched only when they have understood the meanings of those terms.

Answer: Customer for educational institutions is Parents/Students.

Product requirements can be specified in the brochure of prospectus given during admission, Competence refers to the skills, Review to the review of actions taken during meetings, Management review and Management assigns the responsibility to the different heads of the organization and Regulatory authority is University Grants Commission/AICTE.
Such exercises can be exhibited on transparencies using OHP. Participants can think and answer orally.

**Activity:** Many such exercises can be planned in order to ensure participation by all the learners in the activity.

**TASK 11**

**Purpose:** The readers even before going to the details of the requirements are supposed to know the requirements of the quality management system. Their comprehension skills require that they follow these general ideas even before getting into more detail.

**Procedure:** Arrange the following steps in order.

From the list below select in order the steps which refer to the general requirements of the quality management system.

In order to continually improve QMS of the organization, the organization should

i. implement actions necessary to achieve the planned results.

ii. identify processes needed for the QMS.

iii. monitor the processes.

iv. determine the methods needed to make the processes effective.
v ensure that the resources are available.
vi determine the sequence and interaction of processes

Answer: ii, vi, iv, v, iii, i

Activity: Many such exercises can be planned to ensure that all the participants can do this as individual activity.

TASK12

Purpose: The purpose of this activity is to enable the learner to follow the duties and responsibilities of the personnel involved in the implementation of the QMS in the organization. This activity motivates the participants to express what they have comprehended about a particular person in charge of certain duties & responsibilities. The participant combines his knowledge of the language skills to identify himself in the specified role. It gives him the opportunity to develop his /her confidence.

Role-play: Is the right form of activity to explore the potential of the learner. Role-play activity reveals not only the scope to learn about the roles & express his ideas creatively, but also reveals what aspects of the role have not been touched upon and improve upon it.

Activity: You are M.D. of the company. You want to appoint an M.R. for your company. The qualities you look for.................
Procedure: The person in charge of the session briefs the class what role-play is and they can take part in it. Divide the class into groups of two persons each. Each group has to perform a role-play and each group has a leader. The roles they have to enact are written on CUE CARDS and one of the cards is picked up by a group and the person from the group takes up the role mentioned in the card. Each group is given 5 minutes to prepare to perform the role play. The members of the group read the standard ISO 9001:2000 together, discuss the points to be enacted based on their understanding of the whole standard. Some of the qualities of M.R. they can touch upon are leadership and good communication skills.

Each presenter is given 10 minutes to play the chosen role. He/she comes out with the qualities expected of an M.R. the rest of the class should listen to the presenter carefully. After the completion of the role-play, the other participants can express their ideas about the good points presented and the additional points needed to be considered.

Such an activity gives scope for the individuals and the team members to understand the use of terminology, structure of sentences, intonation, the text, the concept and then express what they have followed and learnt from the activity. The follow up discussion provides good feedback from the observers to the presenters.

The whole procedure can be taped or video taped and played to the class for a better feedback of their performance.
**Further Activities:** ISO 9001:2000 applies to various organizations manufacturing, service, educational, hospitals etc. Implementation of QMS in these institutions involves number of people. Role-play activities relating to the following can be framed by the ESP course designer.

**Industrial Organization:**

a) Managing Director / Proprietor  
b) Marketing head  
c) Design head  
d) Production head  
e) Quality assurance head

**Educational Institutions:**

a) Chairman/President managing committee  
d) Principal  
e) M.R.  
f) Heads of depts. language/commerce/English/science

**Hospitals:**

a) Chief Medical Officer  
b) M.R.  
c) Specialists belonging to various departments like anesthesia / surgery / medicine

In all the above roles, authority, responsibility, accountability to meet the customers’ needs and enhance customer satisfaction are the key factors.
**TASK13**

**Purpose:** The use of modals in the Std is made a definite purpose in view. It is very essential that the readers understand the rationale behind the usage of modals and understand the intention of the particular clause in which they occur. They must be able to observe what difference it makes by using 'shall', 'can', 'and may'.

**Procedure:** use of ‘shall’, ‘can’, ‘may’.

Group or Individual activity.

Participants can either work individually or in groups. They must be able to note the difference for Eg:

i) The documents can be in any form or medium.

ii) The organization shall determine the sequence and interaction of theses processes.

**Activity:**

**Insert the right modals in the blanks**

a) The management representative’s responsibility ___________ include meeting the external parties.

b) A document regarding the processes of quality management system ______ be referred to as quality plan.
c) A quality manual be a part of the QMS documentation.

d) In the 'Standard', the term 'product' also means 'service'.

e) Quality policy be reviewed by the top management for continuing suitability.

f) Documents be in the form of a photograph.

**TASK14**

**Purpose:** To make the learners aware of and understand one of the requirements of the standard pertaining 'Control of records' (cl. 4.2.4).

**Procedure:** The learners in order to identify such sentences/ideas have to carefully scan through various clauses of the standard. This can be either individual or group activity.

**Activity:** Identify the sentences in ISO 9001:2000 where there is reference to 4.2.4 [see 4.2.4].

**TASK15**

**Purpose:** There are many expressions which need clarity in understanding. This is possible only when a clear distinction is made with specific context between such expressions which are very close to each other.

For Eg: Design & development

Design is to evolve something new while development includes both design and modifications.

**Procedure:** The learners are to be made to explain the distinction/differences

**Activity:** Distinguish between the terms given below with applicable
The learners can refer to ISO 9000-2000 while answering.

**TASK16**

**Purpose:** To enable the learners to grasp the specific ideas presented in the clauses, to enrich their comprehending skills.

**Procedure:**

The following sentence can be split into simple sentences to convey the meaning clearly.

**Eg:**

Product release and service delivery shall not proceed until the planned arrangements have been satisfactorily completed, unless otherwise approved by a relevant authority and, where applicable by the customers.

Product release shall not proceed:

a) until the requirements for the products are met.

b) until quality objectives are achieved.

c) until approved by relevant authority or customer as per the contract.
Service delivery shall not proceed:

a) until the requirements for the service are met.

b) until the quality objectives are achieved.

c) until approved by relevant authority or customer as per the contract.

Activity:

Split the following sentence into simple sentences to get their meaning clearly:

1. Where necessary to ensure valid results, measuring equipment shall be calibrated or verified at specific intervals, or prior to use, against measurement standards traceable to international or national measurement standards.

**TASK17**

**Purpose:** To understand the specific prescription of the standard and do self-assessment of QMS.

**Procedure:**

Prescriptive statements from the Standard are provided to you. Convert the following statements into question forms.

Eg: Records are a special type of document and shall be controlled according to the requirements.

i) What are records?

ii) How are the records controlled?

**Activity:** Change the following statements into questions.

The organization shall establish and maintain a quality manual that includes
a) the scope of the quality management system, including details of and justification for any exclusions,

b) the documented procedures established for the quality management system, or reference to them, and

c) a description of the interaction between the processes of the quality management system.

**TASK18**

**Purpose:** To recapitulate certain words from the standard which will have to be used in dealing with the standard and writing activities connected with it.

**Procedure:** The activity to be conducted individually takes more time. Therefore, students in groups of three can attempt to answer the crossword. This can be projected on OHP or through computer. The participants can refer standard for answers.

**Activity:** Words from various clauses of the standard are to be filled in the boxes found in the figure below. Clues are provided by the way of mentioning the clause nos.

More number of crosswords help the learners to recapitulate the main items they have followed while reading the text.
Across-

1. a written statement of acts/events
2. to calculate the value/degree of
3. act of making a document valid
4. to start work
5. something lacking
6. to bring back/regain
7. who is audited
8. the act of retaining
9. to get information about/results of an act
11. ‘word’ used to indicate a requirement (possibility)

Down-

1. go over again
10. the act of calibrating

12. a remark added to a piece of writing usually placed outside the main part of writing.

3.7.1.1 TASKS TO IMPROVE THE ABILITY TO UNDERSTAND SPECIFIC INFORMATION PRESENTED IN VARIOUS CLAUSES IN THE STANDARD ISO 9001-2000

The learners must be asked to read the clauses attentively. They may be asked to underline the nouns and verbs, phrases that occur in the clause.

The sentence can be split in order to simplify the structure and thus getting the meaning of those ideas.

‘Where necessary to ensure valid results, measuring equipment shall be calibrated or verified at specific intervals, or prior to use, against measurement standards traceable to international or national measurement standards.’

The above sentence can be split into

Wherever necessary in order to get valid results the following actions are taken:

i) Measuring equipment shall be calibrated.

ii) Measuring equipment shall be verified.

iii) Calibration and/or verification shall be done at specific intervals.

iv) Calibration and/or verification shall be done even prior to use.

v) Calibration and verification shall be done against measurement standards.
vi) The measurement standards be either international standard or national measurement standards.

    The above points make clear the idea that the clause wishes to convey.

    The task designed to improve the learners’ ability to understand important expressions/concepts so that implementation of ISO Standard becomes easy.

**Activity:**

**Frame questions for the following statements:**

    The organization shall establish and maintain a quality manual that includes

    a) the scope of the quality management system, including details of and justification for any exclusions,
    
    b) the documented procedures established for the quality management system, or reference to them, and
    
    c) a description of the interaction between the processes of the quality management system.

    The learners are asked to point out the significant terms and expressions in the sentence.

    For eg: Quality manual

    The documented procedures

    Interaction between the processes

    Simple questions using can be framed to get these expressions as answers.
What does quality manual include?

Or

What are the contents of a Quality manual?

What is the scope of the Quality manual?

What is described in the Quality manual?

To make tasks interesting, creative flow charts, diagrams and caricatures can be used extensively during the ESP course. This visual presentation has deep and long lasting impression on the learners. Caricatures, flow charts and diagrams can be presented using power point from the computer and over-head transparencies. Video cassettes/CDS play a very significant role in driving home the points clearly to the learner. Role-plays as already pointed out enrich the abilities of the learners by giving them opportunity to express the ideas they want to in English language.

3.8 DIAGNOSTIC TEST

The above mentioned tasks not only enhance the reading abilities of the ESP learner but also provide the learners with scope for learning and understanding new concepts, specific terms and the information present in various units of the standard ISO 9001:2000.

A diagnostic test was later administered to the personnel who are involved in the implementation of the ISO 9001:2000 QMS standard in their respective organizations. This was the test to determine the areas of weaknesses a particular learner might have. The outcome of diagnostic test
can then be used as a means of determining the additional guidance needed to be imparted to the learners.

Certain selected tasks based on the sub-skills required for reading the text viz. ISO 9001 :2000 standard were administered to a target group of twenty people. This test was administered to the personnel belonging to ten different organizations. They were graduates [B.Sc, B.com], Diploma holders, engineering graduates from different streams electrical, mechanical, civil and computer science and M.Tech holding various positions like managers, executives, assistants in various departments like accounts, stores, maintenance and management consultants. Their work experience ranged from 3 years to 30 years.

The learners were active and responsive in answering the questions on reading. They were aware of the learning processes and therefore not only have they made a sincere attempt to answer the exercises but also conveyed the idea of relevance of the exercises to their act of reading the standard ISO 9001-2000.

As already pointed out, exercises were designed to enable the learners to understand and interpret the standard ISO 9001-2000 with the following sub-skills in view.

a) extracting main ideas.

b) reading for specific information.

c) dealing with unfamiliar words.
d) checking comprehension.
e) understanding complex sentences.
f) inference.

The feedback from the learners provided a useful input for further designing of the tasks.

The whole process involved reading the standard thoroughly for a comprehensive knowledge of the text and reading the standard unit by unit to get specific information required.

The learners were briefed about the project, the course programme activities and how to make the best use of the course. They were also informed as to how the feedback given by them would be helpful in assessing whether the materials designed are effective or in case of any lacunae, it can be improved. They were allowed some time to read the Standard 9001-2000 before attempting the answers. A question paper of selected tasks was given to each learner. A sincere attempt to answer these tasks has been made. They took 60 to 80 minutes to answer the paper. A very important point to note is that almost all the exercises have been attempted. The answers of the diagnostic test administered were analyzed. The following are the findings of the analysis.
3.8.1 FINDINGS OF THE DIAGNOSTIC TEST

EXERCISE 1) Separating main ideas from the development

Every clause in the Standard ISO 9001-2000 consists of more than one idea. The main idea is developed by the details provided in the rest of the sentence. These sentences appear in the standard ISO 9001-2000.

For Example: -

This International Standard specifies requirements for a quality management system where an organization needs to demonstrate its ability to consistently provide product that meets customer and applicable regulatory requirements.

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>This international standard specifies requirements for a quality management system</td>
<td>where an organization needs to demonstrate its ability to consistently provide product that meets customer and applicable regulatory requirements.</td>
</tr>
</tbody>
</table>
**EXERCISE FOR YOU:**

Now separate 'Main idea' from the 'Development':

1. The organization shall evaluate and select suppliers based on their ability to supply product in accordance with the organization's requirements. **7.4.1**

2. Verification shall be performed in accordance with planned arrangements to ensure that the design and development outputs have met the design and development input requirements (7.3.5)

**Activity:** Here the learners are required to discriminate between the main ideas and the rest of the sentences. They have to read the sentence carefully and bifurcate main ideas from the rest. In this case the learners needn't go to the structured details. By doing this they will be able to use the skill of extracting main ideas.

**Response:** Majority of the learners have answered this. They have been successful in segregating the main idea from the rest of the clause.

Only two or three learners have failed to answer it correctly.

One answer suggests 1) 7.4.1 as main idea and 2) 7.3.5 as development.

Some of them instead of retaining the same order of the sentence have tried to alter the order of the words.

All the above responses show clearly that majority of them have used the skill of extracting main idea successfully. Some seem to have followed the
idea but they have failed to bifurcate main idea from the rest because of their own sentence formation.

**EXERCISE 2)** The standard is divided into various clauses. Arrange the following clauses in the order **you find in the Standard ISO 9001-2000** and fill in the boxes accordingly.

- a) Management review
- b) Customer focus
- c) Human resources
- d) Control of documents
- e) Product realization
- f) Internal audit
- g) Production and service provision
- h) Continual improvement
This is a very simple exercise which deals with certain important concepts used in the standard. The learners are expected to respond to this based on the order of the clauses presented in the standard. They are required to fill in the right answers in the boxes provided.

The correct answer is

d) 4.2.3
b) 5.2
a) 5.6.1
c) 6.2
e) 7.0
g) 7.5.1
h) 8.5.1

**Response:** Most of the learners have written the correct order of the concepts as they occur in the standard, but there a few answers which are not in order. Despite the fact that the learners could refer to the standard and write the clauses/concepts in order as given in the standard some of them have failed to do so. But all of them have attempted to answer this exercise.

**EXERCISE 3)** Do you agree with the following statements? Write Yes/No in the boxes provided

a) ISO 9001-2000 can be applied to organizations like educational institutions hospitals, food processing industry
etc. irrespective of the size and type of the organization.

b) Documentation of QMS should always be stored in electronic medium.

c) Quality management system can be implemented in an organization only to get ISO certification.

c) Awareness training should be given to all cadres of the organization.

e) There is scope for exclusion of clause 7.3 design & development.

Here the reader is required to assess whether the given statements from the standard are true or false. Statements related to the QMS are provided in this exercise. The learner has to read the statements carefully and from the reading of the text, he has to infer these ideas and relate the idea to the given context 3a, 3b, 3c, 3d.

Response:

a) The answer is Yes. It was found that all of them have been able to read, understand and interpret and relate the scope of the standard. The standard does not mention the various organizations to which they can be applied but they have related the idea. They are not the statements taken directly from the standard. The learners can answer this only when they
have comprehended the text. Therefore it is not simply marking Yes/No but he has to apply his comprehending ability to answer either Yes or No.

b) All the learners have answered No which is the right answer. It looks all of them have followed the clause and the Note provided under the clause. Document can be in any form not only in electronic medium. Therefore they have understood the information presented in the text even though it occurs as Note.

c) The answer is No. Most of them have said No and only one person has answered positive. This is a wrong interpretation which conveys that QMS is to be followed only to obtain ISO certification. Where as QMS can be followed even if the organization does not want to obtain certification.

d) The answer is Yes and all of them written Yes. The response is an indication that the learner has assimilated the clause in the standard which refers to the fact that training is essential for all those involved in the implementation irrespective of their cadre in the organization.

e) The answer is Yes. The response is fairly good. Except one or two all others have accepted the idea that there is scope for exclusion of clause 7.3 Design and development.

This conveys the idea that they have comprehended the clause 7.3

Overall the responses to the above exercise indicate that the readers have been able to grasp both general and specific ideas presented in the standard.
EXERCISE 4) Prefixes (a letter or group of letters added to a word in the beginning) and suffixes (a letter or group of letters added to a word in the end) that are used in the Standard ISO 9001-2000 have specific functions to perform.

For Example: Un - Suitable -Unsuitable
Re-validation- Revalidation
Confirm - ity- Conformity
Manage - ment - Management

EXERCISE FOR YOU:

Write the words with prefixes found in the standard for the following.

a) dated reference__________________________
b) intended use_____________________________
c) verification______________________________
d) approval_______________________________

Write the words with suffixes found in the standard for the following.

a) suitable_______________________________
b) equip_________________________________
c) commit_______________________________
d) regulate_____________________________
This activity is meant to study how prefixes and suffixes that occur in the standard function in the respective clauses.

The learners were provided with the main words and they were asked to pick out from the standard the words with prefixes and suffixes which form new words and are useful from the point of view of vocabulary.

Response: Majority of the learners responded very well to this task. They were expected to write for example: unintended use, re-verification, re-approval for words with prefixes, commitment, equipment, regulatory, suitability for suffixes. Except one all others have given the correct answers.

It is clear from the above response that the learners were able to follow the words with such affixes and trace the required words from the standard.

EXERCISE 5) The following diagram shows various activities involved in a particular clause of ISO 9001:2000. Study the diagram carefully.
Answer: Review input

Now fill in the missing box

Quality Manual

Quality plan Record

Quality Policy

Answer:

In this exercise the learners are given a diagram showing various activities connected with a particular clause of ISO 9001-2000. They are vocabulary specific to QMS. They are required to study the diagram carefully and fill in the box provided with the correct answer. This enables them to know to which clause these terms can be linked with. An example is worked out for them to follow. Thus they can comprehend the specific terms and expressions related to them.

Response Majority of the learners responded very well to this task. They were expected to write 'quality system documents'. Except one all others have given the correct answers.

It is clear from the above response that the learners were able to identify the specific terms and align them to the prescriptions of the standard.
EXERCISE 6) Identify and underline the ideas/expressions which are not related to the topic given.

Example:

**Topic: Infrastructure**

Buildings/hardware/training/quality/transport

**EXERCISE FOR YOU:**

a) Topic: Monitoring and measurement

Statistics/product/training/human resource/customer requirements/

conformity to product/supplier/knowledge/skill

A set of words are grouped under a particular topic. The learners are required to identify the expressions/ ideas not related to topic. An example is also worked out.

**Response:** The learners have been able to identify the unrelated term among the group of words in the topic monitoring and measurement.

They have understood the task and except one or two all of them have answered correctly by underlining the words human resources, training, knowledge, skills.

By their correct answers, it is clear that they have concentrated on the particular general clause monitoring and measurement 8.0 and read all the sub clauses that come under clause 8.0, understood them and picked out only the relevant expressions related the particular clause.
EXERCISE 7) **Study the following example and answer the question that follows:**

Eg: Records are a special type of document and shall be controlled according to the requirements.

b) What are records?

b) How are the records controlled?

**EXERCISE FOR YOU:**

**Frame questions for the following statements:**

The organization shall establish and maintain a quality manual that includes

a) the scope of the quality management system, including details of and justification for any exclusions

b) the documented procedures established for the quality management system, or reference to them, and

c) a description of the interaction between the processes of the quality management system

This exercise concentrates on the statements made in the standard ISO 9001 2000

They are required to read the statements and frame the questions. This helps them to read the statements carefully, comprehend it and then frame the questions to get the clause as the answer by framing questions they would be probing for specific information and also details regarding the information.
**Response:** Compared to other answers, the response to this exercise is not satisfactory. Very few learners have framed questions correctly covering different aspects presented in the clauses.

Had the learners concentrated on the important terms and expressions in the clause they would be able to frame questions. By framing questions like what does a quality manual include? Or what does the scope of the QMS include? They understand the contents of the quality manual like quality procedures, and interaction between the processes of the QMS.

**EXERCISE 8) From the list below select the steps which refer to the general requirements of the quality management system in order.**

In order to continually improve QMS of the organization, the organization should

1. implement actions necessary to achieve the planned results.  

2. identify processes needed for the QMS.  

3. monitor the processes.  

4. identify the methods needed to make the processes effective.  

5. ensure that the resources are available.  

Focusing on the processes involved in QMS is one of the important aspects of the standard ISO 9001-2000. This example focuses on a particular process i.e., continual improvement, the different steps to be followed and in what order.
Response: The readers have answered this carefully and most of the answers are correct. This indicates that they have been able to identify various stages involved in a particular activity and trace the specific information related to that particular activity.

EXERCISE 9) The following sentence can be split into simple sentences to convey the meaning clearly.

Eg:

Product release and service delivery shall not proceed until the planned arrangements have been satisfactorily completed, unless otherwise approved by a relevant authority and, where applicable by the customers.

Product release shall not proceed:

a) until the requirements for the products are met.

b) until quality objectives are achieved.

c) until approved by relevant authority or customer as per the contract.

Service delivery shall not proceed:

a) until the requirements for the service are met.
b) until the quality objectives are achieved.

c) until approved by relevant authority or customer as per the contract.

**EXERCISE FOR YOU:**

**Split the following sentences into simple sentences to get their meaning clearly:**

1. Where necessary to ensure valid results, measuring equipment shall be calibrated or verified at specific intervals, or prior to use, against measurement standards traceable to international or national measurement standards.

2. However, parties to agreements based on this International Standard are encouraged to investigate the possibility of applying the most recent edition of the normative document indicated below.

   The exercise involves splitting complex sentences into simple/short sentences. The idea is to enable the learners to grasp the information in the clauses and by presenting them in simple/short sentences where comprehending skill is enriched.

   **Response:** The response to this exercise is not encouraging. Only one or two of them were able to frame simple/short sentences.

   Lack of grammatical background of learners is one of the reasons for this problem. Some of them have mechanically copied the pattern shown in the example using until .............. for all the sentences they have constructed.

**EXERCISE 10) The use of shall, can, may (Modals) in the standard ISO 9001-2000 is made with a specific purpose in view. It is essential that**
learners understand the rationale behind the usage of modals and understand the intention of the particular clause in which they occur.

Eg:

i) Records of management review **shall** be maintained.

ii) The documentation **can** be in any form of medium.

**Insert the right modals in the blanks**

a) The management representative’s responsibility **must** include meeting with the external parties.

b) A document regarding the processes of quality management system **should** be referred to as quality plan.

c) A quality manual **must** be a part of the QMS documentation.

d) In the ‘Standard’, the term ‘product’ **may** also means ‘service’.

e) Quality policy **must** be reviewed by the top management for continuing suitability.

f) Documents **may** be in the form of a photograph.

This is a very important activity where the learners are required to understand the use of modals.

**Response:** The response is fairly good because most of them filled the blanks with right modals, which indicates that they have followed the text to a great extent. Unless they have understood the idea and information presented in the text, they will not be able to use these modals. Use of *can* and *may* is found only in ‘Note’ part of a clause in the text which provides additional information.
of the idea expressed in the main clause. It is found that while reading the 'Standard' majority of them have understood that wherever 'shall' is used in the clause it is mandatory and wherever can & may are used it is not mandatory.

On the contrary, one or two of them have expressed their inability to answer this exercise.

The last part of the test paper consisted of three questions to get their feedback. The areas of difficulty could be easily diagnosed from the answers given to these three questions.

a) Which were easy to answer: ..........................

b) Which were difficult to answer: ............... ......

c) Which you could not answer: ........................

To this question, they have showed sincere response. Majority of them have found 9 and 7 difficult and hence their answers to these are not satisfactory where as they have found other exercises not difficult to answer. To the last question ( c ) which they could not answer, a few of them have quoted 9, i.e., framing simple sentences out of complex sentences. They said they were not able to split the complex sentences into short sentences.

It is essential at this stage to note that while writing QMS documents, they require the ability to use short and simple sentences.
Time spent on various sections was observed. Breaking the complex sentences into short sentences and framing questions consumed more time than the other tasks.

Analysis of the answers and discussions held with them revealed the fact that they were able to locate the problem areas in the text like some specific terms related to the context, and use of complex sentences. They expressed the idea that they enjoyed doing these exercises. They were of the opinion that the approach adopted was systematic. Further discussions with the participants about the answers by the researcher were interesting.

Another important response the learners provided through their answers and oral discussions was about the tasks set. For eg. Finding out the missing word in the diagram of a unit and splitting long sentences into short sentences.

These exercises helped them not only in avoiding misreading the sentences, but also in exploring the process of understanding and interpretation of sentences.

They said the exercise viz. statements to be converted into questions was very useful in the sense that they gave them the scope to think deeply about the clauses of the Standard ISO 9001-2000. By framing questions they could grasp the meaning of the clause in detail and get to specific information on a particular clause.
They said that identifying the specific clause of the Standard ISO 9001-2000, the tasks based on vocabulary and some of the concepts essential to the QMS were interesting and very relevant because they helped them to deduce meaning from the given context.

Even though there are chances of misreading the text, which in turn affects the interpretation and understanding of the text, it can be minimized with the completion of the tasks. The above analysis reveals not only what the learners lack and where their strengths and weaknesses lie but also the potential for learning that can be exploited in our ESP course.

All the sample tasks designed in our course guide them in reading and comprehending the standard 9001-2000. They also enable them in writing the QMS documents of the organization.

An overall view of the learners was that even though these activities posed problems that made them think, it was not impossible to solve. Hence, more such exercises can be designed by the course designer with examples and clues so that they will be able to acquire better skills. The aim should be directed towards developing in learners the capacity to achieve their learning objectives and use the language for effective communication.
3.9 Conclusion:

The exercises demand from learners not just transfer of information but more than that. The learners in most cases have been able to do this successfully.

While reading the standard, looking at specific terms in various clauses is very important from the point of understanding the standard to implement the guidelines suggested. The learners were able to trace the specific terms and expressions which gave them information regarding the relevant clauses.

The weak areas observed through this diagnostic test are framing the questions and framing simple sentences out of complex sentences. Their answers and subsequent discussions with them revealed that even though they think they know the answer they find it difficult to write. 

Therefore, the difficulties experienced by them are English language related and not the lack/inadequacy of domain knowledge.

Hence the ESP course designer has to frame tasks in order to eliminate these difficulties of the learners.

The failure to understand the specific concepts seems to be the cause behind incorrect answers. Knowledge about the contents of various documents and processes is very essential. Complex sentences pose problems to them, in turn hindering the process of understanding and interpreting. Tasks that help them to understand the key terms, information and concepts conveyed through the standard will have to be devised. Skills to develop Simple
sentences are required to be taught and these skills will help them in writing the documents also.

Thus the course designer is required to have two distinct aims.

1. Enable the learners to conceptualize the linguistic terms and expressions used in the standard with a clear understanding of the intentions of the standard.

2. Enable the learners to develop linguistic skills to use terms and expressions in the written QMS documents and ensure that they are intelligible to the users viz. implementers and auditors of QMS.

This chapter has focused on realizing the first aim mentioned above.

In the next chapter the researcher has provided more insight pertaining to the second aim and has devised more tasks.