Students’ Preparation for IELTS: Development of Written and Oral Argumentative Texts

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Thesis submitted for the degree of Doctor of Philosophy
Discipline of Linguistics
Faculty of Humanities and Social Sciences
University of Adelaide
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APPENDICES
Appendix A

Letter of Introduction and Coding System

a. Letter of Introduction

Dear Student,

My name is Sharif Moghaddam. I am undertaking a research project as part of my PhD degree in the Faculty of Humanities and Social Sciences, Centre for European Studies and General Linguistics (CESGL), The University of Adelaide. My project title is: IELTS Preparation Practices: An Investigation into Academic Literacy Development.

This information sheet is to help you make a decision about participating in this project. You may discuss it with other people before making a decision to sign the form. IT IS IMPORTANT TO KEEP THIS SHEET TO REMIND YOURSELF ABOUT WHAT WE ARE DOING. Also, a copy of the signed consent form will be given to you.

Purpose of the Study

In this project I will study IELTS academic preparation practices. I am interested in language development in the program as part of university study.

If you do not want to participate, or want to withdraw later, it will not have any consequence for you or your study.

What is involved

I would like to observe your classroom activities on one day per week for approximately 4 to 5 months. I will be watching what happens in your classroom and will video and audio record two or three of these classroom observations. I would also like to interview you about your language development and your study and this will take about 20 to 30 minutes of your time.
If you agree I will audio and video record the interview. I will collect your written activities and your activities on the handouts from the instructor to analyse your activities with them. The study will commence in February 2007 and will take approximately 4 to 5 months.

**Possible benefits from the Study**
This study will contribute to knowledge of IELTS preparation practices.

You as participants may also benefit from this study by getting prepared for your forthcoming IELTS examination.

However, please be advised that these may be of no instant benefit.

**Confidentiality**
I would like to audio and video record our conversations. You do not have to answer any question or to discuss any issues that may make you feel uncomfortable.

When recording activities, written or spoken, your real names will never be used. All real names on written activities will be removed. In interviews a pseudonym (unreal name) will be used. Information will be kept in a locked drawer in the university and digital information will be password protected on the university computer in a private storage drive. The researcher will transcribe all audio and videotapes. If you wish to check a copy of my notes before I use them in my study, please tell me.

**Discomfort and Inconveniences**
It is probable that in some sessions an outsider will attend to video record the classroom activities. We will do our best not to interrupt your learning. We will negotiate the arrangements about the settings for the interviews. The interviews will be more like a conversation. You are free to withdraw your interview or recorded materials up until the time that I have finished all data collection. You do not have to give any reason if you do decide to withdraw from the study. The recorded materials will be erased as soon as I have finished using them to make notes.

**Complaints**
Please refer to the complaints procedure sheet if you experience any problems with this study.

**Contacts**
If you need any more information, or if there are any problems regarding this research, please contact the following people.

Peter Mickan, PhD, the University of Adelaide, Australia
Phone: 08 8303 3405
Sharif Moghaddam, PhD candidate, the University of Adelaide, Australia
Phone: 08 8303 8227 / 08 8359 3182

I look forward to your participation and the chance to hear your comments.

Yours truly,
Sharif Moghaddam

b. Coding System

i. The candidates’ names and their codes
N.B.: The candidates were coded based on their sitting place in the classroom in a ‘U’ shape from left to right. They sat in the same seat in the duration of the research project, except for some occasions when they were engaged in group discussion.

P1  Ms Khalili
P2  Mr Tabesh
P3  Ms Samarghandi, N.
P4  Ms Kalanaki
P5  Mr Orooji
P6  Mr Jamali
P7  Mr Omidi
P8  Mr Ale-Mohammadi
P9  Mr Ameli
P10 Ms Bahrami
P11 Mr Abasszadeh
P12 Mr Hemmati
P13 Mr Vaissi
P14 Mr Vasseghi
P15 Ms Samarghandi, P.
P16 Mr Mamdoohi

ii. Codes in transcription
P    Participant (if followed by a number it refers to a particular participant, e.g. P1)
iii. *Note-takers’ names and their codes*

NT 1 Mr Iman Rasti  
NT 2 Ms Zahra Ashegh  
NT 3 Ms Sara Najmabadi

c. *Classroom arrangement*

The map of the classroom
d. Transcription Symbols (based on Atkinson & Heritage, 1984)

( ) micropause, (.2 second)

( .5 ) Pause of .5 second

: lengthened sound or syllable; more colons prolong the stretch

- cut-off, usually a glottal stop

.hhh inbreath

.hhh! strong inhalation

hhh exhalation

.hhh! strong exhalation

hah, huh, heh, hnh laughter; followed by (!) stronger laughter

(hhh) breathiness within a word

. falling intonation

? rising intonation

. continuing intonation

?. rising intonation, weaker than (?)

! animated intonation

= latched utterance

[X] overlapping talk

% X % quiet talk

* = creaky voice

^ marked rising shift in pitch

<X> talk slows down

tch tongue click

underlining emphasis

→ feature of interest

(X) transcription doubt, uncertainty

((X)) nonvocal action, details of scene
## Appendix B

### Table 6.1. The list of the learning resources mainly utilized in the IELTS academic preparation class as part of the opportunities for experiencing literacy

<table>
<thead>
<tr>
<th>No</th>
<th>Learning resources</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IELTS How to Teach and Prepare for the Exam</td>
<td>A single Reference book</td>
</tr>
<tr>
<td>2</td>
<td>400 IELTS-based Listening Tests</td>
<td>A single Listening test book</td>
</tr>
<tr>
<td>3</td>
<td>What to Say</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>4</td>
<td>English Pronunciation in Use (Intermediate)</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>5</td>
<td>Speaking Clearly</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>6</td>
<td>Pair Work 1 (Pre-Intermediate to Intermediate)</td>
<td>A single book</td>
</tr>
<tr>
<td>7</td>
<td>Pair Work 2 (Intermediate to Upper Intermediate)</td>
<td>A single book</td>
</tr>
<tr>
<td>8</td>
<td>For and Against</td>
<td>A single book</td>
</tr>
<tr>
<td>9</td>
<td>Developing Reading Skills (Intermediate)</td>
<td>A single book</td>
</tr>
<tr>
<td>10</td>
<td>Developing Reading Skills (Advanced)</td>
<td>A single book</td>
</tr>
<tr>
<td>11</td>
<td>504 Absolutely Essential Words</td>
<td>A single book</td>
</tr>
<tr>
<td>12</td>
<td>English Grammar in Use (Intermediate)</td>
<td>A single book</td>
</tr>
<tr>
<td>13</td>
<td>Academic Writing Course</td>
<td>A single book</td>
</tr>
<tr>
<td>14</td>
<td>Practical Writer with Readings</td>
<td>A single book</td>
</tr>
<tr>
<td>15</td>
<td>Cambridge IELTS 1</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>16</td>
<td>Cambridge IELTS 2</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>17</td>
<td>Cambridge IELTS 3</td>
<td>One book with two cassettes/CDs</td>
</tr>
<tr>
<td>18</td>
<td>Insight into IELTS Extra</td>
<td>One book with one cassette/CD</td>
</tr>
</tbody>
</table>

### Table 6.2. The learning resources specified to the main language skills and sub-skills and their aims and objectives as part of learning opportunities in the process of experiencing literacy in the IELTS preparation class

<table>
<thead>
<tr>
<th>Skill</th>
<th>Listening Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources used in the Preparation Program</td>
<td>‘400 IELTS-based Listening tests’ (Moghaddam, 2004) and its supplementary namely ‘What to Say’ (Lambert, 1980) + commercially produced IELTS ‘Listening’ sample tests + mock tests + recommended use of extra tools for promoting ‘Listening’ skills out of side the classroom (e.g.; the Radio, TV, the Internet and some suggested CDs and DVDs, etc.)</td>
</tr>
<tr>
<td>Aims</td>
<td>Promotion of ‘Listening’ skills in general and elevation of IELTS ‘Listening’ test band score in specific</td>
</tr>
</tbody>
</table>
| Language Literacy | To provide the candidates with an opportunity to get familiar and learn about the IELTS ‘Listening’ test design and features and also some hints and techniques as required to
Learning Objectives: Elevate their IELTS ‘Listening’ band score. Also, to provide them with opportunities to practice and learn continuous lengthy naturalistic conversations, (e.g.; conversations that native speakers of English normally use in their daily routines and issues).

Remarks: These materials consisted of two books and two cassettes or CDs, but no DVDs. Also, commercially published Cambridge IELTS 1, 2 and 3 and Insight into IELTS Extra were utilized. These materials included one book and two cassettes or CDs each, except for the last one which consisted of one book and one cassette.

<table>
<thead>
<tr>
<th>Skill Titles</th>
<th>Speaking Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials used in the Preparation Program</td>
<td>‘Pair Work 1 and 2’ and ‘For and Against’ + commercially produced IELTS ‘Speaking’ sample tests + mock tests + recommended materials or opportunities to use outside of the classroom (e.g.; native speakers or native like speakers or people with good knowledge of English among friends or colleagues), also by chatting with English native speakers by utilizing the Internet</td>
</tr>
<tr>
<td>Aims</td>
<td>To improve the participants’ problematic areas in terms of their general ‘Speaking’ skills and to promote their preparedness for the IELTS Speaking test</td>
</tr>
<tr>
<td>Language Literacy Learning Objectives</td>
<td>Informing and directing the candidates to carry out guided pair and group interactions. And also, to provide the candidates with an opportunity to get familiar and learn ‘Phatic’ conversations and ‘Planned &amp; Unplanned’ conversations. Also, to familiarize the candidates with the design and nature and features of the IELTS Speaking test.</td>
</tr>
<tr>
<td>Remarks</td>
<td>‘Pair Work 1 and 2’ comprised two books only. The content level ranged from ‘Lower Intermediate’ to ‘Upper Intermediate’. They consisted of a range of ‘Role plays’ ‘Jigsaws’, ‘Monologues’ and ‘Dialogues’, etc. ‘For and Against’ was used for ‘Group discussions’. The purpose of using this material was to provide the candidates with an opportunity to get familiar with the idea of argumentations, their styles and designs, and to learn how to conduct an argument for and against an issue. Also, the candidates had an opportunity to upgrade their vocabulary power.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Titles</th>
<th>Reading Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials used in the Preparation Program</td>
<td>‘Developing Reading Skills (Intermediate)’ (Markstein &amp; Hirasawa, 1981). and ‘Developing Reading Skills (Advanced)’ (Markstein &amp; Hirasawa, 1983). + commercially published IELTS Reading sample tests + recommended extra materials to promote ‘Reading’ skills outside of the classroom (e.g.; different origin English newspapers and/or magazines and/or journals such as; ‘Newsweek’, ‘Time’, ‘Daily Telegraph’, ‘Guardian’, etc. + extra commercially produced IELTS ‘Academic Reading’ sample test</td>
</tr>
<tr>
<td>Aims</td>
<td>Promotion of the participants’ ‘Reading’ skills in general and the elevation of the participants’ IELTS ‘Reading’ test band score</td>
</tr>
<tr>
<td>Language Literacy Learning Objectives</td>
<td>To familiarize the candidates with lengthy texts and the IELTS ‘Reading’ test types. They were also used to promote the participants’ reading speed and to provide them with an opportunity to learn ‘Skimming’ and ‘Scanning’ techniques in ‘Reading’ to enable the candidates to be skillful in doing ‘Reading’ tests and to enhance their preparedness for the IELTS ‘Reading’ test to get their required band score. And also, to enrich the participants’ knowledge of semantics and syntax and then to scaffold them on learning the basic skills they need to know in order to reach their ZPD to answer the questions in the IELTS ‘Reading’ test.</td>
</tr>
<tr>
<td>Remarks</td>
<td>These materials are two books only. They encompass a range of Reading texts at Intermediate and Advanced levels along side with different kinds of ‘Missing’, ‘Matching’, ‘True/False’, ‘Sentence Completion’, ‘Sentence Order’, ‘Topics for discussion and Composition’, and ‘Parts of Speech’. These materials are usually used as part of the syllabus and classroom practices for the first and second year of under graduate English learning students at university level in Iran.</td>
</tr>
</tbody>
</table>

| Skill Titles | Writing |
| | Description |
| Materials used in the Preparation Program | ‘Practical Writer with Readings’, and ‘Academic Writing Course’ (Jordan, 1990) + commercially produced IELTS ‘Writing’ sample tests + some recommended commercially and academically published sources for promoting ‘Writing’ skills for the IELTS (e.g. Academic Writing Practice for IELTS (McCarter, 2002)) |
| Aims | Promotion of the participants’ ‘Writing’ skills in general and elevation of their IELTS-based ‘Academic Writing’ band score in specific |
| Language Literacy Learning Objectives | To provide the participants with an opportunity to learn ‘Academic’ terms and genres with regard to ‘Academic Writing’ such as; ‘Essay’, ‘Report’, ‘Exposition’, ‘Proposition’, ‘Argumentation’, etc. |
| Remarks | These materials were two books only. They are normally used as part of the curriculum and syllabus for ‘Advanced English Writing’ courses at university level in the country where the study was conducted. |

| Sub skill Titles | Pronunciation |
| | Description |
| Materials used in the Preparation Program | ‘English Pronunciation in Use’ (Hancock, 2003) + ‘Speaking Clearly’ (Rogerson & Gilbert, 1990). + recommended extra sources for practice outside of the classroom (e.g.; ‘Three or Tree’, ‘Ship or Sheep’. Or, encouraging the candidates to listen carefully to origin English TV or satellite programs and making notes of any problems or difficulties to be negotiated or discussed in the classroom |
| Aims | To provide the candidates with a remedial opportunity to improve their phonological
To provide the participants with an opportunity to learn such terms as ‘Stress’, ‘Pitch’, ‘Assimilation’, Dissimilation’ in order to improve the participants’ understanding and concept of the importance of ‘pronunciation’, ‘intonation’, ‘landing of the words’ and the ways in which they can influence mutual understanding between a non-native speaker and a native speaker if they are well regarded, or in reverse if they are disregarded, (e.g. App. D, pp. 311-322). And, to improve the participants’ sense of hearing in terms of English ‘Phones’, ‘Tones’ and ‘Sounds’, and also to promote the participants’ pronunciation and ‘Listening’ power for isolated sentences and/or short conversations in natural way to promote their ‘Speaking’ ability and confidence. And, to improve the participants’ ‘Speaking’ skills in terms of single sentences and short sentences and later on long dialogues in natural way. Ultimately, to help the participants elevate their oral IELTS band score.

‘English Pronunciation in Use’ comprised one book and two cassettes. ‘Speaking Clearly’ included one book and two cassettes. It seems noteworthy to mention here that, lack of native-like (‘pronunciation’ and ‘intonation’ and ‘landing of the words’) was one of the serious problematic areas of the candidates in the program. Nevertheless, the candidates could be considered as a sample of the whole population of English learners in the country where the research was carried out.

<table>
<thead>
<tr>
<th>Sub skill Titles</th>
<th>Grammar Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials used in the Preparation Program</td>
<td>‘English Grammar in Use’ + practices on grammar exercises outside of the classroom as selected and assigned by the instructor</td>
</tr>
<tr>
<td>Aims</td>
<td>to promote the participants’ knowledge of ‘English Grammar’ and syntax</td>
</tr>
<tr>
<td>Language Literacy Learning Objectives</td>
<td>To invigorate and improve the participants’ understanding and knowledge of English grammar semi traditionally and mostly deductively, and more importantly to provide them with an opportunity to learn the concept of syntax and its application in their language use at an ‘Intermediate’ and/or ‘Advanced’ level. For example, the R/L says, “For ‘Reading’, you have some materials. One is ‘Grammar in Use.’ I’ll work on your ‘Traditional Grammar’.” (App. D, p. 310)</td>
</tr>
<tr>
<td>Remarks</td>
<td>This material, which is a single book at ‘Intermediate’ and ‘Upper Intermediate’ level was used in a semi traditional way. That is the instructor partially had to teach some parts deductively. But, if he could illicit from the candidates some of their previous knowledge about ‘English Grammar’, then based on that he would try to direct the candidates to find the ‘grammatical rules’ inductively. This material was mutually used in both ‘Reading’</td>
</tr>
</tbody>
</table>
classes and in ‘Writing’ classes. That is, if a lesson was taught in a ‘Reading’ session, the related practices were examined in the ‘Writing’ class in the following session and vice-versa.

<table>
<thead>
<tr>
<th>Sub skill Titles</th>
<th>Vocabulary Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials used in the Preparation Program</td>
<td>‘504 Absolutely Essential Words’ + recommended extra sources for practices outside of the classroom (e.g.; ‘Vocabulary in Use’ in 3 volumes and ‘1100 Words’, ‘Essential Words for TOEFL’, and ‘Essential Words for IELTS’, etc.</td>
</tr>
<tr>
<td>Aims</td>
<td>To empower the participants’ vocabulary power and semantics</td>
</tr>
<tr>
<td>Language Literacy Learning Objectives</td>
<td>This material was considered as a base to promote the participants’ vocabulary power. And, to provide the candidates with an opportunity to learn the concept and application of semantics in their language use and the role of the varieties of meanings of vocabularies and their parts of speech in the context. This practice was done to help them make sense of and apply vocabulary appropriateness in their language use.</td>
</tr>
<tr>
<td>Remarks</td>
<td>This material was a single book consisting 42 lessons. Each lesson presented 12 vocabularies mostly ranged from intermediate to advanced level of English knowledge with high frequency of use. This book also provided the participants with a handful of different ‘Reading’ practices such as; ‘Fill in the blanks’, ‘Matching’, ‘Missing words’, etc., which are usual at higher levels and may appear in the ‘IELTS Reading tests’. However, the other associated materials in the course, especially those for ‘Reading’ classes and the book named ‘For and Against’ were supplementary to enhance the participants’ vocabulary knowledge.</td>
</tr>
</tbody>
</table>

Segments of listening classroom practices

Table 6.3, App. B shows segments of practices portion of ‘Listening’ sessions on doing IELTS-based ‘Listening’ test practices. In the table, first the sources of the practices have been introduced. The practices done either in the classroom or outside of the classroom were based on these sources. Then, the focus of the practices has been clarified. Next, the outcomes or the production of the practices done in the classroom and or outside of the classroom based on their focus has been described one by one. The description of the outcomes is both based on the observation and the documents collected from the candidates’ written activities, and also based on the comparison of the results of their accredited mock tests. (It should be noted that the same pattern is followed for the other skills too.)
Table 6.3. Segments of listening classroom practices

<table>
<thead>
<tr>
<th>Practice/Activity</th>
<th>Focus/Preparation</th>
<th>Experienced literacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Pronunciation in Use (Phonological issues)</td>
<td>* Pronunciation * Intonation * Landing of the words (i.e.; Assimilation and Dissimilation)</td>
<td>The candidates experienced: * those phones/sounds, which are present in ‘English’, but they are absent in ‘Farsi’ and vice versa. (e.g.; δ and θ) * those phones/sounds, which are apparently present in both ‘English’ and ‘Farsi’ and in the surface they seem to be the same but with considerable differences in deep structure in terms of their place of articulation and the resulting real sound (e.g.; v and w or t and d) * significant change(s) in meaning-making as the result of a change in intonation (e.g.; see App. D, p. 343, ll. 2-29). * important change(s) in the meaning-making as the result landing of the words (e.g.; see App. D, pp. 324-327, ll. 1-33)</td>
</tr>
<tr>
<td>'400 IELTS-based tests’ and ‘What to Say’</td>
<td>* Simulation of the IELTS Listening tests * Listening to realistic native speakers’ moderate and lengthy conversations * Authenticity</td>
<td>The candidates experienced: * the nature of the native speakers daily routine conversations * some differences in terms of vocabulary and pronunciation between some different varieties of English (e.g.; American English vs. British English) * Adaptation and adoption of their sense of hearing to native speakers’ lengthy conversations * listening comprehension</td>
</tr>
<tr>
<td>‘Cambridge IELTS 1 &amp; 2 &amp; 3’ and ‘Insight into IELTS Extra’</td>
<td>* IELTS-based Listening tests * Resemblance of realities * Instruction of the techniques</td>
<td>The candidates experienced: * the nature and feature(s) of the IELTS listening tests * applying techniques in doing IELTS expected listening tests * Elevation of their IELTS listening band scores based on the comparison between their results in their three accredited mock examinations and their final official IELTS examination</td>
</tr>
</tbody>
</table>

Segments of reading classroom practices

Table 6.4, App. B shows segments of practices portion of ‘Reading’ sessions on doing IELTS-based ‘Reading’ test practices as follows. It might be noteworthy here to draw the reader’s attention to the point that the ultimate goal of the instructional practices was the preparedness of the participants to succeed in elevating their ‘Reading’ band score to the universities’ requirements.
Table 6.4. Segments of reading classroom practices

<table>
<thead>
<tr>
<th>Practice/Activity</th>
<th>Focus/Preparation</th>
<th>Experienced literacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Reading Skills</td>
<td>* Reading lengthy texts</td>
<td>The candidates experienced:</td>
</tr>
<tr>
<td>(Advanced and Intermediate)</td>
<td>* Fast Reading</td>
<td>* Strategies in reading lengthy texts</td>
</tr>
<tr>
<td></td>
<td>* Comprehension</td>
<td>* techniques of fast reading (e.g.; surveying, skimming, windowing and scanning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* techniques of comprehending and taking the gist out of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Promotion of their speed of reading to some extent</td>
</tr>
<tr>
<td>504 absolutely essential words</td>
<td>* Vocabulary power and appropriateness</td>
<td>The candidates experienced:</td>
</tr>
<tr>
<td></td>
<td>* Semantically issues</td>
<td>* consciousness raising of homonyms and the distant varieties</td>
</tr>
<tr>
<td></td>
<td>(different meanings of words and their parts of speech/word awareness)</td>
<td>of the meaning and synonyms of a single word</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* situating the meaning of a word in the context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* applying appropriate vocabularies in written texts in relation to the social purpose of the topic</td>
</tr>
<tr>
<td>English Grammar in Use</td>
<td>* Different arguments in terms of traditional grammar</td>
<td>The candidates experienced:</td>
</tr>
<tr>
<td></td>
<td>* Syntax and syntactical issues</td>
<td>* difference between grammatically correctness and syntactically correctness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* the concept of cohesion in context of a text from single clause level to discourse level in the whole text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* the role of the grammatical particles or lexico-grammar (e.g. an adverb or preposition that occurs as part of a multiword verb) , and application of this knowledge in decoding the accurate meaning, hence finding appropriate answers to the questions and elevating their IELTS reading band scores</td>
</tr>
<tr>
<td>‘Cambridge IELTS 1 &amp; 2 &amp; 3’ and</td>
<td>* Familiarization with different IELTS-based test types</td>
<td>The candidates experienced:</td>
</tr>
<tr>
<td>‘Insight into IELTS Extra’</td>
<td>* Techniques of doing IELTS Reading tests</td>
<td>* the features of the IELTS reading texts and the IELTS-based reading tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* doing different IELTS-based reading tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* elevation of their reading test band scores based on the comparison of the results of their accredited mock tests in the three stages after every 20 sessions and their results of their official IELTS examination</td>
</tr>
</tbody>
</table>
Segments of speaking classroom practices

Table 6.5. App. B below shows speaking class tasks in order to prepare the candidates for their IELTS speaking test in particular, and to promote their speaking skills in general.

Table 6.5. Segments of speaking classroom practices

<table>
<thead>
<tr>
<th>Practices/Activities</th>
<th>Focus/Preparation</th>
<th>Experienced literacies based on the data (cf. Chapter 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair Work (e.g.; Phatic conversation, speech act, short talk, jig saw, short talks or conversations, predicted and unpredicted conversations...)</td>
<td>* Short pair talks * Promotion of fluency * Promotion of native-like talk * Familiarity with some street talks/Slangs * Creative conversations</td>
<td>The candidates experienced: * variety of pair role plays based on everyday routines * expert knowledge in speaking English in the classroom with the instructor and with each other * improvement of their oral literacies (e.g.; App. E, Field-notes, by ‘NT 2’, 08/04/2007, p. 409, ll. 15-18) * improvement of their fluency and native-like speaking to some extent</td>
</tr>
<tr>
<td>Group work (e.g.; preparing lengthy texts on certain seen contentious issues for Small Group Discussions)</td>
<td>* Creative argumentsations * Discussing for and against topics * Critical and logical thinking</td>
<td>The candidates experienced: * construction of their argumentative literacies in order to discuss a variety of contentious topics * the concept of the critical thinking and debating * further improvement of their fluency in oral skills * improvement of their advanced vocabulary power to some extent</td>
</tr>
<tr>
<td>Speaking Clearly (single phones, single words, phrases, clauses, sentences, short conversations, realistic talks)</td>
<td>* Phonological issues * Native-like speaking * Exposure to realistic routine speaking</td>
<td>The candidates experienced: * some important phonological issues and improving problematic areas * improvement and promotion of their native-like speaking skills * everyday English native speaking (e.g. by watching satellite and TV English programs and commercially produced CDs and or DVDs)</td>
</tr>
</tbody>
</table>
| Oral presentations | * Experience and elevation of the candidates’ confidence to speak before audience | The candidates experienced: * oral presentation before audience (i.e. participants in the classroom) * complying with elementary rules of oral presentations * talking on seen and unseen topics before audience (i.e.
Segments of writing classroom practices
Table 6.6, App. B shows classroom practices used for the development of writing literacies. The aim here was to promote the students’ writing literacies to a level suitable for the IELTS (Academic Version) examination.

<table>
<thead>
<tr>
<th>Practices/Activities</th>
<th>Focus/Preparation</th>
<th>Experienced literacies based on the data (cf. Chapter 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Grammar in Use</td>
<td>* Grammar invigoration</td>
<td>The candidates experienced: * how to form and structure grammatically and syntactically appropriate clauses</td>
</tr>
<tr>
<td></td>
<td>* Grammar appropriateness</td>
<td>* how to select appropriate grammatical forms to carry a specified meaning and or concept to allow a logical flow and to establish an appropriate communication between the writer and a likely reader</td>
</tr>
<tr>
<td></td>
<td>* Syntactical and pragmatically issues</td>
<td></td>
</tr>
<tr>
<td>Academic Writing Course</td>
<td>* Objective Writing</td>
<td>The candidates experienced: * different genres and styles of writing, (e.g.; process, procedure, comparison, contrast, cause and effect, classification, formal, informal)</td>
</tr>
<tr>
<td></td>
<td>* Genre type</td>
<td>* how to develop different types of writing of around 150 words</td>
</tr>
<tr>
<td></td>
<td>* Appearance and content of the writing</td>
<td></td>
</tr>
<tr>
<td>Practical Writer with Readings</td>
<td>* Argumentative Text</td>
<td>The candidates experienced: * differences between argumentative writing and</td>
</tr>
<tr>
<td></td>
<td>* Cohesiveness</td>
<td></td>
</tr>
<tr>
<td>Paragraph Writing</td>
<td>objective writing</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>* logic and flow of the paragraphs</td>
<td>* differences between ‘Description’ and ‘Explanation’</td>
<td></td>
</tr>
<tr>
<td>* how to develop different argumentative genres (e.g.; exposition and discussion) of around 250 words</td>
<td>* how to develop different argumentative genres (e.g.; exposition and discussion) of around 250 words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘Cambridge IELTS 1 &amp; 2 &amp; 3’ and ‘Insight into IELTS Extra’</th>
<th>The candidates experienced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Nature and features of IELTS-based writing</td>
<td>* the nature and features of different IELTS-based writing and the IELTS expected writing tasks</td>
</tr>
<tr>
<td>* Task-based writing</td>
<td>* how to analyse a prompt/rubric and highlight the key constituents, (e.g.; the writer’s point of view or thesis, sub issues, scope)</td>
</tr>
<tr>
<td>* Analysis of prompts/rubrics</td>
<td>* how to develop a discussion for and against an idea</td>
</tr>
<tr>
<td>* Analysis of the participants’ home work and class work writing</td>
<td>* improvement of their IELTS Expected writing ability and elevation of their IELTS writing band score as evident from the comparison of the result of their accredited mock IELTS tests and their official IELTS examination results</td>
</tr>
</tbody>
</table>
Appendix C

File 1, CD 1
Thursday, 15/03/2007
Time: 15:00-19:00

Induction of the Research Project Instructions

R/L: Okay, Everybody. We are about to begin the induction of the IELTS Preparation Program Research Induction. First, there is a project participation form that I will give all of you a copy. Then I’ll read it out for you. Then, you will have also a consent letter to sign it. It’s in two copies. You will keep one copy for yourself and one copy for me. Okay? So, please start reading this form and familiarize yourself with the content of this project participation form. These are also the content forms in two copies for each of you. You will sign it, read it completely and keep one copy for yourself and give one copy to me. Okay? Is that clear? We start from here please. Here we go. Here you are…

PS: Thank you.

R/L: Thank you. I will read it for you.

Project participation information
The University of Adelaide
Centre for European Studies and General Linguistics
Faculty of Humanities and Social Sciences
Sharif Moghaddam PhD Candidate
My name is Sharif Moghaddam. I am undertaking a research project as part of my PhD degree in the Faculty of Humanities and Social Sciences, Centre for European Studies. My project title is ‘IELTS Preparation Academic Practices and investigation into Academic Literacy Development’. This information sheet will help you to make a decision about participating in this project. You may discuss it with other people before making a decision to sign the form. It is important to keep this sheet to remind yourself about what we are doing. Also, a copy of this signed consent form will be given to you. Purpose of the study (consent form), today is 15 of March. I was supposed to start it from February but as you know it is getting closer to ‘Noruz’, the New Year, and then term
was finished and we had to recruit new participants and actually we are about 2, 3 weeks behind our schedule. So, today is 15th of March that we are actually starting or beginning the research project. Okay? Thank you for listening. Now, if you don’t have any questions, please write your names here … (The researcher is collecting the consent forms...) Now, we are starting the course also the research. Okay?
Appendix D

Introduction of the IELTS Preparation Materials to the Participants

N.B.: The ‘R/L’ checks his digital voice recorder and the video camera to make sure of their functionality, and then begins the instructions.

1 R/L: You’ve got some books and materials. If you wish you can take notes of what I am writing on the board. At any time you have questions, just raise your hand and I’ll answer you. The course that we are starting today is ‘IELTS Preparation Program.’ As you know, we are working with all the skills oral and written.

a. Oral skills
   i. Listening
   ii. Speaking

b. Written skills
   i. Reading
   ii. Writing

Now, you’ve a bag of books and cassettes, all of you. Okay? These are going to be divided for different purposes. So, for ‘Listening’, you’ve got: ‘English pronunciation in use’ Also, ‘400 IELTS Listening Questions’ plus ‘What to Say’ ‘IELTS Cambridge 1, 2,…’ and so on

So, when you’ve ‘Listening Classes’ bring with yourself ‘English Pronunciation in Use’ with the cassettes, because we have to play cassettes and also ‘400 IELTS Listening Questions’. You must bring two books and two cassettes, because we will do activities on them in the classroom. Also, you will do some tests. You will write the answers in the accompanying book. Then, we go through it in the class and we will discuss and analyse all the answers and questions and ‘Whys and Hows’. Also, you will bring with yourself the IELTS books, because we also have tests in each ‘Listening Class’. We will devote one hour for pronunciation practices and the listening of different tests. And, one hour will be devoted to IELTS materials. We
will do a test and then we will analyse that test together. Okay? We will check the
answers and choices that you have actually paid attention to in the test, (Alright?
Okay?), so from now on for ‘Listening Classes’ just bring this material with you,
(Okay?), the books and cassettes. Do not forget and do not…Yes please? (A
participant asks a question).

P5: Will we use all the books?
R/L: We will start one, (Okay?), we will finish one, (Okay?), ‘Listening’
materials, ‘Reading material’. When it is finished we put it away and we use IELTS
2, 3…Okay? Any more questions? No? For ‘Speaking’ we use: 1. ‘Pair work 1 &
2’. I encourage you to buy a book called ‘For and Against’ that I forgot to write it
in the list. It is a very tiny book full of vocabularies and good discussions. ‘For and
Against’ may be this evening or next week you buy it. Okay? It will greatly help
you to develop your vocabulary knowledge and how to discuss. It is a very good
book. I encourage you to buy it and bring it with you to the classroom. Also, I will
give you two pictures to discuss in the class. So, when we have ‘Speaking Classes’,
first of all I will give you some works on ‘Pair Work’, so in pairs you will work.
You’ll converse together. Then, we will also have group discussion. Maybe we
will divide the class in 2, 3 or 4 groups. Then, I will give you a topic to discuss.
And also, I will ask you to come and give short presentations in front of the
classroom.

So, I’ll write a topic and I’ll give you 1 or 2 minutes to think and you have to speak
for your friends or your classmates for may be 2 or 3 minutes …, and then you
answer the questions. Your friends may have different ideas, so they will ask.
Okay? So, please do buy this ‘For and Against’ and bring it to the classroom. For
‘Reading’, you have some materials. One is ‘Grammar in Use.’ I’ll work on your
‘Traditional Grammar’. We just do for your academic or general purposes for your
language purposes. You should know some grammar. Ha? We will do the
homework in the book and you will bring it to the classroom next session that you
have ‘Reading’. Then, we will check all the answers. We will discuss all of them.
Okay? Then, you have two other books named ‘Developing Reading Skills’,
‘Intermediate and Advanced’. We will start with ‘Intermediate’, they are full of
exercises. When it is finished, then we will go to the ‘Advanced’ one. Alright? Of
course, I should make a very important note here that our classes are actually
integrated as you might remember that I told all of you that we will not work in isolation. The skills are integrated that means when we are doing ‘Listening’ it is not actually…it doesn’t mean that just focusing on ‘Listening’. No, we will have all discussions, ‘Reading’, ‘Writing’, but the main focus is on ‘Listening’.

The same thing is about ‘Speaking’, ‘Reading’…So, when you are doing the ‘Reading’ process you will have discussion on the texts. Ok? We will have talks. I will ask you to talk and discuss the passage in the classroom. (Ha? Okay?) So, all the time, all the time all the four skills will be active. We will not let any skill to be passive and forgotten. But, in any class the main focus is on one skill, but the rest are not forgotten. Then, you have a book called ‘504’. This is for your empowering writing vocabulary. It’s a very good book again. It has a lot of good sentences, good paragraphs to discuss, to develop ideas, actually opinions. Okay? Then, I’ll ask you to read them in the class and discuss them, and then I’ll ask you to make sentences in the classroom or as homework at home. Okay?

And then, you have got ‘Writing’. For ‘Writing’ you have ‘English Grammar in Use’ in common between your ‘Writing’ and ‘Reading’ Classes. Okay? So, whenever you hear ‘Reading’ and ‘Writing’ please bring your ‘English Grammar in Use’ book. Okay? So, may be, for example, in ‘Reading Class’, I’ll teach you one part of the grammar, then I will assign you some practices or exercises to do at home and the next session, which is only ‘Writing’, then we will check the exercises and your works. Okay? Good. And then, you have another book called ‘Academic Writing Course’. And then, you have another one called ‘Practical Writer with Readings’. Okay? So, up to this point, you know in which class which of these materials is used. Any question this for? Any body? ‘Speaking Clearly’? I just missed it here in your ‘Speaking Classes’, because it is about ‘Speaking Clearly’. Anything else? (One of the participants asks of the R/L about a good dictionary to be used. “It’s up to you”, answers the R/L).

P12: Would you introduce a good dictionary?

R/L: You can use ‘Oxford Advanced Learners’. Or, you can use ‘CDs’. You can use ‘Google’, ‘Internet’, whatever is accessible for you. You can use ‘Talking Dictionaries’. They have got pronunciation. One of the points that I should draw your attention to is, that, actually, not knowing a word does not make any
difference with knowing a word without its pronunciation. Because, if you, for example pronounce a word wrongly it means that you cannot communicate. So, just knowing the spelling or meaning of a word is not sufficient. You must also know the correct pronunciation of the words. Umm? And, in your oral communication it will be useless. So, please bear in mind to learn the correct pronunciation. Of course, there are different pronunciations, American, British, Australian and they are… Sometimes, the difference is eye-catching. Uhh? So, it is good to know about these different pronunciations and try to keep the image in mind? Okay? Alight? Any problems? No questions? Yes, please. (One of the participants asks if they can record the activities in the classroom).

P7: Can we record?

R/L: I told you in all the classes you can bring digital voice recorder and record all the activities, ‘Speaking, Pronunciation’ in the classroom and then listen to them at any convenient time. There is a book “How to Teach….” This is a mother book. I refer you to all 4 skills and if something is unclear you can refer to it for different skills. Okay! This is actually a mother book. Anything else? No? So, I just wrap up this part. I gave you an idea of what is happening to skills.

Instructions on the order of the 4 skills in the classroom

R/L: The order that I have ‘Listening’, ‘Speaking’, ‘Reading’ and ‘Writing’ is something that happens naturally. You know all the activities start with ‘Listening’, when you were a baby. The process of learning a language the first skill is ‘Listening.’ New baby can only listen. It cannot speak, it cannot read, write. So, after a while he starts speaking ‘babaa a daddaa…’, like that. And then, we’ll read books or novels for them. Then, they start. They draw lines. So, the process of learning is like this when we do not know a language. It is as if you are a newly born baby. If we do not know ‘Chinese’ there is no difference between us and the illiterate people and a Chinese baby. Is there any difference? No. So, the language that we do not know makes us resemble to newly born babies in those languages. Okay? So, we are going to follow this order. Now, the important aspect for learning a language, well, is a ‘Correct Pronunciation’. So, as you know, you must try hard to learn ‘Correct Pronunciation’. ‘Correct Pronunciation’ is important. By the use of these materials that I have encouraged you to buy, you will be able to work on your own. And then, it is ‘Correct Intonation’ and ‘Correct Landing of the Words.’
One of the important aspects in oral skills is the ‘Landing of the Words’. You have got used to saying words in isolation, gap, space, you know? For example, may be you say this –book-(diːs bʊk) is. In the real life situation they do not say, (diːs). It’s a ‘Landing’. So, if your sense of hearing is not adapted to that, when a native speaker says, “thistudy” it may seem to you strange or odd or not decodable. Okay?

So, we must learn them. And then, it is the matter of ‘Assimilation’ and ‘Dissimilation’. The actual voice of sound symbols may change at the end. So, when you say, “ten boxes”, together it sounds, “temboxiz”. In most languages it is the same. For example, in ‘Farsi’ when you have ‘sound adjacent’ you have ‘m’ sound, ‘Shanbeh’ but we say, “Shambe”. And, there are some other words in which the sound changes. For example, /j/ to /g/…Okay? For example, we say, “wouj you” or “dishyear”. So, these are …we must be careful … and I encourage you to listen to read sounds in native voices through your satellite or different radio stations, that they have got a lot of English sounds. And then, there are some other aspects of the language. They are not used that much in America, but they are used in Australia. Or, for example may be some words, for example in British we say, “Hello” in American we say, “Hi” in Australian we say, “Hey”. And, may be it sounds rude to you because we say, “Hey” for something which is bad. And, there are other things may be you have never heard of. For example, if you want something, which is not important in British you say, “Never mind” in Australia they say, “No worries”. Or, say, “Thank you.” Good! So, these are actually, aspects for ‘Oral Skills’ and for ‘Written Skills’ they are three aspects for ‘Written Skills’:

a. Semantics
b. Syntax
c. Pragmatics

…The word ‘Set’, for example, has more than one hundred of meanings and when you combine it with other prepositions, ‘set in’, ‘set out’, it carries 132 meanings. Now, I do not mean that you have to go through all these meanings, but if you know, it’s much better. Anyway, you need to know prepositions and phrasal verbs. Okay? You need to know to ‘set up’ in comparison with ‘set out’, etc.; otherwise your language will not be proper. So, when you combine all these things, then you can make a ‘concept’. Alright? Unless you master all these aspects of the language, it doesn’t seem likely to make meaning or a clear concept of the activities that you
have with other people or social practices or actually interactions you have with other people. Ha? Any questions this for? No questions? Alright.

File 2: Seminar

N.B.: File 3: Listening test (Placement test/The first mock test)

R/L: Oh! 1 minute left. (The ‘R/L’ announces the last minute left from the allotted time to transfer the listening test answers from the test booklet to the answer sheet).

N.B.: File 4: Reading test (Placement test/The first mock test)

File 5, CD 1
Thursday, 15/03/2007
Time: 09:00-13:30

The first session of skill preparations

Writing

R/L: We agreed to run a ‘Writing Class’ this evening. Now, before I start about ‘Writing’, I would like you to write a paragraph based on the topic I am writing on the board. You will have about 5 minutes or so and I would like you to write only one paragraph. Are you ready? Other parts of semantics are ‘Parts of Speech’, which are ‘noun, verb, adjective, adverb and preposition’. Okay? That means when you are learning a word, you have to know the parts of speech of it. We will discuss these parts in the next classes. This was just a general view of what we are going to do in the class. Any questions?

PS: No.

R/L: So, would you please develop a paragraph based on this topic: ‘Mountain climbing is joyful’, you have about 5 minutes or so. On a piece of paper and I encourage you to use A4 size paper and the plain one. (The researcher distributes some paper). So, please start developing your ‘Writing’. (Participants are
writing. One of the participants asks a question but the instructor doesn’t answer).

P6: Can we use any paper?

R/L: Okay, time is finished, stop writing. Do not forget to write your name and date. And, I am going to ask you to read one by one. And, please everybody listen carefully to what your friends have written. (One participant reads).

R/L: If you want to speak in a, say, session like this in a class you’ll dress properly. How would you dress? In a meeting with others you try to have a good appearance and speak about things which make sense and meaning. Okay? So, because ‘Writing’ is ‘YOU’, you must transfer this appearance in your ‘Writing’.

There are two major aspects in your ‘Writing’:

a. Appearance
b. Content

What are the factors for an acceptable appearance? First, I will list them:

1. Margin
2. Format
3. Punctuations
4. Limitations
5. Orthography

And, the Content

1. Semantics and Syntax
2. Cohesion and Coherence
3. Variety
4. Deviation
5. Be (Logical / unbiased & truthful)

Now, I will explain what’s margin. You have to put a blank space on each side, (The instructor is now checking the ‘Writings’). So, the first step in ‘Writing’ is observing margin. What’s format? It’s …when you write about something may be in the form of an essay, there are three main parts: one is introduction, main body, conclusion (closing). These parts have in fact some more detailed subsets that we will discuss later in the next session. So, you will not be overloaded this session.

What are punctuations? And, why do we use them? They help in meaning making.

If we do not use punctuations, there will be ambiguity or confusion.
Writing is to make better concept and prevent confusion or misunderstandings and that’s why we use punctuations. And, what are they? Punctuations are: ‘Comma’, ‘Full stop’, ‘Question mark’, ‘Exclamation mark’, ‘Colon’, ‘Semicolon’, ‘Quotation marks/Inverted commas’, ‘Brackets’, etc. It is important especially in plagiarism, when you want to quote somebody. Of course, there are more, but I think this far they are enough. In ‘Academic Writing’ they normally use this much. Any questions? Next is ‘Limitations’, you are limited by time and length of writing, (100ws/15mins, 150ws/20mins & 200ws/30mins & 250ws/40mins). So, you are expected to write in this range and limitations. *(One of the participants asks a question).*

‘Orthography’, when you develop a piece of ‘Writing’ you must be careful with spelling. It may make confusion. As you know, there are the words in English which are pronounced in the same way but the spelling is different (homonyms). ‘Plain’ and ‘Plane’ are different but they are pronounced in the same way. Then, is ‘Capitalization’. In ‘Farsi’, which is your mother tongue, there is no capitalization, in English, it is very important. The first letter of the first word should be capitalized, proper nouns, or name of days of the week, month, seasons,…sometimes for some reasons you use capital or small letters. ‘Tidiness’, rub it out when it is wrong. Do not make it dirty.

‘Handwriting’, I am sensitive to handwriting. Do you agree? (Doctors?) Yes, mostly. I don’t expect you to be artist, but try to write in a way that’s legible. Okay? Later on, we will talk about topic. By ‘semantics’ and ‘syntax’, you must be quite sensitive to vocabulary and words. This is already important to carry meaning. That’s why a word may have 1, 10 or 100 meanings. Try to learn all different meanings to see what the most suitable meaning of the word should be used for a reader not to be misled, the most suitable vocabulary to develop your opinions. So, you must learn as many vocabularies as you can. One of the things that is important in computer, in ‘tools’ there is a dictionary, ‘thesaurus’, you can use the synonyms when you want to write an e-mail, for example. You have to store them in your mind.
‘Syntax’, is the arrangement of grammar, the structure of the sentence. ‘504 absolutely Essential Words’, is a good book at your stage to empower your vocabulary. So, we will use in our ‘Reading Classes’, and ‘English Grammar in Use’ to empower your ‘syntax’. What is ‘Cohesion’ and ‘Coherence’? There should be a logical structural link between the building blocks of your sentences. ‘Coherence’ is a logical link between the sentences and the meaning embedded in your sentences. It may be vague now, later on I will explain there two aspects of ‘Writing’. Most people seem to have problem on ‘Cohesive Writing’. This is the area in which we work a lot. I can give you a sentence which doesn’t have ‘cohesion’:

Mary is a teacher.
Mary is a bachelor.

Are these correct?

PS: Yes.

R/L: Do you agree? Because, ‘bachelor’ refers to a single man, so ‘Mary’ cannot be a bachelor. So, it is wrong. ‘Unity’ and ‘Variety’. When you write about ‘Mountain climbing is joyful’, you should only write about ‘Mountain climbing’ not other sports. By ‘Variety’ we mean you should use different words not repeat the words. Of course, I will teach you how to link your sentences in your ‘Writing’ later.

‘Deviation’ is one of the most dangerous parts in ‘Writing’ and test takers are endangered by it. It means you don’t write in relation with your topic. You don’t understand your topic completely. You don’t make sense of topic. You interpret it differently not exactly the way it is expected. May be because you don’t know the meaning of a word in the topic, then maybe you will make a different sense and you write something else. That is what mostly happens. And, that is why many people who write well in terms of vocabulary and grammar, do not get a good mark in the exam. The reason is that they have deviated, they have not written their ideas in relation to the topic. Okay? And, when we go through the analysis of your works I will show you samples of deviation. Don’t worry! If you misinterpret the topic, then you explain something different. Okay? Last but not least, is (Being ‘logical’, ‘Unbiased’ and ‘Truthful’). When you write, try to be logical. Don’t say things that are not logical. Then, be unbiased means that don’t go to extremes. Don’t impose
your ideas. Be truthful. When you give information they should not be imaginary or
false quotes. If you give examples do not invent something of yourself. Any
questions? You have some homework for the next session. What I expect you to do
is to read the first unit of this book. (The ‘R/L’ shows ‘Practical Writer with
Readings’ to the participants). And, do the exercises in the book. Read up to page
12. Read it and try to understand it. If you have any questions raise it next session.
‘Practical Writer’, read the overview of one paragraph essay up to page 8, and do
the exercises from ‘How to Teach…’, there is a chapter about ‘Writing’. Read it to
be familiar with some terms.

N.B.1.: (Files 6 and 7 of CD 1 are ‘P 6, P 7 and P 11’s Speaking Test 1’, see
appendices in the accompanying CD.)

N.B.2.: (See the accompanying CD which carries the whole transcription of the
data for 18 to 248.)

File 3, CD 2
Wednesday, 28/03/2007
Time: 17:00-21:30

Writing & Speaking

Writing

Time: 17:00-19:0

R/L: ‘C’ for capitalization, sometimes you will see ‘Art’ that means ‘Article’. That
means you have forgotten to use article may be definite, ‘The’ or indefinite ‘A-An’.
Or, for example you will see ‘P’ means ‘Punctuations’. You have forgotten to use
punctuations. For example, ‘Comma’, ‘Full stop’ something like that. Or, for
example you may see ‘S’, means ‘Space’. That means, for example you may see an
arrow like this, ‘←’. It means you must move to the beginning of the line. Not
from the middle, or not using indentation. Right? Don’t use indentation. (The
‘R/L’ describes the coding system he uses to put corrections on the
participants’ written work).

Ps: What is punctuation?
R/L: Yes, punctuations, we said them in the previous ‘Writing’. These are ‘Comma’, ‘Full stop’, ‘Question mark’, ‘Exclamation mark’, ‘Colon’, ‘Semicolon’, ‘Quotation marks’, or ‘Inverted commas’, ‘Brackets’, etc, etc. Okay? Any more questions?

P3: What’s that arrow? (The participant shows the arrow drown on the whiteboard).

R/L: This one? The arrow? (The ‘R/L’ points to the whiteboard). If you see this arrow in your ‘Writing’, when I am correcting or having correction on your ‘Writings’, it means that you must move to the beginning of the line. Okay? Do not use indentation. Any more questions? Alright, now, before we move ahead, I would like you to write a background of yourself in a page of paper, please. And, I ask all of you to use ‘A4’ size papers for ‘Writing’. So, please be standard all of you. When you are coming to class, bring some ‘A4’ size paper with yourself. Okay?

Write your names on the right hand side of the page, about one and a half of centimetres, from top, and 2.5cms from right. Write your name here. Okay? No need for a box. And, date it, in ‘Christian Date’ or ‘Solar Date’ both. For example, today is 28th of March 2007. So, you can date it like this. (The ‘R/L’ shows the ‘PS’ how to write their names and how to date their written work. He writes different forms like 28th of March 2007, 28/03/07 and 28/03/2007 on the whiteboard). So, always write your name in the top right hand side of the page with a distance of 1.5cms from top 2.5cms from right. Please, write your background in say may be about a page or whatever and have about 5-6 minutes for that. Is that okay? Hum? Okay? Start now please.


P12: You do not have ‘A4’ size paper? (The ‘R/L’ brings some ‘A4’ size papers from the office and gives them to the ‘PS’. Some ‘PS’ have queries about how to develop their written background. The ‘R/L’ explains to them what they need to write such as their personal details, their education background, etc.).

R/L: So, I’ll give you 10 minutes.

P7: Where do we write our name?

R/L: 2.5cms from right, 1.5cms from top.

P7: % X %. 
R/L: 1.5cms from top and 2.5cms from right. Write your name. And then, date on the page. (The ‘R/L’ keeps on explaining to make the way of writing their name on their written activities crystal clear to the ‘PS’). So, write your names and date it. Then, start your ‘Writing’. Two minutes left. (The ‘R/L’ announces the remaining time from the 10 minutes allotted to the ‘PS’ for writing their background. Meanwhile, the ‘R/L’ walks and observes the ‘PS’ while engaged in writing their backgrounds. Sometimes, he corrects the participants’ errors). Those who have finished, hand it to me, please. (The ‘R/L’ to one of the ‘PS’, not too much, very little, hum? (Those participants who have finished their ‘Writings’, bring their work and hand it to the ‘R/L’). Who else, thank you, okay? Please finish it. The time is finished. ‘P6’, thank you. Alright, now would you please open your ‘English Grammar in Use’, ‘English Grammar in Use, please? Ps: % X %. (Some of the ‘PS’ have forgotten to bring their ‘English Grammar in Use book).

R/L: Yeah, if you remember, I said to you that when coming to written class, whether ‘Reading’ or ‘Writing’ you must bring your ‘English Grammar in Use’ with you. Okay? I said all these things in the beginning when I was… ‘one second pause’… actually dividing your books in to different groups. I said that ‘English Grammar in Use’ is common with your ‘Writing’ and ‘Reading’ classes. Right? Now, how many of you haven’t brought his or her book? The ‘PS’ who have not brought their books rise their hands. (The ‘R/L’ starts counting them, 1, 2, 3... yeah. Some ‘PS’ who have been late are coming into the classroom). Hello, hello, yeah. Okay? So, let’s start with those who have brought their books. Open your books, please. And, ‘P4’ would you start please? Read the first, ‘Unit 2’. Okay? Each of you one sentence, please. (Those ‘PS’ who have done their homework and brought their books start reading the exercise one by one and, the ‘R/L’ corrects their errors whenever it is necessary). Next, louder, louder, please. (The ‘R/L’ tries to draw the participants’ attention to the importance of doing their tasks and homework. So, he only invites those who have brought their book and done their homework to read out the exercise and get feedback. The rest should only look at exercises and listen). Okay, because you have not all brought your books, we will finish exercises here. But, from now on, please be careful and pay attention to what I say. When you have ‘Reading’ and ‘Writing’
(Okay?), Written skills, ‘Reading’ and ‘Writing’ bring your ‘English Grammar in Use’ in ‘Reading’ and ‘Writing’. Okay? And, I expect of you all to do all the exercises at home before coming to class. If you do not do the exercises you will not learn. Okay? You will not learn. Because, when you do the exercises at home, you will think. You will come to some problems. Then, you can discuss them in the classroom. Then, you will learn. Okay? But, if you don’t do them you don’t pay attention, you will not learn. Okay? You will not discuss. Okay? Alright. (The ‘R/L’ explains the coding system and protocol for putting corrections. For example, he says, “If I write letter ‘T’ over a sentence and underline that sentence. It means that there is a problem with the ‘Tense’ and if necessary restructure the sentence, etc”).

P15: What does underline mean? (The participant shows the underlines in their homework which have been corrected and fed back by the ‘R/L’).

R/L: When there is an underline it means that there is a big problem, the bigger the line, the bigger the problem. Okay? So, if you see, for example, a sentence has got an underline it means, that is completely wrong or this is what you must do. Okay? This is when you study, you search for it. Okay? Right? Do not expect teacher to be, ahh, spoon feeding you. Ha? You must study yourself. Go and find the answer, then if you couldn’t then ask me. Okay? And I will pay attention and notice in your next or forthcoming ‘Writings’ (Okay?), but you know there is a problem. You must go and find the problem. Okay? For example, ‘P1’ did it in the class right now. Okay? She paid attention to the tense, and she thought and she found out that ‘Learn’ is not correct and it must be ‘Teach’. This is how you search for things and learn. Okay?

In this way, you will learn more and better and deeply. Alright? Any more questions? I will teach you one more tense and then we will talk about the regulations of ‘Writing’ (Alright?), ‘Simple Past Tense’. (The ‘R/L’ elaborates on ‘the Simple Past Tense’ by talking about the structure of the sentence, its feature and its usage. Then, he makes some examples using ‘the Simple Past Tense’). Now, please do the exercises in ‘Unit 5’ of your ‘English Grammar in Use’. (The ‘R/L’ reminds the ‘PS’ to do all the exercises of the lesson that he teaches as part of their homework at home prior to coming to the classroom). Now, we are talking about ‘Writing’ for IELTS. (As an opportunity to learn how
to develop an ‘Academic writing’ the ‘R/L’ teaches different general and specific
issues of the language to the ‘PS’. For example, he teaches them different
aspects of English grammar traditionally so that the ‘PS’ would be able to make
sense of them. He teaches different tenses in the language in details. He also,
teaches different arguments such as; ‘Passive voice’, ‘Reported speech’,
‘Conditionals’, ‘the uses of Articles and Prepositions’, etc. all in details. He then
assigns the ‘PS’ abundant of exercise to do at home as part of their homework.
And, he invites the ‘PS’ to bring them to the classroom in the coming sessions to
be checked and corrected. The ‘R/L’ feeds back when the ‘PS’ read their
exercises. He also elaborates on the problematic areas or any possible difficulties
that the ‘PS’ might have. The ‘R/L’ also provides the ‘PS’ with the required
knowledge about the properties of an ‘Academic Writing’ as expected of them in
the IELTS exam in particular and for their academic career in general. For
example, the ‘R/L’ talks about the ‘General format of a Writing’, ‘Margining’,
‘Semantics’, ‘Syntax’, ‘Deviation’ and ‘How to be logical, unbiased and truthful’
when developing an ‘Academic Writing’. He explains every issue in details. The
‘R/L’ also answers the participants’ questions and queries about ‘Writing’
whatever they may be).

Now, would you open your ‘IELTS 1’ please? ‘IELTS’ Page 21 please (The ‘PS’
page their books to find page21), to page 32. Alright, this is called, ah, this is
called a ‘Writing’ task. (The ‘R/L’ shows the face of an IELTS ‘Writing’ task to
the ‘PS’). Okay? page32. Okay? This is called a ‘Writing’ task. Okay? Now, this
part which is blackened and bold is your prompt. This is your prompt. Okay? And
then, there are some conditions. It says, “You should spend about 40 minutes on this
task.” So, this is an important point. Then, it says, “Present a written argument or
case to an educated reader with no specialist knowledge of the following topic.” So,
what does argument mean? A written argument what does a written argument
mean? (The ‘R/L’ asks of some of the ‘PS’ about ‘Written argument’, but they
cannot answer to the question. So, the ‘R/L’ finds out that the term ‘Written
argument’ is strange to the ‘PS’. Therefore, he introduces the term and talks
about ‘argument’. Then, he asks of the ‘PS’ to see whether or not they can
make sense of the word ‘argument’). For example, so we must write for and
against something in an ‘argument’. We have different viewpoints (Okay?), different viewpoints. So, when it is an ‘argument’ that means may be I have different viewpoints from yours (Okay?), different viewpoints. Alright? So, you must write two sides of a topic or argumentation. Okay? It is not like exposition. Hun? Then, for each issue you will bring evidences. Okay? And then, you are limited by the words. It says, “You should write at least 250 words.” At least. Okay?

So, if you want to get a high band, besides of a good argumentation, you must try to develop your ‘Writing’ to 250 words at least. Okay? And then, it says, “Present a written argument or case to an educated reader with no specialist knowledge of the following topic.” What does it mean ‘an educated reader with no specialist knowledge’? What does it mean to you? (The ‘R/L’ invites ‘Ps’ to find out whether or not they can make sense and understand what they should do, and they are expected of to write in the development of their ‘Academic Writing’.

The interaction carries on between the ‘R/L’ and the participants. At the end, when the ‘R/L’ finds out that the participants do not know what to do, he elaborates on the terms. For example, the ‘R/L’ says that by “Educated reader” it means that you should not use slang). Do not say lay words. Don’t use very simple language. Or, do not say evident things. Okay? Don’t write obvious things. Right? It means that the readers know obvious things, so, don’t write obvious things, and don’t write simple things. Okay? Don’t just write things to, ah, fill out 250 words. Okay? So, for example imagine you may want to talk to a person who is 5 years old what would you say in comparison with a person who is, for example 40 years and he is not educated and with a person who is 40 years old and he is educated. Will you use the same language for all these people? Yes or no?

PS: No.

R/L: Okay? So, you will not use a language the same as a language that you use it for speaking to a 5 year old boy, for example or a 40 year old man. Right? When you are talking to a child you use simple language. Hum? And then, when there are two adults and they are both educated they will use a different vocabulary. Okay? (So, the ‘R/L’ continues elaborating on these important points, so that the ‘PS’ could bear them in mind prior to the development of their ‘Writing’ as part of the
plan of their ‘Writing’). So, always try to read everything and try to understand them, decode them. Okay? The last point is to use your ideas and knowledge and experience to support your argument with examples and relevant evidence, what does it mean to you? (The ‘R/L’ asks of some of the participant’s questions about these terms, and then he devotes 10 minutes to the ‘PS’ to develop an introduction on the topic). So, develop an introduction please. So, please try to bring A4 size papers and your IELTS in the next session that you are coming. (When the allotted 10 minutes time for the development of the ‘introduction’ is finished, the ‘R/L’ announces the end of the time). Time is finished, please stop writing now. (The ‘R/L’ announces that the 10 minutes allotted time for the development of the ‘Introduction’ is over. Then, he invites the ‘PS’ to listen to their classmates when they are reading their ‘Writings’ aloud. He also reminds the ‘PS’ that their ‘Writings’ will be checked and analysed later). So, you can compare your friends’ ‘Writings’ with your own ‘Writings’. (The ‘PS’ began reading out their ‘Writings’. Then, the ‘PS’ and the ‘R/L’ discuss the contents and try to clarify whether or not what they have written carries out the specifications of an ‘Introduction’ such as; ‘Background’, ‘Purpose’, ‘The writers’ point of view’, ‘Different issues’, etc. The ‘R/L’ invites the ‘PS’ to write their names on the top right hand side of their papers, date them and hand them to him, and then enjoy their 20 minutes break. In the break time the ‘PS’ come to the ‘R/L’ and ask of him different questions. Sometimes, that the participants have difficulty in meaning-making the ‘R/L’ says one or two words in ‘Farsi’ to facilitate understanding).

**Speaking**

Time: 19:20-21:20

R/L: Okay, let’s start the class, please. (The 20 minute break is over and the next session has begun. This session is ‘Speaking’ class). Alright, before we start the ‘Speaking’ class, just some assignments for your ‘Writing’. For next session, please complete this ‘Writing task’, (The ‘R/L’ shows a ‘Writing task’ to the ‘PS’), and the one that you just wrote an introduction on it. Okay? Yes, develop a complete ‘Writing task’ of no less than 250 words for the next ‘Writing’ class that you are coming. (One of the participants shows the topic to the ‘R/L’ to make sure and asks of him whether or not he means that).
P12: This one?

R/L: Yes, also from the book ‘Academic Writing Course’ read the second unit, ‘Academic Writing’. And, from the ‘Practical Writer with Readings’ read the first 40 pages. Okay?... (‘Ps’ are not yet sure what they should do. So, they ask the ‘R/L’ about the assignments).

Ps: Which book?

R/L: From the ‘Practical Writer with Readings’, from this book, (Okay?) (The ‘R/L’ shows the book) (Okay?), the first 40 pages, and from the ‘Academic Writing’, the green book, (One of the participants shows the book to the ‘R/L’ “Yes, this book.” says the ‘R/L’), read the second unit, and if you haven’t read the first unit, read the first unit too, (Okay?) so the first and second unit, (Okay?) the first two units, ‘Unit one’ and ‘Unit two’. Okay? And, develop a complete ‘Writing task’ from the topic, page 32, (Okay?) of your ‘IELTS’. Okay? Is that clear to everybody? So this is your assignment for the next ‘Writing task’. Now, we have ‘Speaking’. Alright? And, you are supposed to find some topics and come here and speak about your topics for about 2-3 minutes. (‘Ps’ are uncertain about which books or materials to study. They ask of the ‘R/L’, and the ‘R/L’ helps them and says, “‘IELTS 1’, when it is finished ‘IELTS 2’ and then ‘3’ and then ‘Extra.’”). Okay? Alright? Anymore questions.? No? (In the ‘Speaking’ classes the ‘PS’ should speak on seen and unseen topics each about 5 minutes. They should also practice on ‘Pair work’ and ‘For and Against’. These materials also the organization of the ‘Speaking’ classes will be explained in more details later). I asked you to find topics and come to speak. (The ‘R/L’ had assigned the ‘PS’ to find topics and make themselves ready to speak about 5 minutes in the classroom. The ‘R/L’ calls one of the participants to come in front of the whiteboard to deliver his speech. But, the participant does not seem ready).

Are you ready? Are you ready or not?

P5: Just give 5 minutes.

R/L: Are you ready or not? Who is ready to come here? Who is ready? P3? You are supposed to prepare yourself, okay, to talk about your topic of your own.

P3: Excuse me. (The participant makes herself ready to come in front of the whiteboard. She gives her speech and the ‘R/L’ corrects her errors whenever it seems necessary. Then, the ‘R/L’ gives turns to the ‘PS’ by calling their
names to come and give speech in turns as follows: P3, P4, P5, P11, P6, P8, P14, P12, P13, P9, P10, P15, P1, P2, P7, P16).

R/L: Okay, so please for next time you must all be ready. P13, okay? You must be ready, P7.

P7: % X %. (One of the participants asks whether or not they should speak in the next session).

R/L: Yes, every session that we have ‘Speaking’, you must be prepared to talk about a topic. It is your responsibility to find interesting topics. You can search the ‘Internet, or magazines, newspapers’, whatever. Okay? Read the books. Alright? Try to find good topics and come here and you must manage your ‘Speaking’ to be about 2 or 3 minutes, so we can enjoy the rest of the things in the ‘Speaking’ class. Okay? Now, please open your ‘Pair Work’. (In this part of the ‘Speaking’ class the ‘R/L’ arranges the classroom in pairs. So, the ‘PS’ are divided into eight 2 people groups. They will carry out conversations in pairs based on the lessons in a book named ‘Pair Work’. In the ‘Speaking’ classes in the preparation program, the participants are assigned some 2-3 lessons to study at home and write the questions and give answers to them and give them to the ‘R/L’ in the following session. Then, they will carry out actual oral interactions. The ‘R/L’ corrects their errors, and feeds back on their homework. He also observes each pair, listens to them and if he notices any errors, he interrupts and error corrects). So, if you finished with ‘A’ go to ‘B’. Then, ‘B’ asks and ‘A’ answers. Okay? (While doing the exercises the ‘PS’ come along with some cultural aspects. For example, they do not know what a ‘Pub’ is, or what is meant by ‘Christian names’. So, they ask of the ‘R/L’ to explain things like these, etc. the ‘R/L’ elaborates on every single problem and makes them clear to the participants). Alright, just 2 minutes left, try to finish it quickly.

P12: How should I do practices?

R/L: Yes, you must write them in the book. Of course, then you will do as a part of your homework. I will tell you what to do. You must do homework at home and then the class works. This is the class work, and also you have home work. Okay?

R/L: Okay, that’s enough. Stop please. Now, it seems as if you did not pay attention to what I instructed how to do the homework at home. Okay? You actually have two homeworks, or may be one homework and one class work. The homework is that you must ask questions and answer them and write them on a
piece of paper and bring them to the classroom and give them to me. For example, I told you, you must write ‘A’, ‘B’ like this. *(The ‘R/L’ writes on the whiteboard an example of how to do the homework for the purpose of the ‘Pair work’).*

Alright? For example, as an example where it is written ‘Name’ you must ask a question. For example ‘A’ asks, ‘B’: “What’s your name?” And ‘B’ answers, “My name is Mary, John or whatever.” So, you must develop these questions and answers on a piece of ‘A4’ size paper and bring it to the class. In the classroom we will do oral exercise in pairs. Okay? You will speak out. Alright? That is to form ideas. Okay? It is a mental practice, (Okay?) and practices writing and developing sentences, and pay attention to grammar, and structure in the classroom. Okay? For ‘Oral practice’ you will do them in action in the classroom. Okay? Is that clear to everybody? So, for next time ‘Unit 3’, ‘A’ and ‘B’, please. *(Ps* show their books and the unit to the ‘R/L’ to make sure that they know which lesson to do).*

Ps: Which lesson?

R/L: Lesson three.

Ps: All of them?

R/L: Yes ‘A’ and ‘B’. So, if, if there are similar questions you can omit them. If there are new questions, new information, you must develop it. Okay? *(A participant asks about the size of the paper).*

P12: A4?

R/L: Yes, ‘A4 size’, please and bring them to the class. Do not forget to write names and date it. Is that clear to everybody? Okay. Now, would you please open your ‘For and Against’? Now, you can go to your places. Go to your places. *(The ‘R/L’ had already changed the place of the participants where they usually sit. He did so to form suitable pairs for the sake of ‘Pair work’ practices. Now, he invites them to sit in their own seats. And, the participants move to their own seats while murmuring).* Okay, go to the second lesson of ‘For and Against’. ‘For and Against’, please. Okay, everybody? Now, you have 10 minutes time to do a ‘Silent Reading’. Then, you will have group discussion. Okay? So, read this lesson 2 in 10 minutes time, and then we will have group discussion about 10 minutes, ‘Lesson 2’.

Ps: This lesson? *(They show their books to the ‘R/L’).*

R/L: Yes, yes. *(The participants begin ‘Silent Reading’ for ten minutes, and after 10 minutes is lapsed, the ‘R/L’ announces the end of the allotted time).*
Okay, time’s finished. Now, I would like you to form groups of 4 or 5. So, change the format of your sitting. Okay? (The ‘R/L’ helps the ‘PS’ to form three 5 people groups and tries to match them in a way that each group consists of both genders in three circles). Now, we want to speak about for and against ‘Smoking’. Okay? So, who is going to speak against ‘Smoking’ in your group? (The ‘R/L’ scaffolds the participants to make their mind about speaking for or against. Since groups are 4 or 5, in groups of 5 two participants might speak for the topic and 3 against or vice-versa. Some of the participants speak jokingly and laugh. The ‘R/L’ walks among the groups, pauses for a while next to different groups and listens to them. He sometimes interrupts to error correct and sometimes he helps to warm-up the discussion. Nearly, all the groups seem to be having fun doing such group discussion).

13 290  P10:   Increase, increase.
14 291  P4:     Decrease.
15 292  P12:   Ah… too many tax…
16 293  P3:     Tax?... very expensive. This is very expensive. If, if …um… smokers… smokers, get in… ah… increase.
17 294  P4:     Decrease?
18 295  P10:   Increase.
19 296  P3:     Decrease.
20 297  P4:     Decrease?
21 298  P3:     Decrease.
22 299  P4:     She (P3) is against top…this topic, and I am agree with this topic and he (P12) is also agree. And you (to P10)?
23 300  P10:   Um…, I don’t think, huh, hah, heh, hnh…
24 301  P3:     Huh, hah, heh, hnh, … she (P10) is with us. Huh, hah, heh, hnh… (illegible).
25 302  R/L:   Please, speak up.
26 303  P12:   Huh, hah, heh, hnh.
27 304  R/L:   (To P10 and P3) Would you like to defend ‘Smoking’…defend ‘Smoking’?
28 305  P10:   Sorry?
29 306  R/L:   Defend ‘Smoking’? Okay? So, what is good about it? Okay? Defend it? And, you (P3) also defend it? You (P4) speak against, against ‘Smoking’? And, you (P12) speak against?
30 307  P4:     Against?
R/L: You, you like to speak for ‘Smoking’? You like ‘Smoking’?

P4: Nooo!

R/L: Okay, so against ‘Smoking’?

P4: Ye, so I agree with this topic…

R/L: Okay, so you two (P4 and P12) disagree, Okay?

P12: Ye.

R/L: And, you two (P3 and P10) agree?

P3: (To P4 and P12), you, you guys against and we, we disagree.

R/L: Disagree, you wanted to …, okay, go on, go on, continue please…, continue.

But, please speak aloud. Okay? Speak aloud and strongly. Yes.

P4: Okay.

R/L: Okay, go ahead.

P3: Um…(illegible), ah.

P12: Ah…(illegible) if someone uh…, for example make up film uh… they can’t decide uh… to about smoke, smoke, uh… they show on movie…ye.

P3: Movie?

P12: Uh, movie, ye.

Ps: Uh…movie, movie, ye.

P3: Because, they show on movie…?

P12: Movie from actors.

Ps: Ohh…, ye…ye.

P3: There are many actor, actors from TV, actors smoke in on the TV. So, oh… many, many [child…

P10: Oh…ye…]

P3: Many child…[children…

P4: …they can follow them.]

P3: Ye, many, many children, so they watching [them…

P12: You mean…?]

P3: Ye, [so…

P4: They follow them.]

P10: Ye, they following them.

P12: Some, some young guys, ah…,when, when watch the movie or TV, they thought uhum, [whaoo…

P10: It’s a nice…]
P12: Nice, ye..., they try to smoke...

P3: Ye, they, they try to smoke. Ye, nice to try.

P10: Ye, nice to try.]

P4: I totally disagree with smoking, because ah..., it, if ah... people ah... do smoking keep constant so, they make ah... some diseases like a big disease like a cancer...

P3: Cancer?

P4: Ye, cancer...

P3: Noo...I, I, lung cancer you mean?

P4: Ye.

P3: Uh, but it depends on the [person...

P10: Ye, ye...]

P3: My father smokes and he doesn’t have cancer, [ye...

P4: How much does he smoke?

P3: No, no as I totally disagree, because...um, very old people for long time smoking, but, uhm never die, just depends on, ye depends [on ...}
P3: Um…

P10: But, the [environment…?

P4: If the environment keep constant the smoker, so…

P3: Um…they try to vary from each, to… the person…

P4: So, government, so the government also had to ah…tobacco tax.]

P10: [Ah…

P4: On the ye also…

P10: So, they say the the cigarette is for just to get the tax?]

P4: No, I mean smoking should be banned by the government. Is not allowed the

same. We can see ah in some area we can see smoking is not allowed. 

P3: Ah… if I, if I smoke, I, I should pay, pay for government, it is not fair,

because I am free, as mother, I’m free. It isn’t fair [just…

P10: Cau…

P4: Uh…

P10: Because], cigarette fee is the for the tax used for some public ah…place,

some public nature, some public things, so it could be have to public service [um…

P3: Ye…

P10: Um…

P3: Ye…

P12: Ye, um

Ps: Hah, huh, heh, hnh.]

P12: If I, if I smoking now ah…it, it, it cost a cigarette, cigarette cost expensive

more [smoking…

P3: Do you smoke?

P12: Ye.]

P10: More expensive?

P12: Ye.

P4: And, you can see on the cigarette package ah there was something written

um…like a death head. Including every package we see this. There was written a

little… that you must…. In the pocket cigarette pocket also there was written may

be death ah something like that. So, it include, it’s, it increase ah… it increase ah

disease. Also, may be death.

P10: (To P3) So, do you agree?

P3: Why angry? I’m not angry.
P10: Agree, agree, agree, not angry.

P3: No, I’m not angry.

Ps: hah, huh, heh, hnh.

P10: Agree, agree, agree?

P3: No, I don’t agree…. Why do I agree? It depends on [people…

P10: So, it could influenced to someone, uh…people’s health. But, depends, but it cannot to uh…push the people, the government cannot push the people ah…. It’s task to just the people know about the how to banned cigarette, so I think, they can control by themselves, by [themselves…

P12: Ye…

P10: …not force of the others, the others…

P12: Ye.

P4: …the government had to make the rules like in some places there must be prohibitions for the smokers.

R/L: Now, it’s time for spokespersons to report to the class what you discussed and what you concluded.

P4: Conclude?

R/L: Yes, what you discussed and what you concluded.

P3: We couldn’t make conclusion, just discussion in this group.

Report back

P4: Ah… people in this group think there is, ah, no prohibitions on smoker, because they want to freedom. But ah… some people think the government must be in some places because of the, ah… most of the smokers children can also, children can also they even still they cannot they didn’t ah…smoke still they, ah get influenced by ah… smokers. And, also womans and also ah,… So, government have must have to government must have to make a decision about them first. And, they must have to pay tax also have to make the rules for the smokers because on the, ah, ah… cigarette pocket also there was written something like ah can be disease. So, if ah…. smoker keep constant to smoking, so may be in future life they will, they will invite disease.

R/L: Okay, thank you very much everybody, very interesting and hot discussion, I listened to you, very exciting, and very interesting, good, very good.
N.B.: (See the accompanying CD which carries the whole transcription of the
data for 407 to 857.)

File 8, CD 2

Sunday, 15/04/2007

Time: 17:00-19:00

Writing & Speaking

Writing

858 R/L: Good afternoon.
859 PS: Good afternoon.
860 R/L: Thank you. So, have we got ‘Writing’ and ‘Speaking’ today?
861 PS: Yes.
862 R/L: Okay. (The ‘R/L’ prepares and fixes the video camera and digital voice
recorder to document the session and the ‘PS’ adjust themselves in their
seats). Do you have any questions from the previous sessions to ask?
863 P12: About the, the currency of that you said last session ‘One hundred and forty’,
‘Yek Sado Chehel’ pound and ‘One hundred forty’ mean ‘Yek Sado Chehel’
pound?
864 R/L: No, if you say, “One hundred forty”, okay ‘One hundred dollars forty’, it
means you have one hundred dollars plus forty cent. Okay? But, if you say, “One
hundred and forty dollars”, it means that you have ‘One hundred and forty dollars’.
(One of the participants how has arrived a bit late enters the classroom and
greets the ‘R/L’).
865 P11: Good afternoon.
866 R/L: Good afternoon.
867 P12: So, we should say, “One hundred dollars forty?”
868 R/L: No, the discussion that we had in the last session was about the difference
between one, forty and one, ah, ah hundred and forty. Okay? It was this. Your
question was this, “One dollar forty.” So, if you say one dollar forty, (Right?) it
means that you have one dollar and forty cents. Okay? But, if you say one hundred
and forty dollars, like this, (The ‘R/L’ writes on the whiteboard 100 and 40
Dollars) so, one hundred and forty dollars. This was your question. Do you
remember? So, the way that we read it is one hundred and forty dollars, that, I
wrote it on the board. Do you remember?

P12: Yes.

R/L: But, this is ‘One, forty’. (The ‘R/L’ writes on the whiteboard ‘1.40’).
When you say, “One, forty”, it means one dollar forty cents. Okay? (5 secs pose). Is
that clear ‘P12’?

P12: For-e-for, for decimal we should say, “One dollar forty” that means “One
point forty”. Yes?

R/L: Yes, either you can say, “One, forty, two forty, ten forty, ten, fifty”. Okay? If
you are in a country and the currency is known to you, normally they don't mention
it. Okay? So, if you are doing shopping, hum, and you say how much is it? They
forty pence,” if they “Ten, forty”.

P12: So, we should ask and then, then …

R/L: Yeah, but otherwise they will say, for example, “One forty dollars.” Okay?
Any more questions?

P4: Yes, for our ‘Writing’ a lengthy one.

R/L: Yes, a lengthy one, sometimes the topic is a lengthy one.

P4: Yes, a lengthy one. Yes, like paragraph, should we write on our ‘Writing’?
Or, …

R/L: No, no, you needn’t you needn’t repeat. Did you listen to ‘P4’s’ question?
She asked, sometimes the topics are lengthy. (Some of the participants, who are
late to the class, enter the class in the middle of the ‘R/L’s’ elaboration on one
of the participant’s question and ask for permission to attend the class! The
‘R/L’ permits them. “Please”, he says and continues with the explanation).
Sometimes, the topics are lengthy. Alright? Whether or not the topic is lengthy, you
shouldn’t and you needn't write the topic above your ‘Writing’. Right? Why?
Because, the reader must be able to realize and understand what the discussion is
about and what has the possible, ah, topic been. And, when doing the IELTS test,
okay, never write the topic, never. And, never, ah, copy the, ah.

P9: The exact phrases.

R/L: Ah, the, because I have seen. Never copy the topic as part of your
introduction. Okay? Never do that. It well be considered as cheating. And, it will
lower your mark. Okay?
Ps: Uhumm.

R/L: It is dangerous, never, okay? I’ve seen in some of your ‘Writings’ that sometimes, ah, as part of your introduction, you repeat the exact topic or word for word you write down the topic. Okay? Do not do that! Alright?

Ps: Uhuum.

R/L: You were absent on Friday (The ‘R/L’ criticizes ‘P11’ jokingly for being absent in last session).

P11: Yes. Laughingly, couldn’t attend the class.

R/L: You missed a very important part of the class.

P11: Yes, unfortunately.

R/L: Did you ask your friends about the information?

P11: You said, but we couldn’t …

R/L: No, sometimes, try, try not to miss the classes, because we are now getting nearer and nearer to the important parts.

P11: I know. I try to…

R/L: Because, we are, yeah, yeah, I mean anyway, because from now on, I mean, this a couple of sessions now that we are just trying to give you as much, ah, hint as possible…

P11: Yeah.

R/L: On the techniques. Al right? Okay. Now, let’s see. (The ‘R/L’ takes out the participants’ previous homework from his bag. He has corrected their homework and fed back on them. Now, he is going to give them their corrected homework). I am giving your writing back to you, but do not put them away, because, we are going to have some analyses on your works. Alright? There we go. (The ‘R/L’ gives the participants’ corrected homework back to them. He calls the participants and gives them their homework).

R/L: Where is ‘P5’?

P4: He is absent today.

R/L: Oh, is he? Why?

P4: To…

R/L: What’s wrong?

P4: He has some work.

R/L: Oh, alright.

P9: Can we say, “To tell you the truth in ‘Writing’?”
No, we don’t say, “To tell you the truth in our ‘Writing’.” *(The ‘R/L’ means ‘Academic Writing’).* These are normally informal ‘Spoken forms’.

Things like, “To tell you the truth.”, or “To tell the truth.” And, try not to use the ‘Personal pronouns’ in your ‘Writings’, *(You know.)* unless otherwise, it is a definite case, alright? Do not use ‘Personal pronouns’. And, it is some sort of ‘Farsi idea’ as we say, ah, ah, ah ‘I, we, you.’ You that, for example, in such cases, ah, you should use the third person or talk in general.

It is, it is, it is alleged that. Okay?

Or, in the passive form such as…

No, we don’t say that, because ‘we’ means, ‘we’. This is a ‘Farsi idea’ that we refer to ‘we’ as a particular group or in general. Okay, so they don’t say ‘we’.

They say, “Generally speaking.”, “In general.”

‘Indeed’, yes, ‘indeed’. But, ‘to tell you the truth’ is in colloquial speaking form.


Okay? Such as; ‘Can’t’. Never say ‘Can’t’ in you ‘Writing’, never write ‘Can’t’.

‘Cannot’ and, ‘Cannot’ is written as one word, *(Okay?)*, ‘Cannot’ without space between ‘Ns’. *(The ‘R/L’ writes on the whiteboard ‘Cannot’ and ‘Can not’ then draws a cross over ‘Can not’).* Alright? Do not write ‘Can not’. Alright?

‘Cannot’ and in ‘Speaking’ say, ‘Cannot’ too. Okay? Do not. Don’t say ‘Can not’, *(Alright?)*, ‘Can not’ in ‘Writing’ and ‘Reading’. One other issue is, ah, I have noticed many of you when using modals, and then verb. You are using, ‘S’ or ‘ES’.

*(Somebody enters the classroom and greets with the ‘R/L’. The ‘R/L’ greets back and continues)*. Hello, how are you. You are using, ‘S’ or ‘ES’ after verbs for third person singular. For example, ah, ehum, I’ve seen in your ‘Writings’, you
write, for example, “she can walks.” as an example. Okay? Never use ‘S’ after
modals alright? So, ‘she can walk’. Not ‘she can walks.’ alright? Or, for example,
‘He could says’ I have seen these things, (Al right?) ‘He could say.’ When you are
using modals and then a verb, if your subject is third person signaler do not use ‘S’
or ‘ES’ on the main verb. The other point that you must bear in mind is, ‘using
personal pronouns after relative pronouns’. Do not use personal pronouns after, ah,
relative pronouns. For Example, I’ve seen in your ‘Writings’, you say, “My friends
who they are…” and then something. Okay? Do not bring ‘they’ after ‘who’. Al
right? ‘My friends who are…’. Avoid [writing…

P9: ‘My friends’]

R/L: Hum?
P9: ‘My friends’?

R/L: Yeah, ‘my friends’ and sometimes you do not write, ‘S’ for ‘friend’, “My
friend who they are…” , or “My friends who he is…” lots of these mistakes in your
‘Writings’. If you check your ‘Writings’ some of you, (Okay?) and even if you put
it tense again. Do not use (Okay?), ‘Personal pronouns’ after relative pronouns.

P12: Like as?

R/L: ‘like’ or ‘such as’ you mean, ha, or ‘as’, okay. ‘Like’ is when you are talking
about similarities, (Okay?) about similarities. But, ‘Such as’ is when you want to
have different examples of something. Alright? For example, ‘this book is like this
book’, (The ‘R/L’ shows to the ‘PS’ two versions of the same book. i.e. ‘English
Grammar in Use’) of course, not exactly. Ha? But, if ‘English Grammar’ books
such as; ‘English Grammar in Use’ are not like ‘English Grammar in Use’, (Okay?)
when you want to bring examples. So, there are, there are different ‘English
grammar’ books in the market such as; English grammar in use by ‘Ryman
Murphy’, al right?

P12: What about ‘as’?

R/L: ‘AS’ has many different meanings and usages. Okay? Sometimes, ‘AS’
refers to time. Sometimes, use it for example, ah, ‘instead of something’, ‘instead
of something’, or when you want to bring an example of something. Okay? For
example, I say, “I as your teacher…”, okay, “as your English teacher say that…”
Right? “As I came to the class (Okay?), the light turned on.” This is to show the
time. Okay? Al right? So, ‘AS’, can be used in different situations. Hun? ‘As a
student’, “As a student you must work hard.” “You must study hard.” Right?
P12: Excuse me.

R/L: Yes?

P12: Does circulate around mean, ‘as’? “As I circulate like a butterfly round the candle; you, you…”

R/L: No, we must say, ‘Like’ here.

P12: Why not, ‘as’?

R/L: Because, you are comparing. I said you use, ‘Like’, when you want to compare. Hun? Okay? If you say, ‘as’ it means that, “He is a butterfly.”, (Okay?) or “She is a butterfly.” She is not. But, you are comparing her, alright, with something else.

P12: ‘As’ means in Farsi, “Hamanande, Manande?”

R/L: Yeh, but it is the way that we think in English. Alright? We use them in different situations. Alright? But, in English they have different concepts. Alright? If you say, “as” (Alright?), it means for example, ‘B-e-onvan-e’. Do you understand? Right? ‘As a teacher.’ But, when you say, “Like”. Hum? For example, “He was speaking like a teacher.” So, you are comparing his manner with the manner of a teacher. Okay? But, when I say, “As your teacher…” it means that I am your teacher. Okay? But, “He speaks like a teacher.” For example, “My father speaks like a teacher.” He always advises us, because teachers always advise you. Hum? “Do this.”, “Do that.” Okay? “Read this.”, “Don’t say that.”, “Say this.” (Hum?) always advise, (Hum?) ‘My father talks like a teacher.’ Because, teachers are speaking ‘rhetorically’ (Hum?), Formally, normally. Yeah? Is that clear ‘P12’?

P12: Yes.

R/L: And, the other mistake that most of you make is the use of ‘Each’ instead of ‘Every’! I have said it before, but again I see that you are continuing using ‘Each’ instead of ‘Every’, (The ‘R/L’ writes on the whiteboard ‘EACH’ vs. ‘EVERY’). When you are using ‘Each’, you are referring to single people. Okay? For example, I say, “Each of you must have ‘Academic Writing Course’.” Yes? Each of you [means...]

P6: Excuse me.] (One of the participants asks for permission to go out side of the classroom to have some water).

are talking about particular people or particular things. Hum? When you say, “Every student”, you mean, “All students.” Yes? Is that clear? Of course, there is a unit in your ‘English Grammar in Use’ about the difference between, ‘EACH’ and ‘EVERY’. I’ll assign it now, so you can work on it this week [and…

938 P14: Here you are] (One of the participants gives his book to the ‘R/L’).

939 R/L: Thank you very much.] …try to internalize the difference. I am going to assign you this unit for next time (‘Is it your pencils.’, the ‘R/L’ asks one of the participants for his pencil. And then, assigns some homework). Units 86, 88, 89, 90 and 91. these are very important parts in avoiding ‘Penglish’. Because, most of you, you know, have a tendency to use ‘Penglish’, because, of not knowing how to use these things, for example, the difference between ‘MUCH’, ‘MANY’, ‘LITTLE’, ‘FEW’, ‘A LOT’, ‘PLENTY’. The difference between ‘ALL’ and ‘ALL OF’, ‘MOST’, ‘MOST OF’, ‘NO’, ‘NON’ etc., ‘BOTH’ and ‘BOTH OF’, ‘NEITHER’, ‘NEITHER OF’, ‘EITHER’ and ‘EITHER OF’ or ‘EVERY’, ‘THE WHOLE’, ‘EACH’ and ‘EVERY’. Hum? Okay? So, this week try to work on them and do the exercises. Alright?

940 P12: Until 91?

941 P3: 91?

942 R/L: Yeh, 87, too. Not until there is another mistake. Do not use ‘Until’ instead of ‘To’. (The ‘R/L’ writes on the whiteboard ‘Until’ vs. ‘To’). ‘Until’ and ‘To’.
The problem is that in En, in ‘Farsi’ they have the same meaning. You use one word for these two different words with different meanings in English. Alright? Consequently, you don’t pay attention to the difference in the meaning and concept they make. Alright? For example, you can say, ah, “I work from 9 o’clock until 6 o’clock.” Right? Or, for example, ah, you say, “Until I come.” Okay? Because, you think, you can say, “From 6 o’clock to 9 o’clock.” Then, you generalize it and you say, “Until I come.” Okay? You must say, “By the time I come.” Not, “Until I come.” Alright? Or, for example, you say, “From here until Karaj.”, “From here to Karaj.”, not “Until karaj.” Or, you say, for example, “From unit 6 until unit 12.” No, “From unit 6 to unit 12.” Alright?

943 P14: What is the difference between, ‘Until’ and ‘Till’?

944 R/L: Nothing, it is in the written form there is nothing in the meaning. So, ‘Until’, ‘Til’, ‘Till’ (The ‘R/L’ writes on the whiteboard, ‘Untill’, ‘Till’, ‘Til’. Then, he points to ‘Til’ and says):
R/L: This is ‘American English’. ‘Until’ is, the long form, ‘Till’ is, short form. So, these are the same whether in ‘Writing’ or ‘Speaking’. (The ‘R/L’ shows ‘Till’ and ‘Til’. He points to ‘Til’ and says, “This is American spelling.” And then, he points to ‘Till’ and says, “British short form of ‘Until’.”).

P12: What is ‘Til’?

R/L: ‘Til’, is American. Alright? Any more questions?

P9: What about ‘Up to’?

R/L: Yes? ‘Up to’, ‘Up to’ means, ‘To’, but more precise, for the time or the distance. Okay? It is more precise in terms of time or distance. Okay? It is as ‘that place’, or you arrive in the place or ‘that time’ arrives.

P9: What about ‘Toward’?

R/L: ‘Toward’ means, ‘You are going to, ‘to a specific direction’, ‘specific direction’. I am coming toward you. (The ‘R/L’ moves toward the participant). Okay? ‘Specific known direction’. Okay? Questions? Alright. Let’s check your exercises on ‘English Grammar in Use’. Any exercises left from the previous session? Please, ‘P11’, would you start, please. (The ‘R/L’ invites the ‘PS’ to take out one of their preparation materials named ‘English Grammar in Use’. He then, invites the ‘PS’ to participate in reading their exercises, which they have been assigned to do as part of their homework. In doing so, the ‘R/L’ intends to provide the ‘PS’ with an opportunity to check their homework in the classroom and feedback on their errors. Also, in so doing the ‘PS’ would have an opportunity to realize their common mistakes and gain an insight into the significant role of comprehensive grammar in reaching a satisfactory level of proficiency in English language. He invites one of the participants to start reading exercises. But, the participant does not seem to be ready. So, the ‘R/L’ invites another participant ‘P4’ to start).

R/L: ‘P4’ would you advise us? Where are we?

P4: ‘Unit 7’.

R/L: ‘Unit 7’ up to, up to?

P4: ‘Unit 7 and 8 and 9’.

R/L: ‘Pronouns’?

P4: Yes.

R/L: ‘Pronouns’, ok. So, would you start ‘unit 7’ please? (The ‘PS’ begin reading the exercises one by one. And, the ‘R/L’ error corrects and feeds back on the
participants’ errors. Meanwhile, when necessary, he also elaborates on the
grammatical and phonological points). Another, another point that I would like
to draw your attention to is the pronunciation of pronouns after verbs. Always land
it. Okay? Always land, ah, the verb, which is preceding a pronoun, as a rule. (The
‘R/L’ writes on the whiteboard, ‘Stop it.’, ‘Tell him.’).

R/L: For example, do not say, “əst^p əit”. Say, “st^pət.” Right? Do not say, “təl
“riətət.”, “ri:ət.” (There is a discussion over the prepositions. Some of the
participants argue that they have not been informed about the prepositions.
But, the ‘R/L’ recalls that he had taught them. So, he reminds them, and as an
evidence he reminds them of a poem that he read to them to facilitate
memorizing the use of prepositions ‘IN’ and ‘ON’ and ‘AT’, which are
problematic. Finally, the ‘PS’ remember, and agree with the ‘R/L’. However,
some of the participants seem that they have not done their homework. So, the
‘R/L’ checks all the participants’ practices books. And, warns those who have
not done their homework not to be clumsy in doing their homework). You
should go to prepositions. Yes?

Ps: You haven’t taught us.
R/L: I haven’t taught you, yes? I’ll teach you today.
Ps: Page one hundred twenty one.
R/L: Yeah, ‘Prepositions’. Yes, ‘P9’ would you start, please?
Ps: page two hundred twenty three.
R/L: ‘Two hundred and 23’. Don’t say ‘two hundred twenty three’. Okay?
P4: No, we have done that.
R/L: Have we?
P4: Yes, you did.
R/L: Yes, we did some of them, I remember, because I taught you, and, ah, if you
might remember I read a poem to you. Do you remember? (While the ‘R/L’ is
explaining the situation, some of the participants are discussing with each
other on the assignments and homework they should have done. So, every so	en they talk loudly in the middle of the ‘R/L’s’ explanations).
R/L: So, who is ready? ‘P6’, are you ready?
R/L: Unit one hundred and twenty three, please.
PS: Yes.
R/L: Would you start ‘P6’, please. (The ‘R/L’ controls the class and invites the ‘PS’ to continue reading the exercises in turn. The ‘R/L’ elaborates on the important points when necessary. After doing some exercises, the ‘PS’ face problems with the use of ‘IN’, ‘ON’ and ‘AT’. They seem not to have faced such usages ever before. So, they ask of the ‘R/L’ many different questions in the correct use of prepositions ‘IN’, ‘ON’ and ‘AT’. For example, the ‘R/L’ draws the participants’ attention to the differences between the concepts and meanings of the following forms:

a. Mary is in the cinema.
b. Mary is on the cinema.
c. Mary is at the cinema.

He also elaborates that ‘ON’ and ‘AT’ in the above mentioned sentences can also carry different concepts and meanings based on the context of the sentence and context of the text. He then, continues elaborating on the use of prepositions ‘IN’ and ‘ON’ for the different places such as; towns, countries and islands. For example, he explains that for living in cities or countries ‘IN’ is used but ‘ON’ is used for islands as in the following examples:

d. I live in Tehran. But,
e. I live on Kish Island, etc.

The ‘PS’ also ask the ‘R/L’ to explain the difference between ‘coast’, ‘shore’ and ‘beach’, also, ‘gulf’ and ‘bay’ and ‘pier’, ‘harbor’ and ‘port’, etc. that he talks in length about the participants’ queries and provides them with answers. The important point in the explanations was that each bunches of words in English had only one equivalent in Farsi. So, that’s why they were problematic and a matter of confusion for the participants).

R/L: Okay. That’s enough so tick it. I am going to teach you some more lessons today. Alright? ‘The Present Perfect Continuous Tense’. (The ‘R/L’ writes the structure of the sentence and the usage of the tense on the whiteboard with illustrations. Then, he elaborates on the tense and the ‘PS’ take notes. Next, he talks about the difference between ‘the present perfect tense’ and ‘the present perfect continuous tense’ in terms of their concepts and usages. He also makes examples and asks of the ‘PS’ to explain the differences and their understanding. In so doing the ‘R/L’ intends to make sure whether or not the ‘PS’ have deeply made sense of the meaning. Finally, he talks about the
importance of the understanding of grammar in doing tests successfully and in
the successful use of language).

R/L: So, based on this explanation you must purposefully select what tense to use
and this is very important for your ‘Reading’ too. Okay? In ‘Reading’ and deciding
about answers, attention to the tenses is very, very important. Most of the time that
you select a wrong answer, when there are a lot of similarities between the answers
is that you do not pay attention to the tenses. So, in IELTS, your ‘Language
knowledge’ and ‘Textual knowledge’ and ‘Universal knowledge’ are all checked
simultaneously. Sometimes, by one question, they can check everything. They can
check; your vocabulary power, your grammar knowledge, your syntactical
knowledge, your pragmatically knowledge, your semantically knowledge. They can
all be checked in just one question. Al right? So, be careful, any more questions?
P12: Sorry, for example we have some parcel that they want us to fill the form.
Should we say, “They have been sent by or for example, have sent by…”?
R/L: Are you talking about the tense of your sentence or something else?
P12: ‘Tense of sentences’.
R/L: You said the same thing. You said, you said the same thing.
P12: If the related item has been sent?
R/L: Sent?
P12: Have been sent?
R/L: Yes, have been sent. Because, you are talking about an action which has
taken place, so you posted them yesterday, but now you are talking about them.
Okay? May be they have arrived now. Okay, may be they have arrived in the mail
box of your, ah, company, oh, with which your dealing. Okay?
P12: So, we use ‘present perfect’.
R/L: Or, you can say, “I posted them yesterday.” Okay? When you say, “I have
posted them.” It means, it is probable that they are in your city or in your company
now. That means go and check your mail box. Alright?
P12: Can’t we use continuous tens?
R/L: No, you cannot, because the action has finished. Okay? You cannot use all
the actions in continuous form, because the action must be… You cannot say I have
been posting them, because the action of posting finished. You put the, you put the
envelop in the mailbox, finished, you posted it.
P12: But, they haven’t received them yet.
R/L: Never mind. Then, your action is finished. Okay? You use the continuous
tense when the action can be continued. Okay? Such as, ‘Learning English’, every
day you come to the class to learn English. Or, every day at home you learn
English. But, do you post the letter every moment, every day? Ha? Do you do that?
Can you do that? Okay? You have this letter. Okay? Can you post it every day?
(The ‘R/L’ shows a letter to the participant). Or, just once you can post it? When
you put it in the post, you give it to the postman, okay, “would you send it to
London, please?” So, this is done. I cannot post it again. Is that clear? But, you can
come to English class every day. Okay? For example, we say, “It has been raining
for 3 days.” Hum? Continuously, three days it is raining, yes?

P3: Is it raining? (The participant thinks that the ‘R/L’ is serious about
raining).

R/L: No, for Example, or if you see the street is still wet. May be it has stopped,
but the streets are still wet.

P9: The effect?

R/L: The effect is visible. Alright? But, when you post this one, it’s finished. Is
that clear? So, if the action is completed you cannot use the continuous form. You
say, “I’ve been typing.” Every day you’ve come to the office and you’ve typed for
8 hours. Okay? For two years. Alright? There is a limit stream between your
possible action. Yes? But, if you have, for example, an employee or a staff whose
job is posting letters, then you can use it, not for a single letter, not for a single
letter. Okay? For Example, may be one of your staffs’ duty is to post letters. Okay?
This is his duty. So, you ask him at the end of the day, “John what have you been
doing all day to day?” And then, he’ll say, “I have been posting letters.” Is that
clear? As a job that every hour or every half an hour, Hun? He takes some envelops
or some letters from the company to the post office, (Okay?) company, post office.
Again half an hour later, some letters from company to post office. Okay? (The
‘R/L’ plays the role of a staff whose job is posting letters. He demonstrates
how he takes the letters from the company and delivers them to the post
offices). Okay? In that case, you can say I have been posting letters, but not for a
single one. Clear, every body?

P12: Excuse me, because the posting service is continuously to the job, for
example, from terminal to Dobi?

R/L: Dubai.
P12: ‘Dubai’. And then, to the customers to, ah, it is continuously.

R/L: Which one is continuously? It is one document or many documents.

P12: Take this package.

R/L: It is only one package. It is one unit. So, you posted it. So, you posted the package. I’ve posted the documents. I’ve posted the letters. Right?

P12: ((X)). (The participant nods his head).

R/L: Any more questions? Alright, so please, ah, do up to unit 15. So, you have, ah, five units, 81 to 91 yes? And then,… ‘5 second pause’. Yeah, up to 15. Alright?

That, when you say up to what does it mean ‘P9’? Up to?

P9: Before.

R/L: Means not including. Okay? This is the meaning of up to. Alright? So, up to 15 means not including unit 15.

P9: Up to here?

R/L: Up to here, not including ‘here’. Okay? I came up to here, up to here. Alright? Yes, up to here, up to 15. (The ‘PS’ murmur and discuss the homework they have been assigned to do with each other). Now, I would like you all to develop a letter, and next session we will discuss ‘Letter Writing’, but now, first we will do one. Alright? Next session, we will discuss and then I’ll teach you, how to write letters and aspects of letters and ‘CV’ and so on and so forth. So, would you all go to ‘IELTS number 1’, please? (The ‘PS’ take out the book titled ‘Cambridge IELTS 1’). If you learn aspects of grammar and vocabulary as I am teaching you, you will have a big progress in your IELTS test, (Okay?) because, you will learn how to read and what to read and how to interpret it. This is important, and, also in you ‘Writings’. In all your aspects, you know if you learn this, your grammar and your vocabulary. Now, ready every body? We are going to develop a letter, go to page one hundred and 5. (The ‘R/L’ reads out the rubric from the book, “You have had a bank… for a few years…”). I mean just read what is your prompt, what is your task, and then start developing your letter. (The ‘PS’ get started with developing their letters. One of the participants asks of the ‘R/L’ the meaning of one of the key words in the prompt. But, ‘R/L’ purposefully pretends that he doesn’t know the meaning so he say, “I don’t know, I am sorry.”)

PS: Hah, huh, heh, hnh!
Yeah, this is why you must learn a lot of vocabularies. There is nobody to help you ‘P8’! Yes, do not expect.

Yes, I want to understand it.

Yes, but the learning is finished now.

Hah, huh, heh, hnh.

Laughingly and jokingly, you are doing practices. Okay?

Because, it depends on the meaning of words….

Yeah, yeah, yeah, this is why, I asked you to develop the ‘Writing’ first and explain it next week.

Can we use dictionary?

No, of course not.

Hah, huh, heh, hnh.

Do not use dictionaries. Okay?

Imagine the meaning.

Laughingly and jokingly, you are doing practices. Okay?

‘R/L’ gets busy observing and taking field notes.

Don’t forget, ‘Double space’, for paragraphs. Five minutes left. (The allotted time is up). Okay, don’t forget to write your names and date it and hand it to me please, or, put it on the desk. Time’s finished. Write your names, date it and put on the desk please. And, enjoy you break. 15 minutes break. Thank you. (Some of the ‘PS’ write their names and put their ‘Writings’ on the ‘R/L’ s desk, but some continue writing and don’t pay attention to the ‘R/L’s’ instructions. So, he asks them to stop writing). ‘P9’, time is finished, please ‘P11’ and ‘P10’, time is finished, ‘P3’.

Can we…?

Yes please, time is finished. Do not continue. Don’t continue. Just bring it and put it on the desk.

Just one word…

You must, even a word. Thank you very much… In the day of test when they say, “Time is finished.” Time is finished. If you just, just continue writing one word, they will not accept your ‘Writings’. Yeah, okay, try to get used to the rules. Okay? It’s good for you, thank you very much. And, please, don’t forget to leave any homework that you have done on the desk. What happened to you ‘P10’?
(‘P10’ still doesn’t pay attention to the ‘R/L’s’ instructions and warnings and continues writing)! Any questions? Okay. Leave your homework on the desk, please, and enjoy your 15 minutes break. Laughter. (The ‘PS’ leave the classroom to enjoy their tea break. However, every now and then some participants approach the ‘R/L’ and ask of him their questions and queries).

File 8, CD 2
Sunday, 15/04/07
Time: 19:20-21:20

Speaking

(The tea break is finished. The ‘PS’ are back to the classroom. Some of the participants put up their concerns about learning English. The ‘R/L’ gives them some advice, and encourages them to be patient, resistant and hard working. And, he reminds them that, ‘Rome was not built in one night’, anyway!)

1026 R/L: Now, ah, just some homework for your ‘Writing’. I, I wonder whether or not you are reading them at all. Hun? Try to do them if you want to make good progress. So, do not ignore them.

1027 P14: I have done them.

1028 R/L: Great, so, I’ve assigned these three parts, (part one, two and three), which is up to page 90, previously and I hope that you have read them and understood them. Now, what I would like you to read for the next time, are units 13 and 14 from part four, ‘Process’ and ‘Classification’, (Al right?) page 90 to one hundred and seventeen. Okay? So, pages 90 to 117. And also, I would like you to study part six, all of it. That is from page 230 to page 275. (The ‘R/L’ assigns some parts of the book named ‘Practical Writer with Readings’).

1029 P14: Part six?

1030 R/L: Part six, completely. Okay? Whole part six.

1031 Ps: All part six?

1032 R/L: six, yes, and, from part four.

1033 P4: Which units?

1034 R/L: ‘Process’ and ‘Classification’. Is that clear? All process. Okay?
P5: Yeah.

R/L: And, here, yeah, good. *(The ‘R/L’ goes and helps the ‘PS’ to find the part in their books)*! Alright. So, take them as serious matters. And, from this book, *(The ‘R/L’ shows the book named ‘Academic Writing Course’ to the ‘PS’)* I’ve already assigned you units ‘One’, ‘Two’, ‘Eleven’. Yes?

P4: And ‘Three’?


P14: Excuse me, before, you said ‘one’, ‘two’, ‘three’ and?

R/L: ‘11’. It was ‘11’ before, now, ‘12’ and ‘7’, ‘12’ and ‘seven’. And, can I borrow your ‘How to teach IELTS’, ‘How to teach’?

R/L: Here you are.

P14: Thank you. And, from this book, ‘How to teach and prepare for IELTS’, ‘Chapter 8’ completely, I hope that you have already studied chapter ‘7’. ‘Chapter 8’, ‘Speaking’, it is from page ‘One hundred and thirteen’ to page ‘One hundred and thirty two’. Alright? So, study it carefully. There we go.

P3: Where?

R/L: ‘8’, complete chapter. Any questions, problems? Good. Now, let’s start with your ‘Pair Work’, please. Take out your ‘Pair Works’, and, start pair conversation. So, A, B, A, B… Alright? *(The ‘R/L’ divides the participants into groups of two to practice ‘Speaking’ in pairs based on their ‘Speaking’ material named ‘Pair Work’)*. And, which unit are we at ‘P4’?

Ps: Units ‘five’ and ‘six’.

P4: ‘Five’.

R/L: Alright. *(The ‘PS’ get engaged in their ‘Pair conversation’)*. Some participants put forward their questions. The ‘R/L’ answers their questions. He walks and observes to see whether or not the ‘PS’ know what to do. But, he finds out that not all the ‘PS’ are familiar with their ‘Speaking Pair Work’ task). Okay. Let me explain that some of you are confused about it. This exercise is based on ‘Fuzzy Logic’. Do you know about ‘Fuzzy logic’? Who knows? *(The ‘R/L’ writes on the board ‘FUZZY LOGIC’)*.

P3: Don’t know.
Fuzzy logic was, ah, advanced by an ‘Iranian mathematician scientist, named ‘Professor Lotfi zadeh’. It is known as ‘Fuzzy logic’ or ‘Zad logic’ in I think 1965 in, ah, the University of Californian. (Source: Google, Fuzzy logic, 2007)

Hum? Based on this logic, ah, they developed intelligent machines. Okay? And, it caused a revolution in machineries and smart machines, or machineries. That is.

You have some information, based on some queries or asking questions, you can disclose some other information, or hidden information. Alright? This is what, for example you do in a washing machine or dish washer that you select for example a task and the machine does everything itself. Okay? From, for example taking water or heating the water and so or one up or something like that. Okay? Now, you shouldn’t, ah, go to, to, two sides. So, keep to one side. Okay? If you are ‘A’, (Okay?) if you are ‘A’ stand on ‘A’. Alright? You are not supposed to see that part. Alright? And, if you are ‘B’, (Alright?), stay where you are. Now, there are questions. You have just one bit of information here. (The ‘R/L’ shows the pictures in the book to the ‘PS’). There are six characters, three males, three females. Alright? ‘B’ has just one bit of information, that one of these ladies, females, is 18 years old. Hum? Right? In ‘A’, the same characters, you have only one name. One of these males has the name ‘Peter’. ‘Alright?’ Complete them. Now, this is what you have (Alright?) in ‘A’ side. And, that is what you in ‘B’. So, you should not check both sides. Alright? You do not see each others information.

Now, you can for example start ‘A’. (Alright?) Can start (Alright?) giving some information to ‘B’ with regard to this character, by making sentences, (Alright?) this is how to make your own sentences and how to think and make up, and make up. Sorry. Alright? You know that ‘B’ does not have this information. And ‘B’ knows that you as ‘A’ do not have this information. Now, you as ‘A’, ‘P11’, how do you send this information to your partner? Make a sentence. So, she can realize what you mean and decide about the, this, ah, information. What sentence do you make?

P11: I start from here? (The participant shows the beginning of the lesson).

R/L: No, just for this information. Okay? (The ‘R/L’ shows a part of the lesson).

P11: Yes.

R/L: You must make, you must make your own sentence. Okay? She does have this name. (The ‘R/L’ points out that ‘P11’s’ partner doesn’t have any information about the name of the character in ‘P11’s’ part).

P11: Yes.

R/L: Okay? You want to send this information to her. What sentence would you make? (‘P11’ seems unable of doing the task, so the ‘R/L’ asks of another participant ‘P9’ to do the task). ‘P9’, what would you say about this? You know that your partner doesn’t have this information. What would you say? What sentence would you make?

P9: Her name or [his…

P5: % X % … her opinion…] (‘Ps’ get engaged in making different sentences and put forward different suggestions. One of them makes a sentence, which draws the ‘R/L’s’ attention).

P8: ‘Peter’ wears glasses.

R/L: Who is ‘Peter’?

Ps: % X %. glasses …wears glasses. ‘Peter’ wears glasses, wears glasses.

R/L: Hum? Again, again.

P8: ‘Peter’ wears glasses.

R/L: No, you, you can make like this, “The boy with glasses, or the boy, who wears glasses is Peter.” So, how many boys do we have in this picture?

PS: Three.

R/L: Three. How many of them wear glasses.

PS: One.

R/L: In this way we know ‘Peter’. Okay? You see clear? Alright.

PS: Hah, huh, heh, hnh.

R/L: Now, ‘P15’, if you want, you are ‘B’. Okay?

P15: Uhum.

R/L: You want to send this information to your partner what would you say? What sentence would you make? (The ‘R/L’ shows an other exercise to the participant.)

P15: ‘Mary’ is 18 years.

R/L: How do you know that she is ‘Mary’? Has she seen ‘Mary’ yet?

P15: No.

R/L: So.

Ps: The fattest girl is 18 years old.

Ps: The fattest girl is 18 years old.

R/L: Good. So, how many girls do we have?
PS: Three.

R/L: Three. How many of them is fat?

PS: One.

R/L: The fattest one, okay, so, based on the characters (Okay?) and, paying attention to the pictures (Alright) and drawings. Okay? You can use your knowledge, compare it, and make a decision about these people. Alright? Is that clear?

PS: Yes, uhuh.

R/L: Good. So, continue with the rest. You have the sentences. So, ‘A’, (Okay?), stay where you are and ‘B’, stay where you are. (The ‘PS’ get involved in ‘Pair communication’ based on the ‘R/L’s’ explanations and the information in the text. Some of the ‘PS’ ask of the ‘R/L’ their questions and queries, and the ‘R/L’ answers to their questions and queries. He also keeps on observing them. Whenever, he sees that the ‘PS’ face common problems or misunderstandings, he interrupts to give the ‘PS’ more information).

R/L: Okay, just one, one more info…, sorry to interrupt you, one more thing. First of all, for the rest, you must use only this part. (The ‘R/L’ shows the table of information below the illustration to the ‘PS’). This blanket this, ah, envelop, (Okay?) this card, the information here. You cannot, ah, change them, or make different sentences. You must use them. And, then you must decide, which one can help. Okay? So, it is not that you use them in order. Okay? See, which one of these five sentences in this card, in this envelop, (Okay?) in this table can help you to disclose some information. Alright? Okay?

P4: All of them?

R/L: Not all of them, some of them. So, when you, when you come to a dead end. You come to a…, you’re blocked, you cannot help, then, ask your partner to help. Alright? So, sometimes, you see that you cannot go any further. Is that clear?

Ps: Yes.

R/L: So, for example can we say, ‘Peter’, ah, is a year older than ‘Sally’?

Ps: No.

R/L: Why not?

Ps: Because, we don’t know.

R/L: Because, we don’t know, who is ‘Sally’ and, we don’t know… how old is ‘Sally’? Alright? So, we cannot choose this one.
Ps:     Uhum.

R/L: You must go and opt for a sentence, which can help. So, can we say ‘Mary’
is fatter than both ‘July’ and ‘Sally’. Ha? Can we say ‘Mary’ is fatter than both
‘July’ and ‘Sally’?

P4:     Yes.

R/L: Yes, we can. We don’t know who is ‘Sally’ and who is ‘July’, but we know
one of them is the fattest one, any way. Alright? Two of them, one is ‘July’ and one
is ‘Sally’, never mind. But, we know who is ‘Mary’. Then, we can make decision
about ‘Mary’. (After having explained the rules to the participants, the ‘R/L’
leaves the ‘PS’ on their own to continue with the activity. However, he
continues observing the ‘PS’, error corrects and feeds back). In unit six, it is
like a real conversation about making a decision what to do, ah, for example, ah, on
a holiday, (Okay? Alright?) may be on a Sunday, on Friday. It’s a holiday and you
want to make a decision to do something, (Al right?) or entertainment.

P8:     ‘What shall we do?’

R/L: ‘What shall we do?’, is a kind of obligation. Means you are obliged to do
something. But, ‘Shall we do something’, okay, means, for example, asking for
permission. Alright? (The ‘PS’ continue with their class work). Alright, you can
continue only for two minutes. Okay? You can continue for only two minutes, and
then, ah, we will start presentations. (After the two minutes allotted time is up,
the ‘R/L’ informs the ‘PS’ to end the ‘Pair work’ classroom activity to begin
their presentations. Doing activities such as; ‘Pair work’ or ‘Presentation’ could
provide the ‘PS’ with an opportunity to get familiar with the real life situation,
and oral activities happening in an English-medium academic context to some
extent. However, the presentations were just simple talks about or around a seen
or unseen topic for about 3-5 minutes. The presentations were not based on
typical English-medium academic conventions. They were not associated with
‘Power point’ or ‘Handouts’ or ‘Typical academic descriptions and or
explanations’). Alright, that is enough, thank you very mush. So, do units ‘8’, ah…
‘7’ and ‘8’ for next time. Get prepared for them. So, when you are doing them in
the classroom, (Right?) you’ll be prepared. Now, it’s time for presentation. Who
was supposed to be the first one, ‘P6’? ‘P12’, please. (A part of the ‘Speaking’
class is devoted to presentations. The participants’ task is to search for a topic
themselves, work on it, then, present it orally in the classroom in 4 to 5
minutes. In each session, the ‘R/L’ selects three participants to be the first
presenters in the next session, but the rest can candidate themselves. So, he
calls the first presenter to go in front of the whiteboard to give his speech). So,
don’t forget the rules of delivering your speech. Okay? Don’t forget eye contact. Be
relax, ‘Time management’, ‘Eye contact’, very good. So, just about 3-4 minutes,
hum, please. (The participant gives his speech. At the end of his speech, the
‘R/L’ thanks him and encourages the rest of the participants to put forward
any questions they might have. One or two of the participants ask of the
presenter a couple of questions, who gives the answers. And then, the ‘R/L’
invites the rest of the participants to come and give their speech. The ‘R/L’
error corrects on the spot). Alright, ah, thank you every body for your interesting
topics. I really enjoyed it. You see that you can learn a lot from each other by
choosing interesting topics. Okay? And, we add to our, I mean our knowledge and
information. Thank you very much every body. Now, let’s go to your ‘For and
Against’. Okay, would you please take out your ‘For and Against’ and see which
lesson we are at?

1100 1Ps:  ‘Lesson four’.
1101  R/L:  ‘Lesson four’?
1102  Ps:  Yes.
1103  R/L:  “Any form of education other than co-education is simply unthinkable.”
Alright? (The ‘R/L’ reads out the topic, which he has chosen from the book
named ‘For and Against’ to the ‘PS’). Now, you have some minutes to read it,
and then we will have a discussion, ‘Group discussion’, four to four, five minutes
for reading and some five minutes for ‘Group discussion’. Alright, let’s form our
‘Discussion groups’, please. So, would you please form a group, you three and
would you two join these two gentlemen, and would you join them please. Alright?
(The ‘R/L’ forms ‘Co-education groups’ of three and four participants to talk
for and against the topic. The ‘R/L’ walks among them, observes them and
when necessary error corrects and guides the ‘PS’ not to deviate from the
main topic). Okay, sorry to interrupt. Thank you very much, very interesting. I
listened to all of you. You were engaged in a very interesting and high discussion.
Thank you very much. Now, would you please turn back to your previous places?
Now, we are going to have some practice on ‘Speaking clearly’. And, would you
please take out your ‘Speaking clearly’ book. And, let’s do some, ah, practice on
our ‘Pronunciation’ and ‘intonation’. (*Speaking clearly* is another material used in the ‘Speaking’ classes. This material consists of a practice book and two cassettes. The aim of the ‘R/L’ in selecting this material is to provide the ‘PS’ with an opportunity to improve their ‘Pronunciation’, ‘Intonation’ and ‘Landing of the words’ while improving their sense of hearing by exposing it to the origin source of aural, oral activities). So, where are we? (The ‘R/L’ sets the cassette recorder and the cassette). Yeah? Is that okay? Yeah?

1104 Ps: Yes.

1105 R/L: Is that right? Yeah?

1106 Ps: Yes. So, look, listen and repeat, please. (The lesson is not on the right track, so some of the ‘PS’ discuss it with the ‘R/L’, who tries to set the cassette on the right track).

1107 R/L: So, we are nearly on the right track. Okay? Repeat please. Try to catch up with the cassette. This is the real speaking. This is what happens in the natural settings. Look, listen and repeat, please. (The ‘R/L’ himself repeats with the cassette to encourage the ‘PS’ to repeat as they hear. Then, he stops the cassette and invites the ‘PS’ to review the practices of the two pages one by one. After the ‘PS’ finished the practices all, the ‘R/L’ plays the cassette. So, the ‘Speaking’ class continues in this manner until the ‘Speaking’ class time is up). Okay? That’s enough for this evening. Tick it, so we will continue in the next session. Any questions, any problems?

1108 PS: Thank you very much.

1109 R/L: Thank you very much, my pleasure. Enjoy your evening. And, do all your home work. Okay? See you Friday morning all fresh and ready. Okay? Take care.

1110 Ps: How we thank you?

1111 R/L: ‘Thanks for teaching’. ‘My pleasure’.

N.B.: (See the accompanying CD for 1112 to 1271)
File 2, CD 3

Friday, 20/04/2007

Time: 09:00-13:30

Speaking & Writing

Writing

R/L: So, please explain as much as you can. Okay? Complete explanation on the protocols. Alright? (The ‘L/R’ has provided some questions to conduct a survey on the participants’ think aloud protocols on ‘Listening’, ‘Reading’ and ‘Writing’ skills. He gives to each participant a set of protocol to think carefully and answer to the questions unbiased. The participants have already filled out a questionnaire on ‘Speaking’ skill). [Now…

P9: Sorry… (One of the participants approaches the ‘R/L’ to ask a question).

R/L: Yes, please.

P9: Ah, I have a suggestion.

R/L: Yes?

P9: Suggestion for ‘Speaking classes’. As you know, most of us has, ah, have many common, ah, mistake.

R/L: Mistakes, yeah. Yes, common mistakes.

P9: Mistake words. Mistake sentences. Would you please, ah, tell us the right correct form?

R/L: Sure.

P9: Common mistakes as you know.

R/L: Sure, sure. This is what we, ah, actually came across and I gave you a questionnaire about how to put correction on the ‘Speakings’. Yes? And, I am trying to actually run the classes based on your wishes. Hum? That you needed immediate correction on your, ha, Errors.

P9: Common errors. Tell us, don’t use this sentence. Use this.

R/L: Yeah.

P9: And, can memorize it.

R/L: Yeah, Yeah.
P9: We replace it in our mind.
R/L: Yeah.
P9: Because, our patient and old mistakes.
R/L: Yeah.
P9: We can’t remove them.
R/L: Yeah, so what you are talking about is actually you are talking about the patterns, patterns and for example, ah, yeah. But, sometimes this is the matter of subjective, subjective, ah, subjective questions. When it comes to subjective questions and you argue, then individuals may develop different forms and opinions. There are some patterns anyway (Okay?), ‘Types and patterns’. We can put corrections on them as common mistakes. Hum? But, for individual opinions you speak differently. Then, we have to correct each person’s errors individually. The rest can take lessons. You see whether you’ve the same or common mistake with the speaker or not.
P9: Please, correct our mistakes.
R/L: Sure, sure.
P9: And, in our ‘Writings’.
R/L: Sure, when it comes to the patterns, we will do that. But, may be for example, what ‘P8’ has as an error, the rest of you don’t. Okay? Then, it will be ah, ah, an individual matter, not public matter. Alright? Now, as we agreed upon in the last session, this session is going to be for your ‘Writing’ and ‘Speaking’. Yeah?
R/L: Now, let’s start with ‘Writing’. In the previous session, we discussed the differences between ‘Description’ and ‘Explanation’. And, you all found that you have problem with the realization between the concept of ‘Description’ and ‘Explanation’. However, I think it is removed by now. Ha? Because, we had a lot of exercise and practice on what is meant by ‘Description’ and ‘Explanation’. Is anybody in the class, who still does not know what is exactly meant by ‘Description’ and ‘Explanation’? Anybody?
Ps: No.
R/L: Do you all feel confident that you know, what is the difference between ‘Description’ and ‘Explanation’?
Ps: Yes.
R/L: Okay, so, you have ‘Description’ and ‘Explanation’ both in ‘Writing’ & ‘Speaking’.
P9: Excuse me, it is hot in here.

R/L: And, the cooler is off. What do you want me to do? Do you want to close the door?

Ps: Why don’t they repair the cooler? (The weather has got hot. A cooling system is required. Unfortunately, despite the talks of the ‘R/L’ and the ‘PS’ with the manager of the RALTEC Inst., no measures have been taken to repair the coolers in the classroom. Therefore, the ‘PS’ are inconvenient and complain about it).

R/L: Okay, with regard to ‘Writing tasks’, which tasks are ‘Description’, which tasks are ‘Explanations’?

Ps: ‘Task One’ is ‘Description’, ‘Task 2’, ‘Explanation’!

R/L: Okay, very good, so, you are expert now! (The ‘R/L’ praises the ‘PS’).

Ps: Hah, huh, heh, hnh! (The ‘PS’ laugh joyfully).

R/L: Why ‘Task One’ is ‘Description’ ‘P12’?

Ps: Hah, huh, heh, hnh.

P12: Because, we should, ah, ahhhh, the, talk about. The frame of the…

(One of the participants enters the classroom after missing the first session. He is also very late for the second session. So, the ‘R/L’ greets him surprisingly).

R/L: Hello, Good morning, hah, huh heh, hnh. Yes, you can put your chair over here. That’s alright. Yes, ‘P12’.

Ps: Hah, huh, heh, hnh.

P12: Ah, because we can illustrate the frame of that task and talk about the chart, for example chart, table or, ah, picture on the, in the task and describe what about them talk about they.

R/L: Is ‘Description’ objective or subjective?

Ps: ‘Objective’.

R/L: Why ‘P4’, ‘Description’ is ‘Objective’?

P4: One, ah, ahhhh.

R/L: ‘P8’, why ‘Description’ is ‘Objective’?

P8: Because, they gave us individual task that every one should write about it in…

R/L: What do we do in describing an object ‘P5’? What do we do in describing an object?

P5: We must refer to the statistics.

R/L: ‘P4’, what do we do in describing an object?
P4: We shouldn’t write our opinion.

R/L: We shouldn’t write our opinion. What else do we do in a ‘Description’?

What are you talking about in a ‘Description’?

P9: Description about the thing that we see the sub, the object. It is not the subject. When we have a subject.

R/L: Do we have any word for that?

P8: A, physical.

R/L: Physical, yes. That’s it. Okay? In ‘Description’ you are talking about physical. So, we have a common opinion.

P12: Some we…

R/L: Ha? Can we describe this table differently? Hum? Can we, can we, for example, say it has got two horns. Or, for example, Hun?

Ps: % X %.

R/L: If you want to describe it, how will you describe this table? This desk?

P9: I want to describe it.

R/L: Now, describe it, please.

P9: Describe it?

R/L: Describe it.

P9: Describe it, I’ll say okay, it is a desk and, and, it is a surface.

R/L: Ahu.

P9: And. Ah, I think it’s brown. It is brown.

R/L: Ahu.

P9: And, four legs.

R/L: It has four legs, yes. Now, ‘P15’, if you want to describe it, what would you say about, about this desk?

P15: Desk, ah…

R/L: Now, describe it. Would you say it is green? The color is green? Is it green?

P15: Nooo! Brown!

R/L: Has it got five legs?

P15: Five legs? No, of course not.

R/L: Has it got three legs?

P15: No.

R/L: How many legs? How many legs?

P15: Four.
R/L: So, we have the same opinion. So, in ‘Description’ we say the same thing.

PS: Ahum.

R/L: The same thing. Alright? What color is it? Everybody.

PS: Brown.

R/L: Is it black?

PS: No.

R/L: Is it yellow?

PS: No.

R/L: Is it green?

PS: No.

R/L: No, okay? So, in ‘Description’, we all agree upon one thing. Because, we see, what we see, we all see the same thing. This is the same object. This is ‘Objective’. Hum? We all agree upon the properties. So, is it a very big desk?

PS: No.

R/L: Medium size, medium size not moderate.

PS: Hah, huh, heh, hh.

R/L: Hun, vocabulary appropriateness. ‘Moderate’ is used for climate, for example, or weather. But, this is a medium size desk. Not moderate size desk. Not mild. Hum? Okay? May be they are, all, synonym, but, hum, mild is for character, for weather. Moderate is for climate or characteristics. But, medium size is for the size. We don’t say moderate size. Hum? ‘Medium size’, ‘Small size’, ‘Big size’, ‘Medium size’. Alright? So, we all agree that it is may be a medium size desk. It is some sort of a brownish. Hum? It has got four legs, a drawer. Hum? So, in description we all agree, because it is ‘Objective’. But, what about ‘Subjective’ questions? Do we all agree upon?

PS: No.

R/L: ‘Subjective’.

P5: It’s constable.

R/L: Hum?

P9: It is our teacher.

P1: It is our opinion.

R/L: Hum? So, is it a comfortable desk?

PS: No.
Ps: Yes.

R/L: Some people may be he says ‘Yes’. May be he says ‘No’. So, you have different opinions. But, we agreed all that it has got four legs. But, when it comes to, hum, to quality of it, hum, whether it is convenient, hum.

P9: Is it chick?

R/L: Hun, is it chick or not? Is it, for example, luxurious or not? Is it comfortable or not? Hum? Some of you may find it comfortable, some of you may not. Some of you may be indifference. Hum? Indifferent on what it is. But, when it comes to the subjectivity, you have different opinions. You have your own personal or individual opinions. Al right? You have two ‘Writing tasks’. ‘Tasks one’ are always ‘Objective’, ‘Description’, you describe something. Okay? ‘Task 2’ is explanatory. You explain something. You argue some thing. You discuss something. Hum? People argue differently. Hum? They have different evidences, different experiences, different thoughts, different ideas, different opinion, Hun?

Okay? All agree on it? Good.

P3: Excuse me, so include, 2 includes describe.

R/L: No, No, in ‘Task 2’, you explain things. You argue. You discuss. You say your own opinions, experiences knowledge. Okay? Your knowledge about something may be quite different from P9’s knowledge about that specific means, object whatever it is.

P3: But, we can’t, ah, this desk?

R/L: No. Why not?

R/L: Because, it is not your task. Because, it is not your task. Open your IELTS book, please. Bring ‘Task one’. Just a ‘Task 1’ or ‘Task 2’, whatever it is. Bring just a ‘Task one’. Find a ‘Task one’. Okay, read the, read the instruction. What does it say?

P5: Which one?

R/L: Never mind, any page, any ‘Writing Task One’, alright. (One of the participants finds a ‘Task one’ and starts reading the prompt. He reads out the instruction. The first line is about the time the length of the writing’s limits). So, this is your limitation. You are limited by time and length. Yeah? (The participant starts to read the topic). No. Go to the instruction. Task. This is the prompt. The chart bla, bla, bla, is your prompt, is you rubric. No, what is your task?
P8: Write a report for a university lecture describing …

R/L: Describe. Okay?

Ps: Yes.

R/L: Al right? It doesn’t say, ‘explain’. So, your task is to describe. Okay? So, if you see all the different ‘Task ones’, it says, write a report to your lecturer or an educated person, describe. So, your task is ‘Description’. Now, go to the next page, which is ‘Task 2’. What is your task? Read your task.

P8: Use your own ideas…

R/L: Hum? Hum?

Ps:  Knowledge, experience and arguments, with example.

R/L:  Hun.

P8:  And, relevant evidence.

R/L:  Does it say, describe something?

Ps:  No.

R/L:  No, so it is not your task to describe. Alright? So, in ‘Task one’, you are asked to describe something, because, you have something, which is fixed. You have some data, some statistics, a drawing, some physical appearance of something, a machine, a house, or something. Alright? Remember what we discussed on Friday about the difference between ‘Description’ and ‘Explanation’?

Ps: Yes, of course.

R/L: Yeah?

Ps: Yes.

R/L: So, your task, in task one is to?

Ps: Describe.

R/L: Describe. So, when you describe, do you write differently?

Ps: No.

R/L: No? Why not?

P9: The same, we have the same object.

R/L: You have the same figures, the same numbers. Hum? The same trends.

Okay? For example, if the trend of the consumption of a goods between 1970 and 1980 is upward, would some of you write it is downward? Hum? Or, all of you will write it is upward, or increasing. It has an increasing trend. Hum? Would you, some of you write it has a decreasing trend? Hum? If it is increasing, If, for example from 70% it has increased to 90%, will you write it shows a decreasing trend? Hum? Or,
downward trend? Hum? You wouldn’t. So, in ‘Writing Task One’, you almost, all
of you will write the same thing, because, the figures are the same for all of you.
Trends are all the same. Right? So, what you develop is almost the same. May be,
for example in some little things or, hum, using some adjectives, some of you, for
example, use ‘Sharp’, some of you use, for example, ‘Dramatic’ or some of you say
‘Significant’, some of you say ‘Remarkable’ or something like that, okay, in using
adjectives or adverbs. Otherwise, the whole ‘Writing’ will be nearly the same.
Yeah? But, what about ‘Subjective’? If you go to ‘Task 2’? Yeah? Are your
experiences the same as ‘P5’s’ experiences? May be ‘Yes’, may be ‘No’,
completely different. May be the way he discusses is quite different from the way
you discuss. Or, the evidences, for example, ‘P4’ brings may be quite different
from the evidences ‘P11’ brings and so on and so forth. Yeah, do you all agree on
it?
Ps:      Yes.
R/L:   Good. So, this is the same with ‘Speaking’. Hum? If we are all sitting in this
room and I ask you to describe this room, will you say different things or the same
things? Hum?
Ps:      The same things.
R/L:   For example, will you say this is a ‘Blackboard’ or the ‘Whiteboard’?
PS:     ‘Whiteboard’.
R/L:   It is a ‘Whiteboard’. Okay? Will you say that the chairs are ‘Black’ or
‘Green’?
Ps:     ‘Green’.
R/L:   Hum?
PS:    ‘Green’.
R/L:   Will you say, for example, there are ‘20’ chairs in the classroom or ‘12’?
Hum?
PS:    ‘20’.
R/L:   Right? All you will say the same thing. Okay? But, if I ask your opinion
about this room, will you develop the same opinion? Hum?
Ps:      Differently.
R/L:   Not exactly, may be, ha, may be some of you will find it good, some of you
bad, some of you. Hum, … same. Okay? Alright. Now, let’s develop a ‘Writing’.
Hum? Yeah? Any questions, any problems?
Ps: No.

R/L: No? Any grammatical problems or points that you would like to ask me?

P9: Excuse me, would you please tell the ‘Listening’ that we have the views of
the writer? What he means by bla, bla, bla.

R/L: (X) Uhuh? (One of the participants asks something about ‘Listening’.

But, he is not speaking clearly. So, some of the words are not readable).

P9: Something in purpose.

R/L: Where? Where?

P9: In ‘Reading’.

R/L: In ‘Reading’?

P9: In ‘Reading’, or the writer was realistic or…

R/L: Okay, alright.

P9: Or, something like this the difference between that how we can understand…

R/L: This is the phis, philosophical ideas. Okay?

P9: Exactly, sir.

R/L: Yeah, so by probing the context of the sentence, you can understand whether
the writer is feeling furious about something or happy about something. Alright?

For example, if in a zoo or, for example, ah, in a geographical area, alright, for
example, kangaroos are being killed, okay, to, for example, save the sheep, may be
the writer in some sentences call it ‘inhuman’. Okay? The writer says. ‘However,
killing kangaroos or, for example, coyotes is ‘inhuman’. So, what do you conclude
or infer from this, from this sentence?

P8: It is Irritating.

R/L: Okay? He is unhappy about it. Because, he calls it, “it is inhuman.”

P9: In the words, they would use in the choice, not exactly.

R/L: Uhum. Uhum.

P9: For example, in words.

R/L: Uhum. Uhum.

P9: Which words different between words.

R/L: Uhum.

P9: We can understand the text and the listening.

R/L: Uhum, yeah.

P9: But, words might be.

R/L: Yeah, might not be the exact words. So, this is …
This goes to your vocab power that I say may be you don’t know, which of these words refers to what. This is the matter of vocabulary power that I say. You must empower. So, we do not have, for example, one hundred specified vocabulary to say go and memorize these ones.

Common ones. Okay? Common ones are about five thousand ones. 5000 at least or 10 000. You must memorize at least 10 000 vocabulary. Okay? At least.

Essential vocabulary. Essential words. Then, you’ll be in the safe side. Okay? You’ll be in the safe side.

We must memorize a dictionary! You needn’t memorize a dictionary, because dictionary has hundreds and thousands, hu, may be one million words. You needn’t memorize one million words. Just memorize 10 000, it’s enough. Okay?

I don’t expect of you to memorize one million words. Okay? Don’t go and memorize ‘Random House’ or ‘Cobuild’ or ‘Oxford Advance Learners’. Just memorize these 5000 words in ‘504’.

Okay? First, memorize all those word in ‘504’, it’s enough plus the parts of speech in ‘Developing Reading Skills’ Okay, plus the vocabularies in ‘For and Against’. That’s all! Just memorize these vocabularies, I don’t expect anything more!

Sorry, do you, does it have one words.

Where? We can 10-20.

Where? Where?

Choice.

Yes, you’ll find the common words. You’ll find them yourself okay?
P9: We can’t find them.

R/L: Okay? For example, do you? Can I see your ‘504’, please? Your ‘504’.

P9: Sometimes, I might know the, the meaning of the words. But, difference between them, when they come with each other.

R/L: Yeah. You see, at the end of your book. Ha? Memorize all of them, hum. All these words, hum. Memorize know them by heart. Know all of them by heart.

P9: Sometimes, the difference, is close difference between, for example, ‘Describe’ and ‘Explain’ I don’t know.

R/L: You must know these things. (‘Ps’ haggle with the ‘R/L’ on introducing to them the words or vocabularies which frequently appear in the ‘Reading texts’ in the IELTS Exams. Of course, this is what they presuppose. They think that as with some other English tests (e.g.; Traditional TOEFL) There are some fixed texts, which might be recycled every so often in the tests. And, because there is a book named, ‘Essential Words for TOEFL’, which is a corpus of the vocabularies in ‘The TOFEL Reading Tests’ there should be a corpus of the vocabularies which appears in the ‘IELTS Reading Tests’! However, the ‘R/L’ strives to draw the participants’ attention to the fact that this is not the right way. And, that they should try and learn the language in all its aspects as a native speaker does or at least native like, so the discussion between the ‘R/L’ and those participants over the introduction of some specific vocabularies lengthens). This is the point. Exactly this is the point.

P9: I don’t know, which one to use.

R/L: Yeah. Yeah. This is, this is what we call it ‘vocabulary appropriateness’. Okay? One of the factors in assessing and rating your ‘Writings’ or ‘Speaking’ is the ability to select the appropriate vocabulary. This is when we are talking about band 7, 8 & 9. Ha. Okay? If you want to get band 9, you must be picky in the vocabulary. Because, it is the matter of ‘Token’ and ‘Type’. Your examiner, your rater in your productive skills which are ‘Writing’ and ‘Speaking’ will pay attention to the ‘Tokens’ and ‘Types’. That means the lexical density, the amount of words altogether that you use in your ‘Writing’ or ‘Speaking’ as ‘Tokens’. And, the ‘Types’ that means the appropriate words or vocabulary that you choose to describe or explain things, whether you have chosen the right word or not. Mostly, you don’t. As a very simple example, sorry ‘P8’ to example you, the choice of ‘moderate’ for desk. This is one of the, hum, evidences, that you do not use
appropriate vocabulary. We do not say, ‘this is a moderate desk’. Okay?

‘Moderate’ is synonym to ‘mild’ is synonym to ‘medium’.

P9: ‘Average’.

R/L: ‘Medium’ to ‘average’, synonym to ‘mean’. Hum?

Ps: Yes.

R/L: But, when you want to develop your ideas to explain something, you must be careful. If, for example, [these are (One of the participants hands some homework to the ‘R/L’)! That’s okay ‘P11’]. Okay? Hum. For example, ah, ‘mild’, okay and ‘medium’ (The ‘R/L’ writes on the whiteboard ‘Mild’, ‘Medium’). Alright? These are nearly the same. If I want to explain, describe this desk, which one should I use? Do I say, ‘It is a mild desk’? Hum?

Ps: No.

R/L: Or medium size desk?

Ps: ‘Medium’.

R/L: Okay? Alright? So, this is what happens. And, sometimes, sometimes, ah, for example in your ‘Listening’ and ‘Reading’ that we have explained a lot, Hum?

When you see the list of words you are given a list of words, for example 2 words, you do not see the exact words, which are presented in the list in the text. Hum?

This is how they, in fact, ah, assess your vocabulary ability and power. If you might remember in a ‘Listening Test’, ah, which was between ‘Martin’ and, ah, that girl, (Hum? Yeah?), Ah, ‘Martin’ was thinking that she was, I mean initially she was thinking that his, ah, project, or his tutorial was ‘boring’. ‘It was about banana.’ Hum? But, you didn’t have ‘Boring’ in the list. Hum? You had ‘Wonderful’, you had ‘Fascinating’, you had, ‘Interesting’ and you had ‘Dull’. You didn’t have ‘Boring’. Hum? (The ‘R/L’ reminds the ‘PS’ of one of the ‘Listening tests’, ‘Test 2’, in one of the preparation materials named ‘Cambridge IELTS 1’, as an evidence for the investigation on the testees’ vocabulary power). Do you remember?

Ps: Yes.

R/L: About ‘Fiona’ and ‘Martin’. Hum? That say, ‘Martin’ hum, ‘thinks that’, ‘Fiona’, hum, thinks his tutorial is ‘boring’. He says, “Not as ‘boring’ as you think”. Hum? But, there’s no ‘Boring’ in the list, such as the list of the words. Hum? This is how the examiner wants to check your vocabulary power, whether or not you know ‘Boring’ means ‘Dull’, or is synonym of ‘Dull’. Or, in, I mean with
regard to the meaning, ‘Boring’ means closest to ‘Dull’, Hum? Than to
‘Fascinating’ or ‘Wonderful’ or ‘Interesting’. So, if it is the matter of ‘Mild’ and
‘Medium’ and ‘Moderate’, hum, with some other words such as ‘Large’, ‘Small’,
then you can choose, for example, as synonym, ‘Moderate’ for ‘Mild’, or ‘Medium’
for ‘Mild’. In that case. Al right? So, when it comes to your ‘Listening’ and
‘Reading’. Okay? Anyway, it is your responsibility to go and probe, explore the
exact meaning of the words. Because, our time’s limited and we have got a lot to
do. So, we cannot go to explain every single word or vocabulary. But, you can do it
yourself. I’ve introduced a lot of materials, books, hum, with a lot of exercises. For
example, ‘Developing Reading skills’ is a fantastic book if you want to improve
your vocabulary knowledge. Because, there are a lot of exercises. So, you will
learn, how appropriately to use different parts of speech of every word. This is the
best, hum, exercise. Also, you can check your ‘504’ by seeing different examples,
how, for example appropriately ‘Abandon’ has been used for its different
meanings, meaning ‘Leaving without planning to come back’ or for example ‘To
desert’, ‘To quit’. Alright? Or, for example ‘Gallant’ has two meanings which are
nearly opposing, one meaning of gallant is ‘Brave’ the other is ‘Showing respect
for women’. Words sometimes have a ‘positive connotation’, sometimes ‘negative’,
sometimes they are ‘neutral’. Is, is ‘Brave’ positive or negative?

Ps: ‘Positive’.

R/L: Hun? Does anybody disagree? Hum? When we say, “He is or she is a brave
person.” Hum? We admire. We praise. Okay? A person is brave. But, in the other
meaning, ‘Showing respect for women’. Is it positive or negative?

Ps: ‘Positive’.

R/L: Is it? Is it positive or negative? ‘Showing respect’, not ‘Respecting’. What
does ‘Showing respect’ mean? What does ‘Show’ mean? Hum? What is the
difference between ‘Respecting women’ and ‘Showing respect for women’? What
is the difference?

P9: ‘Playing a role’.

R/L: Hum? When you show.

P4: It is showing respect to a lady.

R/L: Hum?

P4: ‘Showing respect’.
What is the difference if I respect you, or I show respect for you? What is the difference?

For example, may be, to, for example, mention to the behaviour.

So, what is meant by ‘Show’? Louder.

‘Pretend’.

So, what is meant by ‘Pretend’? Is it sincere or insincere? Is show sincere or insincere?

‘Insincere’.

What is meant by ‘Pretend’? Is it sincere or insincere?

‘Sincere’.

Isn’t any difference between ‘Sincere’ and ‘Insincere’? Hum? Doesn’t it make any difference for you?

‘Positive’ and ‘Negative’.

If I am honest in what I say is different, ha, from a person when you come dishonest. Hum? So, showing means that may be I am not honest. May be I have some special purposes, that I show respect for you. If I respect, I respect. So, showing respect may bring some negative connotation in your mind. Hum?

Whereas, ‘Brave’ doesn’t bring negative, ha, it brings positive connotation. Yeah?

Good. If I say, if I say, ‘John is gallant’. What do I mean? There might be ambiguity. Hum? ‘John is a gallant person’. ‘John is a gallant soldier’. What do I mean?

It mean ‘Brave’.

Why do you think it is ‘Brave’?

Because, the proverb says, “brave like a soldier.”

This is what you may think, but does it really mean?

Soldier is respect.

You see, for some indications, because we say soldiers are brave and brawl and fight and things like that, Hun? But, still we are not sure. We are uncertain. Hum? We must go ahead and see the whole text and context. So, we cannot judge a single sentence by its appearance. Can we? You should say, ‘we don’t know’. We don’t know what does the writer mean by this sentence. Hum? So, sometimes when you are doing ‘Reading Tests’. Hum? Unless you see the preceding and the following sentences, you cannot judge a sentence. So, if I just see one single
sentence like this. ‘John is a gallant soldier’, and then I say, ‘what does the writer
think about John?’ ‘What does the writer think about John?’ Can we Judge it?

Ps: ‘No’.

R/L: No, we cannot, because, ‘Gallant’ has different meanings, opposing
meanings. But, we must wait more. We must get more information about this
person, and the character of his. So, we must read more of the preceding and
following sentences in the whole text to find out about the viewpoint of the author
or the opinion of the author about somebody or something. Yes? Anyway some of,
some of the questions are time consuming. Don’t be taken by them. Be clever. (The
‘R/L’ writes on the whiteboard ‘TIME CONSUMING QUESTIONS’). ‘Time
consuming questions’, never be taken by them, never. Do you understand me?

Ps: Yes.

R/L: Do you know what I mean?

Ps: It wastes the time.

R/L: Sometimes, sometimes the very beginning question or questions are time
consuming questions, evade them. Let them go. Don’t spend your time on them.
You have only one hour, 60 minutes to answer 40 questions. If you spend 20
minutes on answering this question, question number one. Is it wise? Hum?

Ps: No.

R/L: Along the whole test, sometimes you have some ‘time consuming questions’.
They give you these time consuming questions on purpose. Because, they want to
find out how smart you are, how attentive you are. Do you focus on only one
question to find a tricky answer to a tricky question? Hun? So, whenever in the
process of answering questions in ‘Reading’ specially, or ‘Listening’ you come
along with a time consuming question, just leave it and let it go. But, if you are
smart enough, you may find the answer to this tricky question in the next paragraph
by spending just one second. Hum? Or, sometimes, this tricky question is answered
as a part of the next question. Immediately, the following question is designed in a
way that answers this questions, which you have spent 20 minutes, 15 minutes, half
an hour to answer and you haven’t been successful in finding the answer, may be
easily answered in a fraction of a second, as a part of the next question. You see
these are the techniques that you must know. Ha? These are some of the techniques
in answering to ‘Reading’ and ‘Listening’ questions. That sometimes, if you
encounter with a question which is difficult to answer leave that question. Do not
struggle with the questions. Do not challenge with the questions. If you cannot
answer it, leave it. Don’t spoil and spend all your mental energy, ha, go ahead, may
be immediately the next question can or some other questions ahead of you will
answer the difficult question, or may be you’ll find the answer in another
paragraph. Sometimes in ‘Listening’ and ‘Reading’, especially in ‘Listening’ you
may for example, be asked about the name of a person or a place. If you didn’t get
the spelling. Okay? Write something but be attentive be clever, hum, may be, may
be, I don’t say, exactly or hundred percent, may be some of the time, for example,
if in ‘Section One’, you are given a name and you are uncertain about the correct
spelling, in the ‘Second Section’ or ‘3rd Section’ or in the ‘Last Section’ may be in
some sentences, in some part, the name of that person is printed out. They do it
purposefully. They want to know how clever you are, how smart you are. Why?
Because, you are educated people. Because, you are elites. Hum? And, you are all
‘Masters’ or ‘Doctors’ or ‘Bachelors’. Hum? Yeah? And then, you want to work on
very, ah, Hun, sensitive jobs that most of the time your smartness works more than
your knowledge. Hum? Do you agree or not? Sometimes, your management in
making the right decision works more than your knowledge. Okay? So, not always
a good judgment is written in a book. Sometimes, a good judgment is your
decision. That you make a decision based on the present situation. May be in other
situations it is a wrong decision, but in that particular situation, okay, you are the
decision maker, not what you have read in the books of judgments. Okay? So, these
are some of the things that you must pay attention to in answering, ah, questions in
your ‘Reading’ & ‘Listening’ Alright? Any more questions? No more questions?
Ps: No.
R/L: So, from now on, be careful. Do not stick to a question, if it is time
consuming. Okay? They mostly bring them as the first question. Be very careful
with the first questions, with the beginning questions.
P8: We don’t do them.
R/L: You know what I mean. Don’t you? Okay? So, any more questions,
problems?
Ps: No.
R/L: Now, do you all agree that we develop a ‘Writing task’?
Ps: Yes.
A description, to see whether our discussion in the previous session and today works or not. Ha? ‘P5’, do you agree?

Yes.

Anybody who disagrees.

No.

No? Alright. Now, thank you very much. Have you done this task or not?

(The ‘R/L’ shows one of the ‘Writing Task Ones’ to the ‘PS’ to see whether or not it has already been done as part of their class works. The ‘R/L’ normally assigns ‘Writing Task One’ as part of class works. But, he assigns ‘Writing Task 2’, which needs more time as part of their homework. In so doing, the ‘R/L’ aims to provide the participants with an opportunity to have more time in the classroom for instructions and taking lessons. Also, by doing ‘Writing task 2’ at home, the participants are provided with an opportunity to be kept engaged with their language learning process outside the classroom).

Yes? No?

No. This is a very good one. (The ‘R/L’ makes sure that his selected ‘Writing task’ has not already been done by the ‘PS’. So, they will have an opportunity to learn something more and different).

Ah, your tasks ones are normally like this. Okay? You have 20 minutes time.

Page 31, please. Every body, go to page 31. The time is allotted. The time allotted is 20 minutes. About 20 minutes.

We have done it. We have done it.

Hun? Have we done it?

Yes. Yes.

And, we have analyzed it?

Yes.

Yes?

No. No.

I asked you. You said no.

We’ve done it. Okay?

We’ve done it.

So, I asked you, you said ‘No’. Let’s go to another one.
Ps:  % X %.  

R/L:  And, we have already done this task, I remember. (The ‘R/L’ checks P. 51 of ‘Cambridge IELTS 1’. But, He himself remembers that the ‘PS’ have already done that. It is about the process of providing ‘up to the minute reliable weather forecast by the Australian Bureau of Meteorology).  

R/L:  This one?  

Ps:  Yes, Yes we did it.  

R/L:  You did it. Alright. What about this one ‘Hamburger & Pizza”? (Writing Task One on page 71).  

Ps:  No.  

R/L:  No? So, start please! 20 minutes. (The ‘PS’ get started doing their ‘Writing task’ practice in the classroom. The ‘R/L’ keeps observing them and taking field notes).  

R/L:  Is any body, who has not finished? So, just two minutes extra time for those who have not finished and for the rest to have a recheck and rereading and writing your first draft. 2 minutes extra time. Don’t forget to write your name and date it, and then please put it on my desk. Thank you very much! (The ‘R/L’ collects the participants’ classroom activities and class works. Then, he reads and checks their activities. He also analyses their activities and feeds back on their class works. He also notes and writes instructions on the participants’ activities to provide them with an opportunity to improve their language skills). Alright. The extra time finished too. Now, would you please, all bring your ‘Writings’ and put them on the desk.  

R/L:  Okay. Now, the time for ‘Writing’ is enough. You are going to do some ‘Speaking’ too. By now you are familiar with the rules of doing these small group discussions. There is a topic here for today. You know what is meant by hortatory, what is meant by analytical argumentation, discussion, exposition. I’ve already talked about these things. Now, this is about “new fashions in clothing are created solely for the commercial exploration of women” that is your topic.  

Ps:  (X) (talk between the participants unreadable)  

R/L:  Pardon!
Ps: What is solely?  

P4: What is solely?  

R/L: ‘Solely’ means [only. Okay?  

Ps: Only.  

P12: Only.  

P4: Only?  

R/L: Ye, now, P4 and P12 you are in one group and P3 and you…  

P12: P10.  

R/L: P10.  

P12: P10.  

R/L: P10, you are in one group, but it is up to you to decide whether to talk for it or against it. So, one group decides to talk ‘for’ it and one group ‘against’ it. Alright? And then, the same as we have already done, you’ll get engage to do your, ah… argumentation. Ah, first of all you decide whether you do an analytical or hortatory. Alright? So, you’ve got 5 minutes to read the text silently first. And then, don’t forget to take a look at the argument key words and the counter argument key words as well. So, 5 minutes t read it silently. Start now please.  

The participants get engaged in reading the text silently for about 5 minutes.  

R/L: Time for reading is up. Please, in your small group discussions negotiate and decide about taking up a stance or position as who is going to talk ‘for’ the topic and who is going to talk against the topic. Alright? Now, start please negotiating about taking up your positions. Go ahead please. Please, speak up so everybody can hear you when you are talking.  

P12: Hah, huh, heh, hnh.  

R/L: Ah, no, do not. Some of the participants speak in their first language, so the instructor invites them to speak English.  

R/L: Speak in English, please. The instructor invites the participants in the selected group to confirm their positions.  

R/L: (To two of the participants) are you against ‘fashion’? So, you are against fashion?  

P10 & P12: No, ‘for’.  

R/L: ‘For’ so, ‘for’ ‘fashion’? Against ‘fashion’?  

R/L: (To P3 and P4) What about you two?
P3 & P4: Against.

R/L: You are all against ‘fashion’?

P12: Ye.

R/L: Ah, alright, okay, then it should, may be ‘analytical’.

P12: For.

R/L: For, for the topic?

P3: Agree on ‘new fashion, we all agree.

R/L: Did, did you understand the topic? You, what does exploitation mean?

P4: Ye.

R/L: What does exploitation mean?


Ps: Hah, huh, heh, hnh.

R/L: What does exploitation mean to you?

Ps: %X%, (X).

R/L: Did you check the meaning of exploitation? To exploit, exploitation.

P12: Create.

R/L: Exploit, exploit.

P3: Take in.

R/L: Um?

P3: Take in.

R/L: Take umm advantages, um.

P4: I disagree.

R/L: Um, to make advantage, to misuse something.

P4: Yes, misuse.

R/L: Misuse something, alright? So, this topic means that, “fashion is only”, to

misuse women, to take advantages of women.

P12: Um

R/L: Okay? So, some of you may be agree with this topic. Some of you may be

disagree.

P10: Yeh.

R/L: Okay? Am I right?

Ps: Agree

R/L: Do you agree that this is only for the purpose to misuse women?

P4: No.
R/L: Or, do you disagree?
P4: Nooo.
R/L: So, what about you (to P12). Do you think that it’s true?
P12: Ahhh…%x% Ahhh. Not totally. Oh we, we think of the designers almost try
to make (X)…
R/L: Okay, go on talk, talk, talk.
P12: Someone ah nowadays, someone can use, they make up, yeh.
P3: It is some one’s just make ah people they are more beautiful, or handsome.

So, it doesn’t make anything compulsory.
P4: Yes, this topic is only that new fashion is only not for women not the fashion
of the men.
P10: I think that fashion make people more beautiful and more confident. When
they have, when, when they are standing in front of another people.
P4: Do you think it is for exploiting/
P10: Yes.
P3: May it is for more confidence.
P12: Hah, huh, heh, hnh. (15 sec) may be all shops are for women.
P10: Are you sure?
P12: If you [want
P10: Shoping, shoping
P12: So, if you want to more shop
P10: For clothes.
P12: Yes, yes, I can’t, I couldn’t choice. I can’t choice
Ps: hah, huh, heh, hnh
P12: Understand?
P3 & P4: No, hah, huh, heh,hnh…
P12: No?
P3 & P4 & P10: hah, huh, heh, hnh
Ps: hah, huh, heh, hnh.
P4: So, they are not exploited.
P3: Yes, they feel more confidence.
P10: Hah, huh, heh, hnh.
P12: Beautiful, beautiful.
P3: No, (10 sec) alright, ye.
P12: Ah, may be all shops is for women.

P10: And, so

P12: Ah..., ye, ye, if you want to buy some cloths or you, yeh you, you, you, when you going for [shop…

P10: Buy cloths.]

P12; I couldn’t, I couldn’t, I can’t choice, I couldn’t choose, understand? Hah, huh, heh, hnh…

P12 has a problem in selecting appropriate vocabularies and structure.

P10: Noo…

Ps: Hah, huh, heh, hnh.

P12: No?

P10: Sorry.

Ps: hah, huh, heh, hnh.

P10: Uh…ye if you want to buy some cloths for you, yeh, you you, when you visit cloth [shop.

P12: I can’t choose many style, ah, coat and trousers ah, ye….]

P10: So, it’s difficult to choose, ah for men, for men.

P3: For men, ye.

P12: Ye, we, we can choose just trousers or T-shirts and, ah…

P10: I can see that pink was not also purple. But, nowadays, I can see many clothes shops, I can see many kind of clothes are just purple and pink colours, ah, I think it is being normal.

P12: No, no, and, and…

P4: I don’t think so, it’s a, it’s exploitation of women, because they follow the fashion, they like.

R/L: To [what…(X)

Ps: Hah, huh, heh, hnh

R/L: … talks of your friends.

Ps: Hah, huh, heh, hnh.

P12: And, and, on the other hands, ah, I have many different colours in, in my (X) and pink or yellow so, but, ah. But, I can’t, I couldn’t um, because, I heard, I heard that, ah some may are eager to (unreadable) are of course few people…

P3: No.
P10: No, no, no, no, just, just, just, I think these things are in your country...hah, [or
P12: You can see them in the street.
P10: No, no, no, no.
P3 & P4: No.
P3: You can see on TV many men wear, they, they wear pink and yellow.
P10: And, green.
P12: May be they, they...
P10: No, no, no, no.
P3: In Australia, they wear [green...
P10: Ye, ye, ye.
P3: ...and] people, they can wear any colour [they like...
P10: Just ah...
P3: No, no one cares about your action.]
P10: Just ah, just in thinking, they is all things is ah about your thinking
P3: Ye.
P12: No, no, no, please, please, please, I mean was to young men
P3: And, and may be, may be we can see on television some, more, more than
one show like fashion show. So, they also have men fashion.
P10: Ye,...is not only of women.
This much shows that the participants have grasped the whole idea.
P3: And, nowadays, so nowadays men have to pay attention on their clothes when
they go out. They want to wear many thing to appear to some, some women they
don’t care about their clothes.
P12: Hah, huh, heh, hnh... yeh [of course
P10: May, many, many people are they are agree that women like men is
nowadays has changed the way of life.
P12: They must wear.
P10: In nowadays...
R/L: (To P4) you are quiet?
Ps: hah, huh, heh, hnh.
P4: Hah, huh, heh, hnh.
R/L: Don’t you want to get involved in this discussion with your friends?
'P4’ doesn’t contribute in this discussion as she used to in the previous ones. So, the instructor is surprised and talks to her to see why she is so quiet. 

P4: I think this topic (X) is not for misuse of women

R/L: Okay, talk about your viewpoints.

P4: I don’t think so.

R/L: Why? Why don’t you think so? I think it is.

P4: Because…

R/L: I disagree with all. And, I think it is about exploitation of women. The instructor tries to motivate some of the participants by the use of this strategy.

P4: Noo.

R/L: Why not? Please, explain why not.

P4: Ye, because it is up to somebody to decide what they want to wear.

R/L: But, they tempt them, they tempt them by advertisements and all these things.

P3: All, all the clothes that designers, designers, they make and all women must wear, they just make for like, ah, to make some new clothes. But, it is not popular.

P12: Umm, ye…

P3: the affection is exploitation um, is just for women. (I sec) Ah…, and, I think the women, may be can have their opinion about fashion. Like ah may be this, this, this kind of cloth fit with another person not like some fat woman. They don’t need to follow fashion. Like he said before, like ah, men nowadays they also pay attention on it’s not only, just on woman.

R/L: Okay, thank you very much. Now, would you please, ah select one person among yourselves and say what you discussed and report it back to the class. Who is going to be the spokes person of their group. Okay, P2 would you talk please.

P2: Ye.

R/L: Go ahead.

P2: This text

R/L: Uhum.

Report back

P5: Talk about fashion. Fashion in many country many men that bothers in many bet, between man and woman. Woman really, really very expensive in the man. And, are real more easily to buying some clothes or old fashion. And, it was ah,…
the fashion long time ago...every 10-20 years...ah, for example one 98 was one
kind of fashion. And, nowadays the same is they know every forty years circular,
circular, circulation (X).

1717  R/L: In general, what did you conclude? Do you agree on this topic or disagree?
1718  P2: Strongly agree.
1719  R/L: Have you all referred to this book for the ‘Speaking’ part or not? (The ‘R/L’
shows a book named ‘IELTS how to teach and prepare for the exam’. He has
already assigned the ‘Speaking Chapter’ to be studied by the ‘PS’ as part of
their homework).

Ps: No.

Ps: Yes.

R/L: What did you find?

Ps: ((X)). (Some of the participants nod their heads or shrug their
shoulders).

1724  R/L: If you go to page one hundred and twenty three, page 123. It says, “Some
IELTS Speaking Topics.” These are the topics that you will usually see them or
encounter them. There are about 40 different topics. At home you read them and
prepare some answers to them. All of them, they may appear in your exam. Okay?

P9: ‘Speaking’ or we should write?

R/L: You write for yourself too, too.

P3: For the next session?

R/L: No, not for the next session, as a whole.

P3: Okay.

R/L: Okay?

Ps: Are they in the exam?

R/L: Uhum?

Ps: Are they in the exam or not?

R/L: May be, maybe not. Double chosen. And then, you have some ‘Cue Cards’.
May be you get similar questions, or the same. And then, you have ‘Speaking
Model part one’ this is the ‘Model’. (The ‘R/L’ shows the model to the ‘PS’).
And, this is the ‘Model for part 2’. (The ‘R/L’ shows the model to the ‘PS’. The
‘PS’ have their books open in front of them. So, they have an opportunity to see
the models, read them and practice them both in the classroom and outside of the
classroom).
Some of the participants nod their heads or shrug their shoulders.

You have a variety of the questions. You never know, some of them may come. But, I do not mean that you memorize things. But, I mean that you get a rough idea of how your speaking test is, or like. Okay? (The ‘R/L’ provides the ‘PS’ with an opportunity to learn about their ‘Speaking Skill’ in the IELTS Exam. And also, to practice ‘Speaking’ based on the model and the type of the question, which may appear in their real ‘IELTS Speaking Test’). You never know.

You know. And then, you have examples for ‘Part 3’, Examples for ‘Part 3’. Okay?

Some of the participants nod their heads.

A variety of them, and then you have the interview, ‘Speaking interview’. Okay?

Some of the participants nod their heads.

So, go through it and learn what to do. A couple of different questions, which are like patterns, and, they usually appear in your test. Okay? And so on and so forth. Okay?

Yes.

So, take care of it. Read the questions. Apply answers. Okay?

Excuse me.

Yes.

From this?

Yes, I’ve already chosen you.

Written and…

Yes. Yes, I have already chosen you and so ‘P11’.

Hah, huh, heh, hnh.

Now, this is a sample interview. Alright? Of course, you’ve already experienced in the ‘Speaking’ part. So, it is not very new. So, I will omit the patterns, which you know. We’ll go to different choices. Alright?

Yes.

Good. (One of the participants slowly asks the ‘R/L’ to tell them the possible questions, which may appear in the real exam).

Hah, huh, heh, hnh.
R/L: I don’t promise. So, do you live in a house or a flat?
P11: A flat.
R/L: Now, would you describe the flat?
P11: It is about 10 Square meter.
R/L: Square meters.
P11: I live with my wife and we like it.

Alright. Stop. Is he on track? (The ‘R/L’ asks of the ‘PS’ to comment whether or not ‘P11’ is describing his flat as he should).
Ps: Yes.
Ps: No. (‘Ps’ agree, but some disagree).
R/L: Is he on track?
Ps: No, he is not ‘Describing’.
R/L: So, is he on track?
Ps: No, he is ‘Explaining’.
R/L: Now, is living with my wife in the flat a part of ‘Description’?
Ps: Yes, you did.
R/L: And, we had a lot of practices in the last session. Hum?
Ps: Yes.
R/L: So, we said what is and in the beginning of this session we said, what is meant by ‘Description’. Hum? So, is living with your wife or else, I mean other people a part of ‘Description’ of [the…
P11: No].
R/L: Alright. So, stick to the question. Okay? Do not deviate. This is how you will be rated. Even if you explain very well, and you speak a lot, then I will understand that you do not know what is meant by ‘Description’. You see, these are the points. Go ahead.
P11: And, a kitchen.
R/L: No. In describing something always move from general to specific. ‘P11’ had a good start. But, then he deviated (Hum?) from ‘Description’ to ‘Explanation’.
Ps: Yeah.
R/L: So, if you want to describe your flat. If I were you, I would start, for example, yeah, saying the area, how big it is. And then, I will name the main parts. My flat is about 70 square meters. Okay? (Some of the participants nod their heads). Yeah? And, it has got a bedroom, a kitchen, a bathroom. [Ha?]

P11: Yeah.

R/L: A hall], so, the chunks. It is white. It has got 3 windows, for example, Hun? Then, you start with the hall. In the hall, there is, for example a table, some chairs, a sofa, a television. Ah, a cassette, for example, player, [Hun…?]

P11: Yes.

R/L: Something like that]. Flowers. A vase of flowers. [Hun?]

P11: Yes.

R/L: On the left], some pictures or drawings on the wall, Ha? A fire place at the right corner, as you enter the hall. Ha? Now, we go to bedroom, for example a bed. Hum? A carpet, some drawings, some pictures, Hun? Bathroom is small for example. It has got a shower, but not a bath. Hum? The kitchen is not a very big kitchen. It is most like a kitchenette rather than a kitchen. Hum?

P11: Yes.

R/L: It has got a stove, a refrigerator. Hum? Some cabinets, a table, something like that. Alright?

P11: Yes.

R/L: This is how to describe. Okay?

P11: Yes.

R/L: ‘P3’, do you live in a house or a flat?

P3: I live in flat.

R/L: Now, would you describe your flat? (The ‘R/L’ continues checking some of the participants’ ‘Speaking Skill’. So, he invites them to come in front of the whiteboard and describe their living place. In so doing, he aims to familiarize the ‘PS’ with the difference between ‘Describing’ and ‘Explaining’ things. He also aims to help the ‘PS’ learn how to move from general to specific and how to keep the pace of their talk about thins. The ‘R/L’ also, high lights the participants’ common errors, puts them forward with the ‘PS’ and feeds back on them). Have a nice evening see you all fresh and happy on Friday. And, don’t forget to bring your answers to the questions. Okay?

PS: Sure.
N.B.2.: (See the accompanying CD for 1797 to 1963)

File 4, CD 3

Friday, 18/05/07
Time: 09:00-13:30

Listening & Speaking

1964 R/L: Okay. Can I have a cassette, please? And, where were ‘P11’? Do you remember? (By asking these questions, the ‘R/L’ aims to engage the ‘PS’ in the classroom activities).

1965 P11: I think we are here? (The participant shows his book to the ‘R/L’).

1966 R/L: Hum? (It seems that ‘P11’ is not oriented so the ‘R/L’ asks of another participant). ‘P8’, where are we?

1967 P8: We have done page 57.

1968 R/L: No, did we analyze it completely?


1970 R/L: Did we analyze up to section 2?

1971 Ps: Up to section 3

1972 P9: No, up to here.

1973 R/L: Yes, question number 5. (The ‘R/L’ knows himself where they begin the lessons and where they end in each session, because he makes a record of every skill and the material to keep the pace under control in all time. But, by asking these questions he aims to keep the participants involved and responsible towards their tasks). Alright. So, who has got the cassette, any of you? (One of the participants, ‘P3’, gives her cassette to the ‘R/L’). IELTS 1, Cassette No. 2.

1974 P3: Is it not capital ‘L’?
R/L: It is not, It is not capital ‘L’ for the English (*The participant’s ‘l’ is closer to small ‘l’ rather than capital ‘L’*). So, be careful with these subtle things. Hum? (The ‘R/L’ writes on the whiteboard small ‘l’ and capital ‘L’ and draws the participants’ attention to capitalization in the English language and tells them that they should write ‘Lee’ not ‘lee’, then he plays the cassette for another question to provide the ‘PS’ with an opportunity to get some hints and techniques to be able to promote their ‘Listening Skill’ score in the test). So, two things, first of all, ‘30’ Okay and as you can see it, ‘13’ before that immediately after one another ‘13’ and ‘30’, and then, ‘Enmore’. First of all, it’s the matter of capital (E) for ‘Enmore’, and then the correct pronunciation. Right?

P9: Is capital ‘R’ for ‘Road’?

R/L: Yes, capital ‘R’ for ‘Road’ (*The R/L then goes and checks the participants’ handwritings for capitalization and the numbers*). So, as you can see, there are different things to consider. Right? So, when, when a common noun refers to something particular, it is considered as proper noun. Okay? And when a common noun is accompanied with a proper noun, then it is considered as proper noun. So, university, school, (Okay?), when it comes with ‘Tehran’, ‘the University of Tehran’, or ‘Tehran University’, it is both capital. ‘Road’, ‘Avenue’, ‘Street’, Okay, they are common nouns, but when they are with a proper non they refer to something particular, Alright? So, ‘Saadi Street’ for ‘Saadi’ and ‘Street’. Alright? Ah, ‘Williams Road’, ‘W’ for ‘Williams’, ‘R’, capital ‘R’ for ‘Road’ Alright? Be careful, many of you, in fact, lose one or two bands in your ‘Listening’ simply for these, (Hun?), tiny subtle things. Be careful. Do not lose mark for capital, capitalization, or spelling. Right? At least all of you will lose normally one band for that. (*The R/L plays the cassette for another question*). So, for ‘Newport’, be careful, it is one word. Some of words which are combined or combo, compound noun, both parts must be capital in the beginning. Right? See the difference between Newport and New York. (*The R/L writes on the whiteboard ‘Newport’, ‘New York’*). ‘Newport’ is one word. That’s only capital in ‘New’. ‘New York’ on the other hand, is capital both in ‘New’ and ‘York’. So, you must be careful whether a word is a two part word or just one part. One chunk. I suggest that you memorize the spelling of the very common English names for female and masculine. Some dictionaries have a list of common English names for both men and women at their end. Okay? The most common words, ah, names such as;

1979  R/L:  No.
1981  R/L:  Yeah.
1983  R/L:  ‘E’ at the end. Okay? So, these are the simple things that with a little try,
you can, ah, keep yourself in the safe side. Hun? (The ‘R/L’ plays the cassette for
the next question. ‘Architecture’, ‘Architecture’. The rest of sentence is about
the registration number of the car. The speaker makes a mistake about the
order of letters and numbers. But, then he corrects himself. The purpose of
designing these kinds of questions is to evaluate the range of the attentiveness
and comprehension of the testees). So, you can see in the natural speaking things
like these happen. It happens to all of us. Hum? This is one of the aspects of
authenticity. Right? It is not in the laboratory in the (Hum?) laboratory, you just
follow the patterns, routines and patterns. In natural speaking, these things happen.
You forget something (Hum?), you say something up to the end and then you
forget. I did it right now myself, (Hum?), when I was doing causative (Hum?).
And, ‘P11’ paid attention. I was discussing and talking to you and I wrote
something different (laughingly), (Hum?), (Yeah?) And then, it was, ah, I mean
astonishing and this is what should we say ‘had not, ‘have’. And then, I saw that
instead of, for example, ‘I had my car repaired.’ I said, I have written, ‘I had
repaired my car.’ (Okay?) Things happen in natural way, (Okay?) In speaking it
happens. Many times, you’re talking with somebody and then your thoughts are
flying (Hum?) Then, you’ll say something differently. Then, you correct yourself,
(Hum?) Or, by some discourse, some talks or talk backs then you are corrected.
(Yeah?)

1984  P9:  Excuse me, I have a question about numbers. What’s difference between
happen can we write that?
1985  R/L:  Yeah.
1986  P9:  In ‘Writing’, how can we...?
We know that. In ‘Writing’, how can we separate them?

I talked about different forms of ‘Zero’. Didn’t I? In one of the sessions, I remember that I said, (Okay?) First of all, it’s in the written form, ‘Zero, in nearly oval. (The ‘R/L’ writes on the whiteboard ‘0’). Okay? ‘Oval’. Okay? Oh, oh, as letter ‘O’ is circle. So, in the writing form, so, be careful. For example, ‘One’, ‘Oh’, ‘Seven’, ‘Oh’, ‘Five’, ‘Two’, ‘107052’. That you say, for example, ah, what ‘Cock’ this is circle. Ah, you see this circle, this is oval. (The ‘R/L’ writes on the whiteboard ‘0’ vs. ‘O’, ‘0’ oval, ‘O’ circle. And then, talks about the difference of the form of ‘0’ and ‘O’ in written texts). Right? Okay? Secondly, I said there are different words used for zero. Do you remember that I elaborated on that? Okay?

Just in ‘Writing’ you mean?

Ha?

SO, Nil is for competitions, races. ‘Naught/Nought’ is for a discussion or research. ‘Zero’ is in mathematics and physics. ‘Oh’ is normally for register numbers or passport number, car numbers, telephone numbers. Okay? And, sometimes they use ‘Zero’. But, ‘Oh’ is more common.

When in register they say ‘Oh’, ‘Oh’ is ‘Zero’ or ‘Oh’?

Zero (The participant is unhappy about the use of, ‘Oh’, he argues that it could be confusing in ‘Listening Test’. He argues that because some of the registration numbers such as; passport numbers and car numbers are a combination of numbers and letters it could be very much probable that testees write letter ‘O’ or number ‘0’ when hearing ‘Oh’ Although, the ‘R/L’ tries to reason and convince the participant, he himself finds it as a weak point in designing such questions).

It is ‘O’.

No, it is ‘0’ because it is in the numbers.

It is followed by letters (The participant reads out the number).

Yeah, this is exactly on purpose. This is exactly on purpose that they want to know when you are talking about umbers. Okay? ‘Oh’ refers to ‘Zero’.

Does ‘Oh’ have in the numbers?
2001 R/L: It doesn’t have, because there are 3 letters and then the rest is numbers. (The
1 ‘R/L’ plays the cassette again and again on the part of the registration number
2 of the car. The registration number is ‘LYX058K’. ‘Oh’ is the boundary
3 between the letters and the numbers in the ‘registration number’. So, for
4 OTEFL students it could be a real problem, therefore, a weak point in the design
5 of the IELTS ‘Listening Test’. The ‘PS’ do not seem quite pleased with the
6 ‘R/L’s’ explanations. But, they seem unable to argue more. The ‘R/L’ plays
7 the cassette to continue analysing the test). Okay? And then, it is a ‘Ford’. Okay?
8 The reason that they insist on this part of the conversation is first of all to give you
9 an idea as non-native speakers that in real situations in natural speaking things like
10 these happen that people make mistakes. Native speakers make mistakes in saying
11 something, because may be they are unsure. They are not sure about something.
12 Alright? Secondly, there is a technique in testing that things are not definite.
13 Questions and answers are not in order. They are not rigid. They are not fixed as it
14 used to be in traditional TOEFL, (Okay?) that you had some definite questions and
15 some definite answers. Right? They are very much artificial. Hun? And then, it is
16 getting used to a system, anyway. Hun? The system of registering car numbers in
17 an English-medium community. Okay? So, and then ‘F’ for ‘Ford’ should be
18 capital. Now, let me check your answers. Okay? And then we go back to phonology write ‘G’ for ‘J’. You remember I listed for? Do
19 you remember from the beginning sessions?
20 2002 Ps: Yes.
23 speakers. Or, Farsi speakers make these common mistakes in realizing the phones.
24 Hun? Alright. Now, let me check your answers. It is ‘LYX 058 K’. (The ‘R/L’
25 walks and checks every single participant’s answers to the questions to see
26 whether or not they have complied with the rules of language. However, some
27 of the participants are still puzzled about writing ‘Oh’. So, one of the
28 participants raises questions).
29 2004 P4: At last I didn’t get that I should…. I write it like this ‘0’ like ‘Zero’ or ‘O’?
30 2005 R/L: No, like ‘Zero’ as I said.
31 2006 P4: Because it’s a letter after that again?
R/L: Yes, yes, but if you might remember, it mentioned 508K, so we know that for that reason that it says 508, we know that it is a ‘Zero’, it is not letter ‘O’.

Because, letter does not come in the middle of two number?

R/L: That’s why speci, it is a matter of smartness. It is a matter of smartness and attentiveness. Alright? Ah, it said, for example, ‘508 K’ (Hun?), (The ‘R/L’ writes on the whiteboard ‘508 K’), is that we know a letter will not come in the middle of two numbers in a car plate. You see it was a hint to help you, (Okay?), a hint to help you that the letter will not come in the middle of two numbers. So, when it comes to the right one. That it said ‘LJX’, you know that this ‘Oh’ is the number. Is not the letter! It’s a matter of smartness and attentiveness. Okay? As I’ve already told you IELTS in not only the test of language. It is also the test of your smartness and attentiveness and speed. This is one of the distinguishing points between IELTS and TOEFL or some other tests. Okay? Any more questions? Is that clear now? These are important points. These are important points that you pay attention when you are doing the test, and when you are in the real situation of conversation and interaction and communication. Right? Because, later on you intend to go and live or work and study in an English-medium community. This is the place to learn all these things, to get all these information. Okay? And adapt yourself. Any more questions? Good, so, the purpose, the main purpose, of analysing your test are these points. Otherwise, you can do it at your home and find the correct answers and check, and then give yourself a rough mark or band. The main purpose that we talk about it, is to draw your attention to those critical points. Alright? Good. (The ‘R/L’ plays the cassette for the next question). So, cashier’s office opens at.

Which is the correct answer?

Ps: ‘C’.

Ps: ‘D’. (Some of the ‘PS’ select ‘C’, but some of them opt for ‘D’).

R/L: ‘C’. But, you heard different words, which are all here ‘in the test’ (Okay?) different numbers. Different words, which are all in the answers. So, you must follow the conversation to come to the right point. Al right? (The ‘R/L’ plays the cassette). Another important point is that you pay attention to the stem. Because, one of these is for closing 04:30 they close at 04:30. So, you must read the stem very carefully. Whether it says cashier office opens or closes. Okay? So, most of the people lose marks because they do not pay attention to the stem of the question.
Okay? Always pay attention to the stem of the question. This is very important or may be more percent of the band lost or the mark lost is because you do not read carefully and understand and make sense of meaning of the stem of the questions. Either in ‘Writing’ or in ‘Reading’ or in ‘Listening’ or in ‘Speaking’ doesn’t make any difference. Sometimes, you deviate in your ‘Writing’ and ‘Speaking’, because you do not pay attention to what you are asked of what is the question? I’ve paid attention many times that I ask you something just you answer something quite different from what I have asked you to answer. And, it is the same in your ‘Readings’. And, it is the same in your ‘Listenings’. So, please read the instructions very carefully and understand them. Read the sentences very carefully and make sense of them. Right? You will be in the safe side. You will save at least two bands. Okay? I bet you on that at least 2 bands in ‘Reading’ and ‘Listening’ is lost, because of not paying attention to the instructions and reading questions carefully, at least 2 bands. Alright? So, give it a try, it worth it. (The ‘R/L’ plays the cassette for the next question). Now, this is again a tricky one what is you answer (The ‘R/L’ walks and checks the participants’ answers. He discusses the answers with the ‘PS’. He then draws the picture of a car on the whiteboard and describes different windows of a car). You see, these are very important to know. These are the different parts of your car. Okay? My drawing is not very good. This is ‘Front wind screen’. This is ‘Front window’, this is ‘Rear window’. This is ‘Rear wind screen’. So, when there is a pause immediately go to the questions. Okay? (The ‘R/L’ plays the cassette for the next question). ‘November 1991’, (The ‘R/L’ checks the participants’ answers and points out their problematic areas). So, the correct answer can either be ‘November 1991’ or ‘Nov. 1991’ this is acceptable. But, if you forget one of the two, then you, it is unlikely that you get the mark. If you forget ‘November’ or the ‘year’. (The ‘R/L’ writes the month and the year in different form such as; ‘Nov. 1991’, ‘November 1991’, ‘11, 1991’, ‘11/91’ on the whiteboard, then he plays the cassette for the next question. Next, he stops the cassette, checks the participants’ answers one by one and gives the required instructions. For example, he draws the participants’ attention to letter ‘S’ for plural as in ship and ships. He reminds them that if they forget to write ‘S’ for plural, then they may lose their mark). So, because it says no more than 3 words, it says no more than 3 words. If you wrote ‘a number of” if it happened that you wrote like this. ‘A number of historic ships’ Right? Now,
1, 2, 3, 4, 5. (The ‘R/L’ writes the phrase on the whiteboard and describes how to answer correctly to such questions). What do we do? And, it says no more than 3 words.

Ps: We put the extra words in brackets.

R/L: And then, you are in the safe side. Okay? So, whenever, you come to a phrase, or a clause, (Okay?) which exceeds the 3 words, then put things such as prepositions or articles in brackets. Just leave the main words out. Right?

P12: Excuse me, I couldn’t get it.

R/L: I couldn’t catch it. This is the matter of phonology and pronunciation you must listen more and more to the natural language, ‘Speaking’. The best way to improve, it is listening to the radio stations and TV is the best way. It is very important if you just listen one or two hours a day, you will improve very much. Okay? Try it. You’ll see the results. Some people, some people improve their listening to band ‘7’, ‘8’ or even ‘9’, just by listening to these stations and just paying attention to some techniques. Because, what is important is that you catch something. Okay? You catch a word. You do not miss it. So, you must adapt your sense of hearing to this frequency. (The ‘R/L’ continues playing the cassette for the next part). So, this is an example. (Okay?) It’s a good rest for you. Okay? So, green and arrows. Don’t forget ‘S’ for plural, plural ‘Arrows’ not ‘Arrow’. So, you see how simply you can miss the answers and miss the marks or the bands, or the scores, (Alright?), very simple, very simple things. ‘Green arrows’ is not…, nothing very important. It’s a matter of hearing it. It’s the matter of adapt…, adoption, adaptation, of your sense of hearing to the English sound. Hum?

P3: In green small ‘g’?

R/L: It’s Okay. (The ‘R/L’ plays the cassette for the rest of the conversation. He points out important points when required.) What is the difference between ‘Every hour’ and ‘On every hour’? Hum?

P9: Every one hour may be exactly one hour.

R/L: You see, these are purposeful questions and answers these are purposeful. What is the difference between ‘Every hour’ and ‘On every hour’? Hum? ‘Every hour’ and ‘On every hour’. (The ‘R/L’ writes on the whiteboard whatever he says about the question). Hum?

Okay, so, if you say, for example ‘Every hour’ may be one is 09:50, so the other one is? The other one is?

Ps: 10:50.

Hum? 10:50, and the next is? Hum? The next is?

Ps: ‘9’, ‘10’.

‘On every hour’ means?

Ps: ‘Landing of the words’.

What else?

‘Pronunciation’.

‘Intonation’, good. You remember from the very beginning? You see, most of these things, (hum), refer back to your ‘Pronunciation’, ‘Intonation’ and ‘Landing of the words’. Hum? And then, the adaptation of your sense of hearing to the frequency of the language, of English sounds, (Okay?) the music of the sound. Okay? Otherwise, these are not complicated, (hum), matters in the language. They are simple terms. You have heard them, many times. Okay? Good. (The ‘R/L’ plays the cassette and stops it for every single question and answer. He keeps on giving hints, checking the participants’ answers and giving instructions).

Okay, some points here with this number. First of all, if a currency is mentioned and the sign or symbol of that currency is not in the written form, you should write it. Okay? So, if in the book, or in your question book, the sign of dollars was there it is not needed that you write it. If it is not then you should write it. So, secondly, I suggest that you write in ‘Arabic numbers’. Do not write in letter, it takes a lot of time and then you may commit a mistake. Hum? So, do not write ‘Seventy’, (The discussion in this regard continues. The ‘R/L’ answers to some of the participants’ queries and questions). “The cook doesn’t cook very well.”, said Mr. Cook. So, you see in one sentence we use ‘cook’ in different forms and meanings, as a proper noun as verb, as common noun. Alright? So, I just want to draw your attention to a fact that how simply you lose marks and scores in your ‘Listening’. Mostly, it is the matter of what? What is the most important part in ‘Listening’? Hum? Hum? What is the most important part in ‘Listening’? Hum?
R/L writes ‘Seventy’ on the whiteboard) unless otherwise, you are instructed to write numbers in letters. So, be careful to read the instructions very carefully. Sometimes, instructions ask you or expects of you to write figures in ‘Letters’, not in ‘Arabic numbers’, ‘Arabic numbers’. (The ‘R/L’ writes on the whiteboard 1, 2, 3, etc.) These are called ‘Arabic numbers’.

P9: ‘Arabic’!
R/L: Yes.

P9: They are from Arabs?
R/L: Yes, Alright? And, of course, if you add Australian Dollars write ‘AUD’ (The ‘R/L’ writes on the whiteboard ‘AUD’, Australian Dollars). Question?

Problems? Are you all Okay?
PS: Yes. (Some of the ‘PS’ ask some more questions about ‘AUD’ and the ‘R/L’ answers to their questions and explains more. One of the participants asks a question, which seems to be important).

R/L: Important question, say it again, please.

P3: Can we write the names all in capital?
R/L: Who has the answer. Can we? No, no it is different Okay? If it is only a single word isolated by itself such as a proper noun, it’s Okay if you write it all in capital.

P3: All in capital?
R/L: Yes, all in capital. For example, the, I say what’s your name? Okay? What’s your name? ‘Mary’, it is in isolation and it is a single word alright. What’s your name? My name is Mary, or just, ‘Mary’. Right? But, if it is a part of a sentence, then you must follow the rules of that sentence in the ‘Upper case’ and ‘Lower case’. Okay? So, for example, if I say, I come from ‘Sydney’, then ‘S’ for ‘Sydney’ is capital, not all of it or ‘Sydney Road System’. ‘S’ for ‘Sydney’, ‘R’ for ‘Road’ and ‘S’ for ‘System’ must be capital, the rest lower case. So, you must follow, hum, the rules of the letters in your sentence. Okay? And, you can see whether the answer is a part or the missing part of the sentence, (Alright?), when it comes for example, to this. You see? You must follow this rule.

Ps: Uhum.
R/L: Okay? Is that clear? (The ‘R/L’ continues playing the cassette for section 3 of the IELTS ‘Listening test’. For each question he stops the cassette and talks about the important critical points. He also gives the required hints and
techniques needed to do the test more successfully). So, it is very important that you pay attention to the ‘stem’. Regarding to seasons, ‘Air fares’ are lowest when, are lowest Hun? Underline ‘Lowest’. Or ‘Lowest air fares’ ‘air fares are lowest’.

Right? So, what is the answer?

Ps: ‘C’.

R/L: ‘C’, ‘are non-re fundable’ they are even cheaper. Okay? She says, ‘They are even cheaper, if you don’t ask for your fund. Sometimes, the three words are necessary otherwise the meaning is not complete, or it deviates from what is expected. Okay? It changes the whole meaning. So, sometimes, one word may be enough. Sometimes, the 3 words must be there, because they are all in one chunk, one chunk. Okay? So, ‘powerful computer programs’ is one chunk. Okay? (The ‘R/L’ plays the cassette for the rest of section 3. As usual, he stops the cassette and talks about important points. He also provides the participants with an opportunity to learn about the advantages of powerful computer programming in different aspect of modern life, He also presents his own personal experiences and the benefits he has gained in relation to the ‘computer programming’ to the participants). Be very sharp in reading the information Okay? Don’t just sit passively. Always monitor the words, always. Once is not enough. [(The ‘R/L’ plays the cassette to check and analyze section 4 of the test. When necessary he elaborates on the important points and hints such as; grammatical points, semantically, syntactical, pragmatically, and all in all linguistic points. (The lecturer ‘on the cassette’ talks about ‘marketing management’ as an example. She talks about ‘spaceman’). The ‘R/L’ asks of the participants to find out whether or not they comprehend the concept of spaceman in the example].

R/L: So, what is meant by this ‘spaceman’? What do you think of this ‘spaceman’? Is this the spaceman, who goes to the space?

Ps: No.

R/L: No, this space. Okay? ‘Spaceman’, that prefers this space of the supermarket, each goods should go where. Okay?

P9: ‘Space-man’ or ‘Spaceman’?

R/L: ‘Spaceman’. (The ‘R/L’ writes on the whiteboard ‘Spaceman’).

P8: ‘Spaceman’ is a soft ware.
Can be many things. This is what I argue. Okay? Can, can be a software, can be a person, who manages the space for putting things, in different places and can be a, per, a person, who goes to explore the space. Okay? So, it is not only the matter of going to space. Right? In this context, in this context, by ‘spaceman’ it means a computer program. Okay? And, that software is probably named ‘spaceman’. Okay? So, ‘spaceman’ can refer to a person or to a device. Hum? And, when it refers to a person it, it can refer to a person, who goes to explore the space, or, for example manage an area for putting things in suitable places. Alright?

‘Astronaut’, yes. So, one of the meanings of ‘spaceman’ is astronaut. Okay? One of the meanings.

Hot spot (hôtspôt). Only ‘P9’ has written it correctly. So, what is it here? What aspect?

‘Landing of the words’. This is what I insist.

You say ‘Hot- e- spot’. But, the native speaker doesn’t say ‘hot- e- spot’. They say ‘hôtpôt’. Okay? So, ‘S’, (Hun?), goes there (the ‘R/L’ links the letter ‘S’ from ‘spot’ to the ‘end’ of ‘hot’ like ‘hots’) . ‘hôtpôt’.

But, you said if the first letter of the second word is like the last letter of the first word we should combine them.

This is one of them, one of them. Then, it is the matter of joining ‘S’, such as; ‘ûpstårz’, ‘up stairs’.
P5: Only this?


Okay? I’ve made some examples of different situations, (Okay?), different cases.

‘Want to go’, you remember? ‘Want to go’. ‘Up stairs’, ‘down stairs’, (Hun?),
‘Police station’, ‘bus stop’. Okay? (The ‘R/L’ continues answering to the
participants’ ordinary questions). And then, pay attention to another tricky point.

This is the matter of attentiveness and smartness, is the ordering of numbers. Hun
‘P11’? You see the ordering of the numbers (The ‘R/L’ shows to ‘PS’ the last two
questions which are not in a casual order)! Normally, you expect of the numbers
to be in a raw or in order. Okay? But, it comes from 39 to 40. 40 to 41 and then
Jumps up to 42, Hun? Alright? 41 and then jumps up to the top of the page to 42
Okay? (The physical place of ‘Question number 41’ is at the bottom, right
corner of the page, whereas ‘Question number 42’ is at the top right corner of
the page)! So, be careful always. Some people, I’ve experienced it a lot, that some
people have lost a great deal of bands or scores just because of not writing the
answers in the right position, for the right number. Because, not paying attention to
this ordering of the numbers of the question. Okay? The answers are all correct, but
they are not in the right place. Many people have failed their test simply for that.

So, you understand things. You make sense of things. Hum? Meaning is made, but
then you are not careful, where to write your answers. When you are transferring
the answers from question booklets to your answer sheet, be very careful. Alright?
Sometimes, it is a matter of losing the whole test, (Okay?) or may be sometimes a
bunch of questions. Hum? Ten questions and ten answers, because of the
displacement with the number of answers you lose all the marks. So, the matter of
the landing (hum) of the words again and it was ‘new products 41’. Now, get ready,
Any questions, problems? Okay? Are you ready to do another test?

Ps: Ps: ((X)). (Some of the participants nod their heads).

Ps: Yes.

R/L: ‘Test number 4’.

PS: Yes.

R/L: Is that Okay? So, please, please try to pay attention to all the points that I
mentioned, (Hun?) and observe them in the coming test, the test that you are going
to do now. (Right?) Ready everybody?

PS: Yes.
R/L: Practice test number 4. Pick up your pencils. Please, be attentive. Alright?
Use all your powers and the knowledge. Okay ‘P5’? You are Okay?
P5: Yes.
R/L: Good. Everybody? ‘P4’ you’re Okay?
P4: Yes.
P9: ‘P9’ are you Okay?
P9: Yes.
R/L: Okay, quicker, please, are you Okay? Yes? So, go to page 15 everybody. Ready everybody? ‘P9’ Alright? Good, no consulting (The ‘R/L’ goes over all participants one by one he observes them while they are getting ready to take the ‘Listening Test’, by asking them questions. The ‘R/L’ aims to make sure that they do not have any problem, which might negativity effect their performance in taking the test. He then plays the cassette for test 4). After the test and the break the participants get engaged in their discussion groups as part of their ‘Speaking’ skills classroom activities.
R/L: Time for silent reading is up. Now, would you please begin your discussion. Decide who is going to talk for or against the topic and begin your conversations.
P5: Time’s up?
P5: This topic, they want, they explain about, ah, spend money, and so…
R/L: What about your position? Don’t you want to talk on the positions? Who is, ah, for the topic, who is against the topic? Who agrees with it, who disagrees with it and the rest.
P9: Oh, topic?
P9: Um, spending money on the waste, on the space (unreadable) explained in the passage, or this reading part, yes? We are to look upon hunger in the instead of spending money on the [space…
P4: Like] the other concerns, space was the study for the governmental [operation…
P9: The] point is to spending on the places were linking the planet can live in is or shortage of oxygen something, I don’t think it takes, I don’t think [it takes…
P5: Don’t you think] it is about our life and [the space…?]
P9: Because, I don’t think it takes short time. I, I think it takes long time to make that place suitable for living [beings…

P4: It is] about the [space…

P9: Yeh] there is a knowledge, yeh…

P4: It’s about the space.

P9: um

P4: The knowledge of space.

P9: Um

P4: This knowledge is power.

P9: What, what does that knowledge help, help us. It is [knowledge yeh…

P4: It’s power.

P9: Hum?

P4: For you said.

P9: Yeh, [Okay…

P4: Who] knows about [planet…

P9: Yeh

P4: Planet.

P9: Yeh, I believe that knowledge is power, but it become power when we, we, we use it. If we know about the moon, that’s knowledge, but I don’t think that’s power, because we don’t use it. We don’t use that, we know about the light of moon, that’s knowledge. That light help us to see in the on dark time or on night time. That’s that becomes power. I believe that knowledge is power, but it becomes power when we use that. So, I don’t know the space knowledge is helping us to live in this [world…

P5: Is this] money there to [balance…

P9: Um

P5: All of] in the poverty, the people and in the, in the space race?

P9: Yeh.

P5: So, not every money in space race to find something in [a…

P10: I disagree] with the this topic that space race is for knowledge (unreadable) it is for discovery of other planets for the problem of population on the Earth…

P4: There are other solution too the for [example…

P9: Um] yeh.
P4: Okay, there is information about also you know that we know that, that someone landed.

P9: yeh

P4: At least we know about the atmosphere. Only if we know [that…

P10: Yeh]

P4: Discredited that for the other place.

P9: You are not [arming…

P5: You cannot prevent the [summer…

P4: Who?]

P5: On the] space something wrong we know [something…

P9: Ozone] layer you mean?

P10: We can send satellite and we can understand if something is wrong with the ozone layer and [then…

P9: The only thing that you are right in that [case…

P10: And, we can’t find solution [too…

P9: Yeh, in that case you’re right. But, I don’t think that’s good…, That’s good. I don’t think that’s good to invest money on Mars to uhh…solution, solution for problem. That’s good idea, that’s good to invest on it. But, I don’t think to invest money on Mars and the other planets will help us.

P10: We keep [that…

P9: Yeh…]

P10: Um

P9: So, um

P10: To decide] to know about something is human natural…

P9: Um

P10: You, human natural want to know something that the current the current situation is not good. There are many things on Earth…

P9: You mean for ozone on the Earth?

P4: For the ozone layer.

PS: Hah, huh, heh, hnh.

P4: Another finding…

P9: Yeh, what sort of problem, global warming [and …

P5: Global] warming [and…

PS: Hah, huh, heh, hnh.
P5: That’s a problem.

P9: Oh, yes…

PS: Hah, huh, heh, hnh.

P9: It says, the article says, ah, how can the money which is invest, investing, which is invested on the space, invested on the poor people on the Earth might be big big solution in human…(unreadable)…

R/L: Does anybody want to add anything else at all?

PS: ((X)). Nodding to say ‘No’.

R/L: So, what is the conclusion?

PS: Hah, huh, heh, hnh.

P9: How do we stop it.

R/L: Okay, would you please tell us what you discussed and what you concluded.

Report back

P9: I said investing money on space is waste, ah, it doesn’t help us. But, P4 says it does, because it’s knowledge and knowledge is power. But, if we use that power that knowledge is good and must be of people’s interest. Some people won’t think this. She ‘P10’ disagrees with this article. But, P5 agrees with this article because of global warming…

PS: Hah, huh, heh, hnh.

R/L: Okay, thank you very much.
Appendix E

Field Notes

By: Iman Rasti

Sunday, 18/03/2007

Time: 15:00-19:30

Number of Participants: 16

Listening

There are students in the observational site. The instructor starts with reviewing the outlines of what had been taught in the previous sessions including oral skills such as; correct pronunciation, intonation. He wrote an example on the board and made all students one by one read out the sentence. Then, he corrected them and deductively started teaching the phonological rule intended. He went on emphasizing the importance of correct, accurate pronunciation in details. Most learners were listening to him except for one or two who were also taking notes. He did the same elaboration on another sentence written on the board. He tried to elicit information from the students. Sometimes, asking students to translate the sentence into their mother tongue. He made a contrast between the English and Persian equivalent of the sentence to clarify the concept of intonation and its functions in communication.

He then introduced the materials students were supposed to study in ‘Listening & Speaking’ sessions. Afterwards, he started working with one of the books making students open their books and listen to the tape. He told them how to work with the book at home. He made them repeat after the speaker. After a couple of seconds he stopped the tape and elaborated on the difference between two sounds. Then, he made them repeat the pair of words and explained exactly how the sound should be articulated. He wrote a number of other sounds/symbols on the board and elaborated on the correct way these sounds must be produced. He has chosen the problematic sounds and those which might create difficulty for the non-native learners. He did this by making a number of examples and making students repeating the words or sounds. He immediately made a connection between what he taught and IELTS listening tests. He played the tape again and made students look and repeat. He stopped the tape after almost 10 minutes of practice and assigned the rest to the
learners to take care of at home. He started working with another pair of books by explaining how those two books ought to be used. The difference between the two materials he used in the same session is that the former teaches how to pronounce individual phonemes while, the latter requires students to be involved in task-based listening activities by both listening to the tape and taking notes. Indeed, students should both listen and write. He checked the answers given by the students later. He did this very meticulously by analysing the answers one by one. (The instructor didn’t use his or the students’ mother tongue and insisted on using English as the main language or medium of instruction throughout the session.) He then deductively reviewed a number of general strategies students require to approach the ‘Listening Questions’ in the IELTS test. The instructor every now and then tried to rectify mistakes made by students related to phonology rather than syntax or semantics. He analysed the answers; meanwhile, he tried to clarify on the strategies learners need to answer the ‘Listening Questions’ in IELTS. He tried to make them aware of how simply they could or would miss the questions and loose scores. The time is over and the instructor rounded off the class by wishing a good year and holiday for the students. He did not assign anything for the following session.

Field notes
By: Zahra Ashegh
Wednesday, 28/03/2007
Time: 17:00-21:30

Writing & Speaking

Writing

Time: 17:10

- The ‘R/L’ explains the abbreviations. The ‘PS’ are thinking about them. They are interesting for them. The ‘R/L’ gives the ‘PS’ a classroom assignment. The ‘PS’ must write something like an autobiography. Of course, there are some techniques of ‘Writing’ that the ‘R/L’ should mention.
- The ‘PS’ are listening. The ‘R/L’ is walking. “Write it in A4 paper” says the ‘R/L’ to the ‘PS’. Nobody has A4 paper. (This is the problem for the ‘R/L’. He must tell them to bring A4 papers every session).
- Oh, the ‘R/L’ is giving the ‘PS’ A4 papers! The ‘PS’ are writing their biography. If there is any problem in ‘Writing’, the ‘PS’ can ask the ‘R/L’. The ‘R/L’ is standing
while the ‘PS’ are writing. The ‘R/L’ answers the question in English. ‘Writing’ is finished and the ‘R/L’ is collecting the papers. “Open Grammar in Use.” says the ‘R/L’. Each ‘PS’ should read one sentence from the previous lesson. If there is any error it must be corrected immediately. *(Audio lingual method)*

- There is also peer correction and group correction too. Teaching grammar is deductive. The ‘R/L’ gives the rule and also some explanations for it. He uses body language to show the example. He drops the pen to show that past tense is momentary. *(This reminds me of TPR and also DM).*

- The ‘R/L’ starts talking about the ‘Techniques of Writing’ and the punctuations. The ‘PS’ are writing everything in detail. There are some questions about the ‘Writing techniques’. *(The ‘R/L’s’ voice has monotony).* There is a question from a ‘PS’. The ‘R/L’ answers the question after saying, “Good question!” *(This means that there is no limitation in asking question and the ‘R/L’ is eager to answer all kinds of questions).*

**Time: 18:05**

- Most of the ‘PS’s’ ‘Writing’ questions are about the number of words in ‘Introduction’, ‘Main body’ and ‘Conclusion’. *(The ‘R/L’ has a very good habit; he asks, “any question?” at the end of each part).*

- “Open IELTS 1.”, says the ‘R/L’. The ‘R/L’ explains the rules of the book and asks the ‘PS’ to explain special terms of ‘Writing techniques’. For example, what does main body mean? The ‘PS’ answer the questions. *(Body language is common while explaining).* The ‘R/L’ gives the ‘PS’ 10 minutes to develop a composition about the given topic. They should write just the introduction. *(The task is very hard for the ‘PS’ .We can see this pressure on the face of the learners. And, the first step is always the hardest).*

- After writing the compositions each ‘PS’ reads his or her composition. We see peer and group Correction. The ‘R/L’ asks all the ‘PS’ to think about the different compositions and give their ideas. The ‘R/L’ takes the ideas by asking, “was it an introduction?” One of the ‘PS’ has not understood the topic exactly and has written something else. And, what is important is that the ‘R/L’ asks her to read the wrong topic.
Time: 18:49

- The ‘R/L’ looks at his watch to be aware of the time. ‘P9’ has a good accent, so he has a good self confidence. After each participant has read his or her introduction they have 2 minutes to determine which part of their introduction is; ‘Purpose’, ‘Background’, ‘Viewpoints’ and ‘Issue’.
- The ‘R/L’ walks to take a look at the ‘PS’s’ Writings. He looks at his watch, and time is finished.

20 minutes Break

Speaking

Time: 19:21

- The ‘R/L’ had given the ‘PS’ an assignment. They had to work on an interesting topic, then go in front of the class and talk about it in 2 or 3 minutes. The first participant goes, but cannot speak, he does not remember the information. It does not matter.
- The ‘R/L’ is tolerant, he is waiting, but nothing come out of the participant. “OK, sit down, the next one.”, says the ‘R/L’. The next ‘PS’ starts speaking. Oh…, there are some errors in the ‘Speaking’, but there is no correction, they are just local errors. They do not cut the comprehension.
- The ‘R/L’ is silent. (The ‘Speaking’ class is the most interesting class among the other IELTS classes. Speaking about a determined topic is not much effective in ‘Speaking’ class, because the ‘PS’ may memorize the information and not speaks naturally. However, speaking naturally means speaking in an unknown situation and taking help of the memory, there is not a fixed situation, there are number of situations in the world. The ‘PS’ should adopt themselves to the natural situations, situations are not all determined).)

Time: 19:39

- (‘Speaking’ is the most stressful skill in compare to the other skills). One of the ‘PS’ is speaking. Although there are some errors in his speaking, the ‘R/L’ does not correct them. He shakes head to say, “Okay”.
- Most of the ‘PS’ look at the ‘R/L’ and not at the other learners while they are speaking! Topics are all interesting and comic. The ‘PS’ should speak not more than 2-3 minutes. All the ‘PS’ talked about their topic. Now, they should read a text. After reading the
text the class changes to 3 groups of the ‘PS’. Each group has 5 members and each group should talk about the determined topic.

- The topic here is ‘Smoking’. *(In each group some of the ‘PS’ are ‘For’ and some other are ‘Against’ the smoking).*
- We see kidding in each group. All members are smiling and speaking in a stress free condition. They are not worry about their mistakes they are eager to deliver their ideas they are eager to speak. The ‘R/L’ is walking around the class. He is checking all the groups.
- We have no correction in this part of class. Everybody is free to say whatever he/she likes. *(Real communication is clear now).*
- What is important in this part of the class is to pour ideas and to feel confident that you can speak. *(Humanistic view).*

### The participants’ comments on this group work

- Each group should have a master to correct the member’s errors.
- We have not any master because all the ‘PS’ are at the same level of knowledge.
- The groups should have interaction with each other.
- The groups should have less than 5 members because in a 5 member group it is not enough time for all the ‘PS’ to speak.
- Correction should be done, because fossilization may happen. *(Audio Lingual Method).*
- We should have fixed group with fixed masters.
- Fixed groups are not good. We should have changes in the groups. *(There should be just one group of all the ‘PS’, because the ‘PS’ have more audiences. In this case they try and try to speak correctly. Fixed group is not good because we have a changeable society and situations are not fixed in the world, situations change. So, in a changeable society they are not fixed people, people are also changeable).*

### The ‘R/L’ s’ comment:

- It is not good to have limited number of members in each group, because in this case we have limited number of ideas.
- 4 members in each group is suitable, we have equality too.
- Too much correction is not good.
The ‘R/L’ plays the cassette. The ‘PS’ should repeat after the cassette.

Volume of repetition is first low and then becomes high, the ‘PS’ laugh at the intonation of the cassette and also the change of their volume.

Correction is done when the ‘PS’ cannot repeat correctly. Now, we have a group of words, everybody repeat all of them.

Time: 21:10

There are another group of words again. The cassette is off now. Each of the ‘PS’ repeats just one word of the later group of words. “Practice this words at home.” says the ‘R/L’.

The end of the class.

Field notes

By: Sara Najmabadi

Sunday, 01/04/2007

Time: 09:00-13:30

Writing & Speaking

Writing

Time: 09:00-11:00 A.M.

- The class starts with a question asked by ‘P7’, “What is indentation?” The ‘R/L’ uses the whiteboard to exemplify and clarify the old-fashioned type of indentation and the new one. The ‘PS’ take notes and copy the examples. Then the ‘R/L’ explains why the old-fashioned one is not used anymore.
- The ‘R/L’ asks what hyphenation is. The ‘PS’ think for a few seconds then ‘P12’ tries to answer.
- ‘P15’ takes notes in Farsi.
- The ‘R/L’ explains the differences which can be made by a simple space in the middle of words, separating the syllables.
- The ‘PS’ take notes.
- ‘P1’ jots down the explanations in English.
The ‘PS’ open their books at unit 3. Each ‘P’ reads one previously done exercise. Then the answers which sound debatable are discussed. Answering and checking the exercises go on and the ‘PS’ take turns to read.

The ‘R/L’ checks pronunciations and corrects the ‘PS’’s errors.

The ‘R/L’ asks questions to see if the ‘PS’ have learned the grammar.

The ‘R/L’ tells the ‘PS’ not to copy the answers given at the end of the book.

Reading the exercises goes on until 3 units (3, 4, and 5) are answered, checked and discussed.

The ‘R/L’ starts to teach new grammar. He writes examples on the whiteboard. Then, he explains the usages of ‘The past continuous tense’ one by one in numbers.

The ‘PS’ write down word by word as he goes on. All the ‘PS’ write except for ‘P2’.

‘P3’ asks a question about a new word and the ‘R/L’ answers.

‘P2’ starts to write down the explanations.

The ‘R/L’ gives some instructions then writes 2 sentences on the whiteboard to compare. See below:

When I was doing the wash up, my brother was watching TV.
While I was doing the wash up, my brother was watching TV.

The ‘PS’ copy.

The ‘R/L’ asks them what the difference between the sentences is.

The ‘PS’ start to give comments. ‘P4’ starts first, then ‘P11’, ‘P15’, and ‘P9’ join the discussion, and gradually all students get involved. The discussion goes on. The ‘PS’ give comments and The ‘R/L’ asks ‘Qs’. None of the answers is the right answer the ‘R/L’ is looking for. The ‘R/L’ gives clue by breaking down the sentence into its components, and the ‘PS’ try to concentrate on different parts of the sentences. However, in the end, none of the ‘PS’ can get to the desirable conclusion. So, the ‘R/L’ explains fully and the ‘PS’ take notes.

The ‘R/L’ goes on step by step and explains as far as is required to make sure the ‘PS’ can touch the concept. And finally, the class comes to the searched-for conclusion: ‘While’ vs. ‘When’: ‘While’ shows a matter of contrast, as well as time and is used to make complaints, but ‘When’ only represents the time.

‘P15’ still takes notes in Farsi.

4 units from the book are assigned for homework.
Some units are to be done, while, the grammar is not taught yet.

**Academic Writing Course:**

- The ‘R/L’ asks, “what is ‘Coherence’ in a text?”
- ‘P7’ and ‘P2’ cannot answer. ‘P6’ tries to explain.
- ‘P9’ completes him.
- ‘P15’ gives comments and is then asked to give an example.
- The ‘R/L’ asks the ‘PS’ one by one to explain. None can answer.
- Finally, ‘P8’ makes it. And then, the ‘R/L’ gives further explanations. He gives 2 different examples to clarify and engages the ‘PS’ in the process, so that the subject becomes more tangible. Then, the ‘R/L’ starts to explain the example in the book. The ‘PS’ take notes. Then, he says that teaching is enough and it’s time to do a task.
- First, homework is assigned for the next session of ‘Writing’ and ‘Speaking’. A book named, ‘Practical Writer with Readings’ must be studied up to page 57. Pages 53-115 of the book ‘IELTS How to Teach…’, and pages 118-121 of the book ‘Academic Writing Course’ should be studied as well.
- Now, the ‘PS’ should start doing the task on page 31 of the book ‘Cambridge Practice Test for IELTS 1’ on an A4 paper. (*The ‘PS’ should write a report for a university lecturer using the information and charts given in the book at page 31*). They start to do the task.
- ‘P14’ checks his notes.
- The ‘R/L’ walks around the classroom and check the participants’ jobs.
- ‘P13’ keeps checking up what seems to be a bilingual dictionary.
- ‘P14’ borrows ‘P13’s dictionary.
- The ‘R/L’ takes the dictionary and puts it aside.
- The ‘R/L’ notes that there’s only 5 minutes left for the ‘PS’ to finish their ‘Writings’.
- ‘P9’ is the first to finish.
- Time is up and the ‘R/L’ collects the ‘Writings’.
- And then, it’s **break time.**
Speaking

Time: 11:20-13:20

- The ‘PS’ should give a short lecture about any topic they like.
- The first ‘P’ to give lecture is ‘P13’. He speaks about his hometown, at times using his mother tongue in between English sentences as well. The ‘R/L’ doesn’t correct his mistakes and just keeps listening, while ‘Ps’ write and others listen.
- Then it’s ‘P10’s turn to talk. She uses her hands while talking. ‘P2’ careless of what she’s saying is preparing his notes. He has translated the words into Farsi. ‘P15’ is reviewing her notes. She’s written the meaning of the words on top of them in Farsi.
- Then it’s ‘P5’s turn. He talks about ‘Solar Power System’ and uses the whiteboard to clarify.
- Then ‘P9’ delivers his lecture which is about the ‘Detained UK’s Navy Soldiers’ (who were arrested in the Persian Gulf some days before). He either looks at the ‘R/L’ or at his notes. He also uses the whiteboard to show the exact place where they were spotted. The ‘R/L’ still keeps listening and doesn’t interrupt to correct the ‘PS’.
- ‘P4’ speaks about ‘Friends and the importance of friends in everybody’s life’.
- ‘P12’ has chosen to speak about ‘The sightseeing places in Mashad’.
- ‘P6’ talks about ‘Mass Media’. Unlike other ‘Ps’ he doesn’t take his notes with him, and speaks without getting help from his notes.

(Then, the ‘R/L’ starts to give instructions on ‘How to give a lecture’. He reminds the ‘PS’ that the purpose of the task is to give the ‘PS’ an opportunity to talk freely about any topic they find interesting. He emphasizes that correction is not important, and that he is trying to give the ‘PS’ a chance to talk without being interrupted, so that they do not get tense. Then, he talks about ‘Eye Contact’. He asks the ‘PS’ to look into their friends’ eyes while talking, and also avoid staring at one ‘P’ or at their notes, etc. These instructions could be counted as part of academic literacy development).
- The ‘PS’ take notes.
- Then, ‘P15’ starts to talk about ‘Dolphins and Tuna Fish’. She kind of avoid eye contact with other ‘PS’.
- ‘P2’s topic is ‘Yalda Night’.
- ‘P8’ talks about ‘Salt’.
- ‘P14’ speaks about ‘The History of Jeans’, crossing his arms all the while he’s talking.
• ‘P3’ makes eye contact with other ‘PS’ and uses her hand while talking about ‘Yazd’. The ‘R/L’ starts to correct her grammar, vocabulary and pronunciation.

• ‘P12’, making eye contact and using his hands and gesture, speaks about ‘Computer Network’.

• ‘P1’ starts her lecture with an introductory phrase: ‘I want to talk about TV’. She makes eye contact with ‘PS’, but puts her hands on her back all the while she’s talking.

• The rest of the ‘PS’ who haven’t given lectures are appointed to be the firsts to speak in the next session.

• The R/L writes a topic on the whiteboard about which the ‘PS’ have to speak on the spot. The topic is: ‘**Explain the Education System of your country**’

• The ‘PS’ one by one are called to talk, and they all give almost the same explanations, with slightly different wordings and structures, though ‘Ps’ talk about the problems of the system and not the system itself.

**Pair Work Practice:**

• Question and Answer Practice.

• The ‘PS’ in pairs ask questions using their books and answer to each other.

• The ‘R/L’ walks around and checks the ‘PS’.

**Reading and Speaking:**

• The ‘PS’ open the book named, ‘For and Against’.

• The article title is “Television Is Doing Irreparable Harm”.

• The ‘PS’ are given a limited time to read the article.

• ‘P3’ has highlighted some sentences.

• ‘P15’ underlines new words.

• When time is up the ‘R/L’ calls the ‘PS’ to say what they have understood from the text. He asks several ‘Qs’ about the article and calls the ‘PS’ one by one to answer.

**Big Group Discussion**

• A topic for class discussion is chosen: ‘Advantages and Disadvantages of TV’. The ‘PS’ must get prepared to join a class discussion considering that topic, and they also should choose their own topic to talk about it privately.

**End of the Session.**
Field notes
By: Zahra Ashegh
Friday, 06/04/2007
Time: 09:00-13:30

(In IELTS classes the ‘PS’ have external instrumental kind of motivation, because most of them study IELTS to benefit from the certificate as one of the requirements for taking a visa to migrate to or to continue their education in an English-medium community).

Field notes
By: Zahra Ashegh
Sunday, 08/04/2007
Time: 17:00-21:30

Writing & Speaking

Writing
Time: 17:00

- Camera is on.
- ‘P3’ is absent.
- The ‘R/L’ is handing out last sessions ‘Writings.
- (‘P1’ and ‘P2’ were absent last session, so they have some questions about the last session. They were on a business trip. The ‘R/L’ does not censure them for that).
- The ‘PS’ are asking the ‘R/L’ many questions at the beginning of the class.
- “Open English Grammar in Use.” says the ‘R/L’.
- The ‘PS’ start reading questions one by one.
- The ‘R/L’ corrects the errors immediately. (ALM).
- He also talks about some details such as pronunciations of ‘Sara’ and ‘Sarah’.
- ‘P6’ reads a sentence and instead of ‘Twenty first’ he says ‘Twenty one’. So, the ‘R/L’ corrects his mistake or may be his error.
- ‘P8’ enters the class. (late).
- Now we have group correction.
- ‘P9’ enters the class. (late).
- The ‘R/L’ is walking. He also takes a look at the participants’ homework.
• The ‘R/L’ has taken off his coat. It is hot. It is ‘Spring’ now.
• If there are two answers for one question, the ‘PS’ say, “both of them are correct.”
• ‘P5’ enters the class.
• (The ‘R/L’ does not criticize the ‘PS’ who arrive late).
• The ‘R/L’ is talking about the prepositions ‘In’, ‘On’ and ‘At’ and their usage.
• The ‘PS’ are taking notes.
• (The ‘R/L’ explains this part in Farsi, because some of the ‘PS’ cannot understand some parts in English. There is a problem now, the ‘PS’ are used to speak, listen and write in English. Now, Farsi is hard to understand. They are not used to hear Farsi words, so they laugh at themselves who cannot understand even their native language).
• (The ‘R/L’ is teaching a grammar rule deductively. He gives a Farsi poem to leave a trace on the participants’ minds. This means teaching by fun. The ‘PS’ enjoy fun).
• The ‘R/L’ gives example for each preposition.
• The ‘R/L’ is writing on the whiteboard more and more.
• Now, the ‘PS’ have problems about ‘Evening’, ‘Afternoon’, ‘Noon’, ‘Night’, etc.
• The ‘R/L’ draws a picture to teach the words.
• There are more and more questions.
• The ‘PS’ have even questions about the origin of abbreviations A.M. and P.M.
• The ‘PS’ are really learning. (This is clear when they ask special questions).
• In the next question of grammar one of the ‘PS’ says, “Number six” and the other one corrects the first pronunciation saying, “‘Sex’ not ‘six’.”
• (Another one of the ‘PS’ looks at the corrector, this is because the word ‘Sex’ has a bad meaning in the Iranian culture. So, the Iranian ‘PS’ prefer to say ‘Six’ instead of ‘Sex’ although they know the correct pronunciation).
• ‘P5’ asks a question about the differences between word ‘On time’, ‘In time’ and ‘Just in time’.
• There is a problem solving again.
• The ‘R/L’ asks the ‘PS’ the same question.
• The ‘PS’ are thinking and pouring out their ideas.
(There is a notice on the wall on which it is written, “Cell phones off.” But, a cell phone is ringing. So, ‘What does it mean?’)

There are many questions about the differences and similarities between grammatical words.

The ‘R/L’ is teaching another new grammatical rule deductively.

Then he explains the usage and the ‘PS’ jot down some notes.

**Patterns in teaching grammar:**

The ‘R/L’ introduces a rule, followed by some examples, and at last the usage.

The ‘PS’ just listen and write down the points and make notes.

**Time: 18:14**

There is no electricity in the class.

Now, there is

*What if there was no electricity? (I think the ‘R/L’ should have another program for such a situation).*

“For the next time do units 7, 8 and practice on your problematic areas of grammar.” says the ‘R/L’.

‘P13’ is absent. *(I have said that IELTS is too difficult for him).*

The ‘R/L’ is talking about ‘Techniques in Writing’.

The ‘R/L’, “I encourage you to take a look at on ‘P8’ and ‘P9’s writings.

*(This is a good encouragement for ‘P8’ and ‘P9’. This is an intrinsic reward ‘Silent way’ this causes self confidence and motivation in these two participants).*

Write about the topic on page 51 IELTS 1. You have 20 minutes.

The ‘PS’ start writing on the topic. *Most of them write by pencil to have a chance to erase*

**Time: 19:00**

The ‘PS’ are still writing.

‘P9’ erases and erases more than the other ‘PS’.

“5 minutes left.” says the ‘R/L’.

The ‘PS’ are tired.

The ‘R/L’ collects the papers along with the last homework.
“Enjoy your 15 minutes break.” The ‘R/L’ says.

Patterns in ‘Writing’ class:
- The ‘PS’ write on a topic and the ‘R/L’ corrects the errors. Writings may be making a sentence or any other types of practices.
- (This class is a ‘Teacher-Student’ centred class).
- This time the ‘R/L’ teaches ‘Grammar’ more than ‘Writing techniques’ this was because the ‘PS’ have many questions and the ‘R/L’ is responsible to answer.

15 minutes break

Speaking

Time: 17:25
- ‘P13’ and ‘P7’ are absent. (They are somehow weak. It was their turn to speak at the beginning of the class).
- Now, ‘P9’ starts speaking as the first speaker. He starts talking about e-mail. (He has grammatical problems. He looks at the ‘R/L’ just).
- After his speech the ‘R/L’ asks of the ‘PS’ some questions about the topic.
- The next speaker is ‘P11’.
- After his speech, ‘P9’ has some questions about ‘P11’s speech. Questions become more and more and the ‘R/L’ enjoys a lot.
- The ‘R/L’ corrects the local errors as we go on. (The participants’ ability in Speaking has got better and better, so they have less errors. And, the ‘R/L’ prefers to correct any error they have. Because, he can see the participants’ promotion in Speaking and he likes them to be better and better by correcting their mistakes, problems and may be errors).

Time 20:03
- The ‘R/L’ mentions some grammatical points as well.
- ‘P5’ starts talking about nuclear power. (He has stress. He moves his body. His speed is low, and he is looking at the ceiling. The speaker should walk sometimes. But, he is standing informally. May be he should give a source. He has memorized the text. He should use his own words and not memorize the text).
- ‘P4’ who is his partner says: “‘P5’ should write new words on the whiteboard.”
• The next speaker is ‘P3’. She starts talking about ‘Perfume’. (Her speed is low. She has a good eye contact and body language. Her voice has vibration. May be she has stress. Her topic is suitable to speak about by a girl. She has a low speed and this makes the ‘PS’ tired after minutes).

• ‘P4’ and ‘P5’ are talking to each other.

Time: 20:20

• ‘P10’ starts talking. She has a low speed. (Her husband is looking at her to give her self confidence). ‘P9’ is listening carefully to all lectures. He has many questions too.

• “Okay, that’s enough for today. For the next session ‘P12’, ‘P1’ and ‘P6’ will be the first speakers.” says the ‘R/L’. (The ‘R/L’ gives the plan of the next session).

• “Do you have any comments about the lectures?” asks the ‘R/L’. (The ‘R/L’ respects to the ‘PS’s’ ideas).

• ‘P11’ has a good comment; he mentions to the time management in ‘Speaking’ and the ‘R/L’ confirms his words.

• The ‘R/L’ then talks about the format of ‘Speaking’. He says, “‘Speaking’ like ‘Writing’ has a special format. You have 1 minute to talk about ‘Introduction’, 3 minutes for the ‘Main body’ and 1 minute for ,Conclusion’ in your lectures.”

• “Who can speak about ‘Punctuation’ in ‘Speaking’?” asks the ‘R/L’. (Problem solving).

• The ‘R/L’, “‘Pausing’, ‘Intonation’ and things like these are used as ‘Punctuations’ in ‘Speaking’."

• The ‘PS’ start ‘Pair Work’. ‘Pair Work’ includes; ‘For and Against’, ‘Routine Questions’ and answers and if there is any time, there will be a discussion on a topic.

• At the end of the class the ‘R/L’ assigns some homework.

• (‘Speaking’ class is the most interesting class among the other skills in the IELTS preparation program. ‘Speaking’ is the most stressful skill in comparison to the other skills).

Patterns in ‘Speaking’ classes:

• The ‘PS’ speak about a topic.

• The ‘R/L’ and the other participants correct the speaker’s errors.

• ‘Speaking’ class is ‘Student centred’.
Writing and Speaking

Writing

Time: 17:01

• “Any question from the last session?” asks the ‘R/L’.
• The ‘PS’ have question about the symbol of $. They ask the way of reading this symbol.
• The other point about which the ‘R/L’ is explaining now is ‘Writing topic’. He says: “Do not write the topic of the ‘Writing prompt’ as part of the ‘Introduction’ of your ‘Writing’ task.”
• After answering the participants’ questions, the ‘R/L’ hands out the ‘Writing’ of last session.
• ‘P12’ asks about using the phrase ‘To tell the truth’.
• The ‘R/L’ answers: “This phrase is an ‘Informal’ phrase. You should use just ‘Formal’ phrases in your ‘Writings’.”
• “Another point is that you should pay attention to the ‘Penglish’ phrases you use.” says the ‘R/L’.
• “Do not use “You’ll” instead of “You will”.” Says the ‘R/L’. *(This is the case of ‘Contraction’. Those teachers who tell their students not to use contractions have ‘Traditional view’. We are not talking about this view now. The story of ‘Writing is completely different).*
• “Do not use slang in your ‘Writings’.” The ‘R/L’ says.
• ‘P12’ asks another question about the differences between ‘As’, ‘Like’ and ‘Such as’.
• The ‘R/L’ answers the questions.

Time: 17:17

• Another question is about the differences between ‘Each’ and ‘Every’.
• “What is the difference between ‘Until’ and ‘Till’?” is another question.
The ‘R/L’ gives examples to make the meaning of the words clear.

The ‘PS’ start reading grammar exercises one by one.

Now, the ‘R/L’ is talking about pronunciation.

“Say ‘Telim’ instead of ‘Tell him’. Omit H” the ‘R/L’ says. (The ‘R/L’ is teaching the ‘PS’ to talk as native speakers).

As the grammar exercises go on, there appear more and more questions. This time we have geographical ones. The ‘PS’ ask about the exact meaning of the words ‘Beach’, ‘Sea’, ‘Shore’, ‘Coast’, etc. (Task based).

The ‘R/L’ gives additional information about the prepositions with which each word can be used. He draws a picture to make the meaning of words clear.

The next grammar exercise raises another question. This one is expression. “What is the meaning of each colour? For example, ‘He is red’ or ‘He is blue’?” asks a student.

(The ‘R/L’ is tolerant of problems. He answers all the questions without any tiredness).

Time: 18:01

Now, we see the ‘R/L’ teaching new grammar rules in a ‘Deductive’ manner.

As usual he gives the usage too and the ‘PS’ are taking notes.

Whenever there is any similarity or difference the ‘R/L’ does not answer it immediately. He asks the ‘PS’ to think and also to talk about it. (Problem solving).

Time: 18:30

“Now, you all should develop a letter and read it orally in the class.” says the ‘R/L’.

(There are questions about ‘Writing’ techniques. The ‘R/L’ does not answer the questions now. He will answer them after he corrects the letters and the ‘PS’ read their letters orally. Then, there will be group correction may be).

As we go on we see there will be more and more questions. They become more detailed too. This means ‘Learning’. The ‘PS’ ask questions about even geographical areas. They look curious. The most problematic area in ‘Writing’ activities is the case of ‘Grammar’. In this session the ‘R/L’ devotes more time to the grammatical problems. So, what about the techniques

BREAK
The participants’ viewpoints in the beginning sessions

The points that were conveyed to the note-taker by the participants (Of course, secretly and in the break time). Each circle shows one participant

- There is no joking in the class. We do not laugh most of the time and teacher does not make us smile, I think his smile at the time of his teaching is somehow artificial not natural, teacher is too mush serious. I do not understand some points because teacher speaks English all the time. Speaking Farsi is sometimes necessary to make the point clear.

- I see no progress in my level of knowledge. I feel like a ‘Lab. Rat’. (The student highlighted this special word and told the note-taker to use this special word when she is conveying the criticisms to the teacher).

- What I see is that this class is an intermediate class. However, an IELTS class should be an advanced class. Some points is really as easy as ‘a, b, c’ for me. (Note-taker, I think there is a problem in placement in this class. Some students are more knowledgeable than the others, so the class is tiresome for them). I do not enjoy participating in this class, we are not happy in the class, I thing knowledge is really important and our teacher is really knowledgeable, for example he writes at least 4 or 5 synonyms for a word in less than 15 seconds or he points to some details, but what is more important in teaching is how to attract the students to the new language (Note-taker, this is the matter of whole person).

The note-taker’s comments:

The students are worry about their test and they have been habituated to the Iranian system of teaching (The Moghaddam’s method is systematically different from that to which the students have been habituated in Iran).

N.B.: The above notes were taken in the very beginning sessions of the course. The participants were very immature with the course and what might go on in the duration of the course. So, their view points were premature.
Field notes  
By: Zahra Ashegh  
Sunday, 22/04/07  
Time: 17:00-21:30  

Writing and Speaking

Writing

Time: 17:00
- The ‘R/L’ has changed his dressing.
- The ‘R/L’: “Open English Grammar in Use.”
- The ‘PS’ are reading the grammar sentences one by one.
- (Teaching grammar is more and more in ‘Writing’ classes than in other classes).
- There is a discussion about the word ‘Marriage’.
- The ‘R/L’ is kidding. He asks routine questions about ‘Marriage’. He does that by using each category of the word in different sentences. (Giving examples surely facilitate learning).
- There is a structural syllabus. (Vocabulary, grammar, etc.)

Time: 17:30
- About 30 minutes has been spent on grammar.
- The ‘R/L’ hands out the last ‘Writings’.
- (There is a teaching of grammar deductively. Preview stage).
- Then, the ‘R/L’ asks the ‘PS’ to read the assigned letters orally.
- There is no correction of letters. (If the ‘R/L’ wants to correct each of them he needs enough time. But, there is no enough time to do that).

Time: 17:57
- (After listening to the letters, the ‘R/L’ starts talking about some points of ‘Letter Writing’ like; ‘The format of a letter’, ‘Dating’, ‘Abbreviations’, etc.).
- “Never explain the explained.” says the ‘R/L’.
- The ‘PS’ have questions about the differences between words ‘Attorney, Lawyer and the like’.
• (There are some cultural questions. They are interesting for the ‘PS’. We do not see acculturation in the Iranian students. Almost all of them like to know about the foreign cultures).

• There is a ‘Writing’ task for the ‘PS’.

• The ‘R/L’ mentions some points before the ‘PS’ start writing on a topic

• (At the beginning, ‘Writing’ is really difficult for the ‘PS’. But, the ‘R/L’ can make it easier by ‘Pre-writing’ activities like encouraging the ‘PS’ to discuss the topic before they start ‘Writing’. This activity gives the ‘PS’ a background knowledge with which they can write more easily. They enjoy more).

Field notes
By: Zahra Ashegh
Sunday, 29/04/2007
Time: 17:00-19:00

Writing
• (The next session is the day of midterm test to check the ‘Literacy development’ of the ‘PS’).

• The ‘PS’ open their ‘English Grammar in Use’ and start reading the sentences along with the answers one by one.

• (We see that at the beginning of the IELTS classes there is a brief practice on grammar. If there is any problem the ‘R/L’ is ready to make it clear).

• The ‘R/L’ asks ‘P8’ to elaborate on the grammatical point ‘Used to’.

• He is now elaborating on that.

• There is a discussion about ‘Used to’.

• All of the ‘PS’ participate in the discussion. They have read the point.

• The beginning of the view stage.

• We see a good ‘Literacy development’ in the ‘PS’. (They read in a good speed, they also correct their errors immediately after they make it. The ‘R/L’ enjoys it).

TIME: 17:45
• About 45 minutes of practicing on ‘English Grammar in Use’.

• Beginning of the preview stage.
(Teaching grammar deductively, ‘Direct and Indirect speech’).

(As we go on, the ‘PS’ do not sit on the chairs in a formal manner. They do not pay attention to anything except for ‘Learning’).

The ‘R/L’ is talking about the ‘Interrogative’, ‘Imperative’ and ‘Informative’ sentences in the ‘Reported Speech’.

Time: 18:23

• Preview stage took 35 min.
• Beginning of the view stage. (The ‘PS’ use previous knowledge to show their ability).
• The ‘PS’ should open ‘IELTS 1’ and write on a topic. The allotted time is 20 minutes.
• (It is guided ‘Writing’. The book has given some information. The ‘PS’ should use the information in their ‘Writing’. They are not free to write about any topic they like either. It is not a free Writing).
• The ‘PS’ start ‘Writing’.
• 5 minutes before the end of each ‘Writing’ the ‘R/L’ alerts the time. He does that again 2 minutes before the end of that ‘Writing’ too. (He does that to make the ‘PS’ sum up their ‘Writing’).
• After that each of the ‘PS’ should read the written words, but there is no correction.

Field notes
By: Zahra Ashegh
Sunday, 06/05/2007
Time: 17:00-21:30

Writing & Speaking

Writing

• The beginning of view part of the class. (The ‘R/L’ and the ‘PS’ practice on the introduced material).
• The ‘PS’ open their ‘English Grammar in Use’.
• They should read the questions one by one and then answer each of them.
• The ‘R/L’ is walking and the ‘PS’ are reading.
• (‘English Grammar in Use’ is practiced in the most IELTS classes except for ‘Speaking’ classes).
There are corrections if necessary.

(The ‘PS’ may correct their errors themselves, ‘Self correction’. They have received enough confidence to correct themselves).

Time: 17:04

- The view part was about 15 minutes.
- The Beginning of preview part.
- The ‘R/L’ is talking about ‘Causative Sentences’. (Deductive teaching).
- There is a problem solving about the difference between ‘Have’ and ‘Get’.
- Again view part.
- The ‘PS’ continue reading the grammatical questions and answers.
- And again preview part. (The ‘R/L’ starts talking about ‘Conditional Sentences’. He then, gives the usage of them. And then, there are examples).
- (Talking Farsi is forbidden in the class, but now the ‘R/L’ asks the ‘PS’ to translate the ‘Conditional Sentences’ into Farsi to make the point clear. Talking ‘Penglish’ is very common in these kinds of sentences).
- Now, the ‘PS’ should develop ‘Conditional Sentences’. There is a discussion about the sentences too.

Time: 18:02

- The discussion lasted about 45 minutes.

Time: 18:27

- “Open IELTS 1.” says the ‘R/L’. (He likes to talk about ‘Writing’ techniques).
- He is now talking about ‘Subjective’ and ‘Objective’ questions.
- (There is a ‘Writing’ task which is ‘Guided’ and ‘Objective’ ‘Writing’. It means that all the ‘PS’ have the same data and information. And, they cannot enter their ideas and opinions in the ‘Writing’. It is ‘Descriptive writing’. They should elaborate on one thing).

Time: 17:50

- The ‘PS’ have some time to write on the task.
• The ‘R/L’ is walking and he mentions some points when he is taking a look at the participants’ papers.

Break

Speaking

Time: 19:30

• The ‘R/L’ hands out the test of the midterm and also the pre-tests.
• The ‘PS’ are comparing their two tests to see whether there is any progress in their scores.
• The ‘R/L’ starts talking about the process of development and progress.
• The ‘R/L’: “I see a great jump everybody has done.”
• ‘P8’ is on the whiteboard.
• The ‘R/L’: “What is the reason of our jump in the ‘Writing’ and ‘Reading’ skills?”
• ‘P8’: “I think practice plays the main role in the progress of the ‘PS’. We should practice and practice.”
• ‘P9’: “I think, we do not speak about the functional and necessary topics. The ‘PS’ like to speak about the most functional and necessary topics by which they can communicate in the society.”
• The ‘R/L’ starts talking about some points of the IELTS examination.
• He then, talks about IELTS as a goal or as an instrument for each of the ‘PS’.
• (Mr. Moghaddam believes in the method in which the ‘PS’ practice by themselves and the ‘R/L’ guides them just, and the student is responsible for his or her leaning. He says that the ‘R/L’ is not responsible for the ‘PS’ learning or not learning, practicing or not practicing. The ‘R/L’ gives the way and the student should continue it).
• ‘P9’: “We have limitation of time. We have no time to go after the knowledge. What is important for us is the score by which we can go to Australia. You should explain our errors and mistakes immediately after we make a mistake. We have no time, no time. Give us the most essential parts of the IELTS exam like those we need them like how to interview and how to answer the interviewer in IELTS.”
• The ‘R/L’: “About the first question I mean ‘Limitation of time’ and ‘Necessity of high scores for immigration’ I should say that thinking about the score just is not good at all. You should think about your skills and the improvement you can make. And, about
another point, ‘Limitation of time’ I should say that this is the time you have. You should manage your time of studying and also practicing, of course if you like to improve and get a high score. Giving the main points of IELTS, I am doing that. All the information I teach you are the main points of IELTS. But, pay attention that the IELTS tests are authentic and not predictable. The questions are new. I cannot give you the topics and the questions, because nobody knows them. You should empower your skills to be successful in the test. This is the only way. And, about the second question I mean, I know you have time limitation, but do you like me to give you a fish or teach you how to fish?”

- ‘P9’: “I necessarily need a fish to pass the exam, please give me just that fish. There is more time to learn how to fish.”

- The students’ anxiety about the test-specific practices and techniques has also been noticed in previous studies (Hogan, 1992). But, it has been suggested that teaching specific techniques and test practice materials “can never be a substitute for basic reading and writing skills practice and teachers should strenuously resist pressure from students who argue that they can worry about surviving at university after they have gained a place there” (Hogan, 1992, p. 15).

- *(At last, the ‘R/L’ asked the ‘PS’ to practice more and more and see the result.*
Appendix F

Classroom literacy events: Group discussions and oral reports

Phase 1
Lesson: For & Against
Genre: Argumentation
Day and Time: Wednesday, 20:00-20:30
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 12
Number of the participants in each group: 4
Topic: “World governments should conduct serious campaigns against smoking”

287 R/L: …. Now, you have 10 minutes time to do a ‘Silent Reading’. Then, you will have group discussion. … So, read this lesson 2 in 10 minutes time, and then we will have group discussion about 10 minutes, ‘Lesson 2’.
288 R/L: …, time’s finished. Now, I would like you to form 3 groups of 4 or 5. So, change the format of your sitting. …
289 R/L: …. Now, we want to speak about for and against ‘Smoking’ …. So, who is going to speak against ‘Smoking’ in your group? …
290 P10: Increase, increase.
291 P4: Decrease.
292 P12: Ah… too many tax…
293 P3: Tax?… very expensive. This is very expensive. If, if …um… smokers… smokers, get in… ah… increase.
294 P4: Decrease?
295 P10: Increase.
296 P3: Decrease.
297 P4: Decrease?
298 P3: Decrease.
299 P4: She (P3) is against top…this topic, and I am agree with this topic and he (P12) is also agree. And you (to P10)?
300 P10: Um…, I don’t think, huh, hah, heh, hnh…
P3: Huh, hah, heh, hnh, … she (P10) is with us. Huh, hah, heh, hnh…
(illegible).

R/L: Please, speak up.

P12: Huh, hah, heh, hnh.

R/L: (To P10 and P3) Would you like to defend ‘Smoking’…defend
‘Smoking’?

P10: Sorry?

R/L: Defend ‘Smoking’? Okay? So, what is good about it? Okay? Defend it?
And, you (P3) also defend it? You (P4) speak against, against ‘Smoking’? And,
you (P12) speak against?

P4: Against?

R/L: You, you like to speak for ‘Smoking’? You like ‘Smoking’?

P4: Nooo!

R/L: Okay, so against ‘Smoking’?

P4: Ye, so I agree with this topic…

R/L: Okay, so you two (P4 and P12) disagree, Okay?

P12: Ye.

R/L: And, you two (P3 and P10) agree?

P3: (To P4 and P12), you, you guys against and we, we disagree.

R/L: Disagree, you wanted to …, okay, go on, go on, continue please…,

P4: Okay.

R/L: Okay, go ahead.

P3: Um…(illegible), ah.

P12: Ah…(illegible) if someone uh…, for example make up film uh… they
can’t decide uh… to about smoke, smoke, uh… they show on movie…ye.

P3: Movie?

P12: Uh, movie, ye.

Ps: Uh…movie, movie, ye.

P3: Because, they show on movie…?

P12: Movie from actors.

Ps: Ohh…, ye…ye.

P3: There are many actor, actors from TV, actors smoke in on the TV. So,
oh… many, many [child…
425

328 P10:   Oh…ye…]
329 P3:    Many child…[children…
330 P4:    …they can follow them.]
331 P3:    Ye, many, many children, so they watching [them…
332 P12:  You mean…?]  
333 P3:    Ye, [so…
334 P4:    They follow them.]
335 P10:  Ye, they following them.
336 P12:  Some, some young guys, ah…, when, when watch the movie or TV, they  
        thought uhum, [whaoo…
337 P10:  It’s a nice…]
338 P12:  Nice, ye…, they try to [smoke…
339 P3:    Ye, they, they try to smoke. Ye, nice to try.
340 P10:  Ye, nice to try.]
341 P4:    I totally disagree with smoking, because ah…, it, if ah… people ah… do  
        smoking keep constant so, they make ah… some diseases like a big disease  
        like a [cancer…
342 P3:    Cancer?
343 P4:    Ye, cancer…
344 P3:    Nooo…I, I, lung cancer you mean?
345 P4:    Ye.
346 P3:    Uh, but it depends on the [person…
347 P10:  Ye, ye…]
348 P3:    My father smokes and he doesn’t have cancer, [ye…
349 P4:    How much does he smoke?
350 P3:    No, no as I totally disagree, because…um, very old people for long time  
        smoking, but, uhm never die, just depends on, ye depends [on …
351 P10:  Uhm…]
352 P12:  Uh, ye, ye, it depends on your body, your [health…
353 P4:    But, yah, but [it…
354 P3:    It is nice…
355 P4:    But, is it nice to hurt…?]  
356 P3:    It’s quite smoking and diseases are quite different.
357 P4:    But, it, it might [sometime…
P10: Yeh…]
P4: …some people yeh, mostly who are smokers, they uh, mostly, mostly have trouble with cancers and uh big disease.
P3: Ah…Um.
P12: Um…um.
P4: I, I think government had to make the rules for the smokers and, and if it is prohibitions on the smokers, so ah, so, we can keep our environment clean also. Because of [smoking…
P10: Um…]
P4: Because of smoking we can see our children even they cannot uh… do the smoking still he can effected by the smoker.
P3: Um…
P10: But, the [environment…?
P4: If the environment keep constant the smoker, so…
P3: Um…they try to vary from each, to… the person…
P4: So, government, so the government also had to ah…tobacco tax.]
P12: [Ah…
P4: On the ye also…
P10: So, they say the the cigarette is for just to get the tax?]
P4: No, I mean smoking should be banned by the government. Is not allowed the same. We can see ah in some area we can see smoking is not allowed.
P3: Ah… if I, if I smoke, I, I should pay, pay for government, it is not fair, because I am free, as mother, I’m free. It isn’t fair [just…
P10: Cau…
P4: Uh…
P10: Because], cigarette fee is the for the tax used for some public ah…place, some public nature, some public things, so it could be have to public service [um…
P3: Ye…
P10: Um…
P3: Ye…
P12: Ye, um
Ps: Hah, huh, heh, hnh.]
P12: If I, if I smoking now ah…it, it, it cost a cigarette, cigarette cost expensive more [smoking…

P3: Do you smoke?

P12: Ye.]

P10: More expensive?

P12: Ye.

P4: And, you can see on the cigarette package ah there was something written um…like a death head. Including every package we see this. There was written a little… that you must…. In the pocket cigarette pocket also there was written may be death ah something like that. So, it include, it’s, it increase ah… it increase ah disease. Also, may be death.

P10: (To P3) So, do you agree?

P3: Why angry? I’m not angry.

P10: Agree, agree, agree, not angry.

P3: No, I’m not angry.

Ps: hah, huh, heh, hnh.

P10: Agree, agree, agree?

P3: No, I don’t agree… . Why do I agree? It depends on [people…

P10: So, it could influenced to someone, uh…people’s health. But, depends, but it cannot to uh…push the people, the government cannot push the people ah…. It’s task to just the people know about the how to banned cigarette, so I think, they can control by themselves, by [themselves…

P12: Ye…

P10: …not force of the others, the others…

P12: Ye.

P4: …the government had to make the rules like in some places there must be prohibitions for the smokers.

R/L: Now, it’s time for spokespersons to report to the class what you discussed and what you concluded.

P4: Conclude?

R/L: Yes, what you discussed and what you concluded.

P3: We couldn’t make conclusion, just discussion in this group.
Report back

P4: Ah… people in this group think there is, ah, no prohibitions on smoker, because they want to freedom. But, ah… some people think the government must be in some places, because of the, ah… most of the smokers children can also, children can also they even still they cannot they didn’t ah… smoke still they, ah get influenced by ah… smokers. And, also womans and also ah,… So, government have must have to government must have to make a decision about them first. And, they must have to pay tax also have to make the rules for the smokers because on the, ah, ah… cigarette pocket also there was written something like ah can be disease. So, if ah… smoker keep constant to smoking, so may be in future life they will, they will invite disease.

Transcription of ‘For & Against’ group discussions about ‘Fashion’

Phase 2
Lesson: For & Against
Genre: Argumentation
Day and Time: Friday, 11:20-11:50
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 12
Number of the participants in each group: 4
Topic: “new fashions in clothing are created solely for the commercial exploitation of women”

R/L: … By now you are familiar with the rules of doing these small group discussions. There is a topic here for today. You know what is meant by hortatory, what is meant by analytical argumentation, discussion, exposition. I’ve already talked about these things. Now, this is about “new fashions in clothing are created solely for the commercial exploration of women” that is your topic.

PS: (X) (talk between the participants unreadable)

R/L: Pardon!

Ps: What is soley?

P4: What is soley?
‘Solely’ means [only. Okay?

Ps: Only.]

P12: Only.

P4: Only?

R/L: Ye, now, P4 and P12 you are in one group and P3 and you…

P12: P10.

R/L: P10.

P12: P10.

R/L: P10, you are in one group, but it is up to you to decide whether to talk for it or against it. So, one group decides to talk ‘for’ it and one group ‘against’ it. Alright? And then, the same as we have already done, you’ll get engage to do your, ah… argumentation. Ah, first of all you decide whether you do an analytical or hortatory. Alright? So, you’ve got 5 minutes to read the text silently first. And then, don’t forget to take a look at the argument key words and the counter argument key words as well. So, 5 minutes t read it silently. Start now please.

The participants get engaged in reading the text silently for about 5 minutes.

Time for reading is up. Please, in your small group discussions negotiate and decide about taking up a stance or position as who is going to talk ‘for’ the topic and who is going to talk against the topic. Alright? Now, start please negotiating about taking up your positions. Go ahead please. Please, speak up so everybody can hear you when you are talking.

P12: Hah, huh, heh, hnh.

R/L: Ah, no, do not.

Some of the participants speak in their first language, so the instructor invites them to speak English.

Speak in English, please.

The instructor invites the participants in the selected group to confirm their positions.
(To two of the participants) are you against ‘fashion’? So, you are against fashion?

No, ‘for’.

‘For’ so, ‘for’ ‘fashion’? Against ‘fashion’?

What about you two?

Against.

You are all against ‘fashion’?

Ye.

Ah, alright, okay, then it should, may be ‘analytical’.

For.

For, for the topic?

Agree on ‘new fashion, we all agree.

Did, did you understand the topic? You, what does exploitation mean?

Hah, huh, heh, hnh, I’ve got in mind. But, I cannot explain.

Hah, huh, heh, hnh.

What does exploitation mean to you?

%X%, (X).

Did you check the meaning of exploitation? To exploit, exploitation.

Create.

Exploit, exploit.

Take in.

Um?

Take in.

Take umm advantages, um.

I disagree.

Um, to make advantage, to misuse something.

Yes, misuse.

Misuse something, alright? So, this topic means that, “fashion is only”, to misuse women, to take advantages of women.

Um

Okay? So, some of you may be agree with this topic. Some of you may be disagree.
P10: Yeh.
P12: Ahhh...%x% Ahhh. Not totally. Oh we, we think of the designers almost try to make (X)...
P12: Someone ah nowadays, someone can use, they make up, yeh.
P3: It is some one’s just make ah people they are more beautiful, or handsome. So, it doesn’t make anything compulsory.
P4: Yes, this topic is only that new fashion is only not for women not the fashion of the men.
P10: I think that fashion make people more beautiful and more confident. When they have, when, when they are standing in front of another people.
P4: Do you think it is for exploiting/
P10: Yes.
P3: May it is for more confidence.
P12: Hah, huh, heh, hnh. (15 sec) may be all shops are for women.
P10: Are you sure?
P12: If you [want
P10: Shoping, shoping
P12: So, if you want to more shop
P10: For clothes.
P12: Yes, yes, I can’t, I couldn’t choice. I can’t choice
Ps: hah, huh, heh, hnh
P12: Understand?
P3 & P4: No, hah, huh, heh, hnh...
P12: No?
P3 & P4 & P10: hah, huh, heh, hnh
Ps: hah, huh, heh, hnh.
P4: So, they are not exploited.
P3: Yes, they feel more confidence.
P10: Hah, huh, heh, hnh.
P12: Beautiful, beautiful.
P3: No, (10 sec) alright, ye.
P12: Ah, may be all shops is for women.
P10: And, so
P12: Ah..., ye, ye, if you want to buy some cloths or you, yeh you, you, you, when you going for [shop...
P10: Buy cloths.]
P12: I couldn’t, I couldn’t, I can’t choice, I couldn’t choose, understand?
Hah, huh, heh, hnh...
P12 has a problem in selecting appropriate vocabularies and structure.

P10: Noo...
P3: Hah, huh, heh, hnh.
P12: No?
P10: Sorry.
P3: hah, huh, heh, hnh.
P10: Uh...ye if you want to buy some cloths for you, yeh, you you, when you visit cloth [shop.
P12: I can’t choose many style, ah, coat and trousers ah, ye....]
P10: So, it’s difficult to choose, ah for men, for men.
P3: For men, ye.
P12: Ye, we, we can choose just trousers or T-shirts and, ah...
P12: I can see that pink was not also purple. But, nowadays, I can see many clothes shops, I can see many kind of clothes are just purple and pink colours, ah, I think it is being normal.
P12: No, no, and, and...
P4: I don’t think so, it’s a, it’s exploitation of women, because they follow the fashion, they like.
R/L: To [what...(X)
P3: Hah, huh, heh, hnh
433

1667  R/L:   … talks of your friends.
1668  Ps:   Hah, huh, heh, hnh.
1669  P12:   And, and, on the other hands, ah, I have many different colours in, in my (X) and pink or yellow so, but, ah. But, I can’t, I couldn’t um, because, I heard, I heard that, ah some may are eager to (unreadable) are of course few people…
1670  P3:   No.
1671  P10:   No, no, no, no, no, just, just, just, I think these things are in your country…hah, [or
1672  P12:   You can see them in the street.
1673  P10:   No, no, no, no.
1674  P3 & P4:   No.
1675  P3:   You can see on TV many men wear, they, they wear pink and yellow.
1676  P10:   And, green.
1677  P12:   May be they, they…
1678  P10:   No, no, no, no.
1679  P3:   In Australia, they wear [green…
1680  P10:   Ye, ye, ye.
1681  P3:   …and] people, they can wear any colour [they like…
1682  P10:   Just ah…
1683  P3:   No, no one cares about your action.]
1684  P10:   Just ah, just in thinking, they is all things is ah about your thinking
1685  P3:   Ye.
1686  P12:   No, no, no, please, please, please, I mean was to young men
1687  P3:   And, and may be, may be we can see on television some, more, more than one show like fashion show. So, they also have men fashion.
1688  P10:   Ye,…is not only of women.

This much shows that the participants have grasped the whole idea.

1689  P3:   And, nowadays, so nowadays men have to pay attention on their clothes when they go out. They want to wear many thing to appear to some, some women they don’t care about their clothes.
1690  P12  Hah, huh, heh, hnh… yeh [of course
P10: May, many, many people are they are agree that women like men is nowadays has changed the way of life.

P12: They must wear.

P10: In nowadays…

R/L: (To P4) you are quiet?

Ps: hah, huh, heh, hnh.

P4: Hah, huh, heh, hnh.

R/L: Don’t you want to get involved in this discussion with your friends?

‘P4’ doesn’t contribute in this discussion as she used to in the previous ones. So, the instructor is surprised and talks to her to see why she is so quiet.

P4: I think this topic (X) is not for misuse of women

R/L: Okay, talk about your viewpoints.

P4: I don’t think so.

R/L: Why? Why don’t you think so? I think it is.

P4: Because…

R/L: I disagree with all. And, I think it is about exploitation of women

The instructor tries to motivate some of the participants by the use of this strategy.

P4: Noo.

R/L: Why not? Please, explain why not.

P4: Ye, because it is up to somebody to decide what they want to wear.

R/L: But, they tempt them, they tempt them by advertisements and all these things.

P3: All, all the clothes that designers, designers, they make and all women must wear, they just make for like, ah, to make some new clothes. But, it is not popular.

P12: Umm, ye…

P3: the affection is exploitation um, is just for women. (I sec) Ah…, and, I think the women, may be can have their opinion about fashion. Like ah may be this, this, this kind of cloth fit with another person not like some fat woman.
They don’t need to follow fashion. Like he said before, like ah, men nowadays they also pay attention on it’s not only, just on woman.

1711 R/L: Okay, thank you very much. Now, would you please, ah select one person among yourselves and say what you discussed and report it back to the class. Who is going to be the spokes person of their group. Okay, P2 would you talk please.

1712 P2: Ye.

1713 R/L: Go ahead.

1714 P2: This text

1715 R/L: Uhum.

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Report back

1716 P5: Talk about fashion. Fashion in many country many men that bothers in many bet, between man and woman. Woman really, really very expensive in the man, and are real more easily to buying some clothes or old fashion. And, it was ah,… the fashion long time ago…every 10-20 years….ah, for example one 98 was one kind of fashion. And, nowadays the same is they know every forty years circular, circular, circulation (X). Strongly agree.

1717 R/L: In general, what did you conclude? Do you agree on this topic or disagree?

1718 P2: Strongly agree.

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Transcription of ‘For & Against’ group discussions about ‘The space race’

Phase 3
Lesson: For & Against
Genre: Argumentation
Day and Time: Friday, 11:20-11:50
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 9
Number of the participants in groups: 4 & 5
Topic: “The space race is the world’s biggest money waster”
Time for silent reading is up. Now, would you please begin your discussion. Decide who is going to talk for or against the topic and begin your conversations.

Time’s up?

Yes.

This topic, they want, they explain about, ah, spend money, and so...

What about your position? Don’t you want to talk on the positions? Who is, ah, for the topic, who is against the topic? Who agrees with it, who disagrees with it and the rest.

Oh, topic?

Hum.

Um, spending money on the waste, on the space (unreadable) explained in the passage, or this reading part, yes? We are to look upon hunger in the instead of spending money on the [space…

Like] the other concerns, space was the study for the governmental [operation…

The] point is to spending on the places were linking the planet can live in is or shortage of oxygen something, I don’t think it takes, I don’t think [it takes…

Don’t you think] it is about our life and [the space…?

Because, I don’t think it takes short time. I, I think it takes long time to make that place suitable for living [beings…

It is] about the [space…

Yeh] there is a knowledge, yeh…

It’s about the space.

um

The knowledge of space.

Um

This knowledge is power.

What, what does that knowledge help, help us. It is [knowledge yeh…

It’s power.

Hum?

For you said.

Yeh, [Okay…
2106  P4:  Who knows about [planet…
2107  P9:  Yeh]
2108  P4:  Planet.
2109  P9:  Yeh, I believe that knowledge is power, but it become power when we, we, we use it. If we know about the moon, that’s knowledge, but I don’t think that’s power, because we don’t use it. We don’t use that, we know about the light of moon, that’s knowledge. That light help us to see in the on dark time or on night time. That’s that becomes power. I believe that knowledge is power, but it becomes power when we use that. So, I don’t know the space knowledge is helping us to live in this [world…
2110  P5:  Is this] money there to [balance…
2111  P9:  Um
2112  P5:  All of] in the poverty, the people and in the, in the space race?
2113  P9:  Yeh.
2114  P5:  So, not every money in space race to find something in [a…
2115  P10:  I disagree] with the this topic that space race is for knowledge (unreadable) it is for discovery of other planets for the problem of population on the Earth…
2116  P4:  There are other solution too the for [example…
2117  P9:  Um] yeh.
2118  P4:  Okay, there is information about also you know that we know that, that someone landed.
2119  P9:  yeh
2120  P4:  At least we know about the atmosphere. Only if we know [that…
2121  P10:  Yeh]
2122  P4:  Discredited that for the other place.
2123  P9:  You are not [arming…
2124  P5:  You cannot prevent the [summer…
2125  P4:  Who?]  
2126  P5:  On the] space something wrong we know [something…
2127  P9:  Ozone] layer you mean?
2128  P10:  We can send satellite and we can understand if something is wrong with the ozone layer and [then…
2129  P9:  The only thing that you are right in that [case…
P10: And, we can’t find solution [too…

P9: Yeh, in that case you’re right. But, I don’t think that’s good…, That’s good. I don’t think that’s good to invest money on Mars to uhh…solution, solution for problem. That’s good idea, that’s good to invest on it. But, I don’t think to invest money on Mars and the other planets will help us.

P10: We keep [that…

P9: Yeh…

P10: Um

P9: So, um

P10: To decide] to know about something is human natural…

P9: Um

P10: You, human natural want to know something that the current the current situation is not good. There are many things on Earth…

P9: You mean for ozone on the Earth?

P4: For the ozone layer.

PS: Hah, huh, heh, hnh.

P4: Another finding…

P9: Yeh, what sort of problem, global warming [and …

P5: Global] warming [and…

PS: Hah, huh, heh, hnh.

P5: That’s a problem.

P9: Oh, yes…

PS: Hah, huh, heh, hnh.

P9: It says, the article says, ah, how can the money which is invest, investing, which is invested on the space, invested on the poor people on the Earth might be big big solution in human…(unreadable)…

R/L: Does anybody want to add anything else at all?

PS: ((X)). Nodding to say ‘No’.

R/L: So, what is the conclusion?

PS: Hah, huh, heh, hnh.

P9: How do we stop it.

R/L: Okay, would you please tell us what you discussed and what you concluded as report back.
Report back

2156 P9: I said investing money on space is waste. Ah, it doesn’t help us. But, P4 says it does, because it’s knowledge. And, knowledge is power. But, if we use that power, that knowledge is good, and must be of people’s interest. Some people won’t think this. She ‘P10’ disagrees with this article. But, P5 agrees with this article, because of global warming…

(Moghaddam’s data 2007)

Small Group Discussions: identification of the exchanges and boundaries

Phase 1

Lesson: For & Against
Genre: Argumentation
Day and Time: Wednesday, 20:00-20:30
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 12 (male & female)
Number of the participants in each group: 4 (male & female)
Topic: “World governments should conduct serious campaigns against smoking”

319 P3: Erm (2 sec) (illegible), oh. [I inf s m]

320 P12: Ah (2 sec) (illegible) if someone uh (1 sec), for example make up film uh (2 sec) they can’t decide uh (2 sec) to about smoke, smoke, uh (3 sec) they show on movie (1 sec) ye. [R/I eli (starter) s h e]

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321 P3: Movie? [Ib eli h L] repeat
322 P12: Uh, movie, ye. [R inf h conf]
323 Ps: Uh (2 sec) movie, movie, ye. [F ack h rea]

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324 P3: Because, they show on movie (2 sec)? [Ib eli h n.pr] clarify
325 P12: Movie from actors. [R/I eli h e]
326 Ps: Ohh (1 sec), ye (1 sec) ye. [F ack h rea]
P3: There are many actor, actors from TV, actors smoke in on the TV. So, oh (2 sec) many, many [child… [I eli h e] (incom)
P10: Oh (1 sec) ye (1 sec)] [R ack h rea]

P3: Many child (1 sec) [children… [Ib eli h e] Re-initiation (incom)
P4: …they] can follow them. [R ack h rec]
P3: Ye, many, many children, so they watching [them...
[F ack h ref] (incomp)

P12: You mean…? ] [Ib eli h L] repeat (incom)
P3: Ye, [so… [R inf h obs] (incom)
P4: They follow them.] [F ack h ref]
P10: Ye, they following them. [F ack (pre-h) rec h e]

P12: Some, some young guys, ah…, when, when watch the movie or TV, they thought uhum, [whaoo… [I eli h e] (incom)
P10: It’s a nice (2 sec)] [R/I eli h e] (incom)
P12: Nice, ye (2 sec), they try to [smoke… [F/I eli h i]
P3: Ye, they, they try to smoke. Ye, nice to try. [F/I eli h e]
P10: Ye, nice to try.] [F ack h ter]

P4: I totally disagree with smoking, because ah (1 sec), it, if ah (1 sec) people ah (1 sec) do smoking keep constant so, they make ah (1 sec) some diseases like a big disease like a [cancer… [I inf h i] (incom)

P3: Cancer?] [Ib eli h ret] clarify
P4: Ye, cancer (1 sec) [R inf h i]
P3: Nooo (1 sec) I, I (1 sec) [F ack h prot]

P3: Lung cancer you mean? [Ib eli h ret] clarify
P4: Ye. [R inf h i]
P3: Uh, but it depends on the [person… [F ack h prot] (incom)
P10: Ye, ye (1 sec)] [F ack h rea] (incom)
My father smokes and he doesn’t have cancer, [ye…] (incom)

How much does he smoke? [R/I eli h inq]

No, no as I totally disagree, because (1 sec) um, very old people for long time smoking, but, uhm never die, just depends on, ye depends [on …] (incom) Re-initiation

Uhm…] (eng)

Uh, ye, ye, it depends on your body, your [health…] [R/I eli (pre-h) h e] (incom)

But], yah, but [it… [R ack h prot] (incom)

It is nice… [F/I eli h i] (incom)

But], is it nice to [hurt…? [Ib eli (pre-h) h ret] clarify (incom)

It’s] quit smoking and diseases are quite different. [R/I eli h i]

But, it, it might [sometime… [R ack (pre-h) h prot] (incom)

Yeh…] [F ack h rea]

…some people yeh, mostly who are smokers, they uh, mostly, mostly have trouble with cancers and uh big disease. [I eli h e]

Ah (1 sec) um. (eng)

Um (1 sec) um. (eng)

I, I think government had to make the rules for the smokers and, and if it is prohibitions on the smokers, so ah, so, we can keep our environment clean also. Because of [smoking…] [I eli h e] (incom)

Um (2 sec)] (eng)

Because of smoking we can see our children even they cannot uh (2 sec) do the smoking still he can effected by the smoker. [I eli h obs]

Um (1 sec) (eng)

But, the [environment…? [Ib eli (pre-h) h ret] (incom)

If] the environment keep constant the smoker, [so…[R/I eli h i] (incom)

Um (2 sec) [R s pre-h m] (incom)
They try to vary from each, to (1 sec) [the person…

So], government, so the government also had to ah…tobacco tax.

[Ah…

On the ye also...

So], government, so the government also had to ah…tobacco tax.

No, I mean smoking should be banned by the government. Is not allowed the same. We can see ah in some area we can see smoking is not allowed.

Ah… if I, if I smoke, I, I should pay, pay for government, it is not fair, because I am free, as mother, I’m free. It isn’t fair [just... [R/I eli h e] (incom)

Cau…

Uh...

Because], cigarette fee is the for the tax used for some public ah…place, some public nature, some public things, so it could be have to public service [um…

Ye (1 sec) [R infor h qu]

Um (1 sec) (eng)

Ye (1 sec) [F ack h rec]

Ye, um [F ack h ter]

Hah, huh, heh, hnh.] (laugh) (eng)

If I, if I smoking now ah…it, it cost a cigarette, cigarette cost expensive more [smoking…

Do you smoke? [R/I eli h n.pr]

Ye.] [F ack h rec]

More expensive? [Ib eli h ret] clarify

Ye. [R ack h ter]
390 P4: And, you can see on the cigarette package ah there was something written um (3 sec) like a death head. Including every package we see this. There was written a little (2 sec) that you must (2 sec) In the pocket cigarette pocket also there was written may be death ah something like that. So, it include, it’s, it increase ah (1 sec) it increase ah disease. Also, may be death. [I eli h e]

391 P10: (To P3) So, do you agree? [Ib eli h ret] clarify
392 P3: Why angry? [R/I eli h inq]
393 P3: I’m not angry. [F/I eli h i]

394 P10: Agree, agree, agree, not angry. [Ib ack h p] Re-initiation
395 P3: No, I’m not angry. [R ack h prot]
396 P3: hah, huh, heh, hnh. (laugh) (eng)

397 P10: Agree, agree, agree? [Ib eli h n.pr] Re-initiation
398 P3: No, I don’t agree (1 sec) [R/I inf h i]
399 P3: Why do I agree? [F/I eli h inq]
400 P3: It depends on [people… [F ack h ter] (incom)

401 P10: So], it could influenced to someone, uh (1 sec) people’s health. But, depends, but it cannot to uh (1 sec) push the people, the government cannot push the people ah (1sec) It’s task to just the people know about the how to banned cigarette, so I think, they can control by themselves, by [themselves… [I eli (pre-h) s h e] (incom)

402 P12: Ye … [R ack h rec] (incom)
403 P10: …not force of the others, the others (1 sec) [F/I eli h i]
404 P12: Ye]. (eng)

405 P4: …the government had to make the rules like in some places there must be prohibitions for the smokers. [I eli h e]
Transcription of ‘For & Against’ group discussions about ‘Fashion’

Phase 2
Lesson: For & Against
Genre: Argumentation
Day and Time: Friday, 11:20-11:50
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 12 (male & female)
Number of the participants in each group: 4 (male & female)
Topic: “New fashions in clothing are created solely for the commercial exploitation of women”

1625 P12: Someone ah nowadays, someone can use, they make up, yeh. [I eli h e]
1626 P3: It is some one’s just make ah people they are more beautiful, or handsome. So, it doesn’t make anything compulsory. [R/I eli h i]

1627 P4: Yes, this topic is only that new fashion is only not for women not the fashion of the men. [I eli (receive) rec h e]

1628 P10: I think that fashion make people more beautiful and more confident. When they have, when, when they are standing in front of another people. [I eli h e]

1629 P4: Do you think it is for exploiting? [I eli h n.pr]
1630 P10: Yes. [R inf h i]
1631 P3: May it is for more confidence. [R/I eli h e]
1632 P12: Hah, huh, heh, hnh. (15 sec) (laugh) (eng)
P12: May be all shops are for women.  [I eli h e]

P10: Are you sure?  [Ib eli h ret] clarify
P12: If you [want …]  [R/I eli h i] (incom)
P10: … Shopping], shopping  [R ack h ref]
P12: So, if you want to more shop  [F ack h ref]

P10: For clothes?  [Ib eli h ret] clarify
P12: Yes, yes, I can’t, I couldn’t choice. I can’t choice (1 sec)  [R inf h i]
P12: … Shopping], shopping  [R ack h ref]
P3 & P4: No,  [R inf h i]
P3: Alright, ye.  [F ack post-h ter]

Ps: hah, huh, heh, hnh (5 sec)  (laugh) (eng)

P12: Understand?  [Ib eli h ret] clarify
P3 & P4: No,  [R inf h i]
P3 & P4 & P10: hah, huh, heh, hnh (5 sec)  (laugh) (eng) (noding)  [R ack h i]
Ps: hah, huh, heh, hnh. (5 sec)  (laugh) (eng) (noding)  [F ack post-h ter]

P4: So, they are not exploited.  [I eli h e]
P3: Yes, they feel more confidence.  [R/I eli h i]
P10: Hah, huh, heh, hnh.  (laugh) (eng)

P12: Beautiful, beautiful?  [Ib eli h ret] clarify
P3: No, (5 sec)  [R inf h i]
P3: Alright, ye.  [F ack post-h ter]

P12: Ah, may be all shops is for women.  [I eli h e]
P10: And, so?  [R/I eli (pre-h) s h inq]
P12: Ah (1 sec), ye, ye, if you want to buy some cloths or you, yeh you, you, you, when you going for [shop…]  [F/I eli h ref] (incom)
P10: Buy cloths.]  [F ack h ref]
P12: I couldn’t, I couldn’t, I can’t choice, I couldn’t choose.  [F ack h ref]
P12: Understand? Hah huh, heh, hnh (2 sec) (laugh) [Ib eli h ret] clarify

P10: Noo (2 sec) [R inf h i]
P12: Hah, huh, heh, hnh. (laugh) (eng)

P12: No? [Ib eli h p] Re-initiation
P10: Sorry. [R inf h i]
P12: Hah, huh, heh, hnh. (laugh) (eng)

P10: Uh (2 sec) ye if you want to buy some cloths for you, yeh, you you, when you visit cloth [shop… [I eli (pre-h) rec h e] (incom)
P12: I can’t] choose many style, ah, coat and trousers ah, ye (2 sec) [R/I eli h i]
P10: So, it’s difficult to choose, ah for men, for men. [F/I eli (pre-h) s h i]
P3: For men, ye. [F ack h rea]
P12: Ye, we, we can choose just trousers or T-shirts and, ah (2 sec) [F ack (pre-h) rec h ter]

P10: I can see that pink was not (1 sec) also purple. But, nowadays, I can see many clothes shops, I can see many kind of clothes are just purple and pink colours, ah, I think it is being normal. [I eli h e]
P12: No, no, and, and (2 sec) [R/I eli h i]

P4: I don’t think so, it’s a, it’s exploitation of women, because they follow the fashion, they like. [I eli h e]
P12: And, and, on the other hands, ah, I have many different colours in, in my (X) and pink or yellow so, but, ah. But, I can’t, I couldn’t um, because, I heard, I heard that, ah some may are eager to (unreadable) are of course few people (3 sec) [I eli (pre-h) s h e]
P3: No. [R inf h i]
P10: No, no, no, no, no, just, just, just, I think these things are in your country (1 sec) hah, [or … [R/I eli (pre-h) rec h i] (incom)
P12: You] can see them in the street. [F/I inf h i]
P3: You can see on TV many men wear, they, they wear pink and yellow.

P10: And, green.

P12: May be they, they (3 sec)

P10: No, no, no, no.

P3: In Australia, they wear [green… (incom)]

P10: Ye, ye, ye.

P3: …and] people, they can wear any colour [they like…[F/I eli (pre-h) s h i]

P10: Just ah…

P3: No], no one cares about your action.

P10: Just ah, just in thinking, they is all things is ah about your thinking (1 sec)

P3: Ye.

P12: No, no, no, please, please, please, I mean was to young men.

P10: … May], many, many people are they are agree that women like men is nowadays has changed the way of life.

P12: They must wear.

P10: In nowadays (2 sec)
1698  P4:  Ye, because it is up to somebody to decide what they want to wear.

1699  P3:  All, all the clothes that designers, designers, they make and all women must
wear, they just make for like, ah, to make some new clothes. But, it is not
popular.

1700  P12:  Umm, ye (2 sec)

1701  P3:  the affection is exploitation um, is just for women. (I sec) Ah (1 sec), and, I
think the women, may be can have their opinion about fashion. Like ah may be
this, this, this kind of cloth fit with another person not like some fat woman. They
don’t need to follow fashion. Like he said before, like ah, men nowadays they
also pay attention on it’s not only, just on woman.

1702  R/L:  In general, what did you conclude? Do you agree on this topic or disagree?

1703  P8:  Strongly agree.

Transcription of ‘For & Against’ group discussions about ‘The space race’

Phase 3
Lesson: For & Against
Genre: Argumentation
Day and Time: Friday, 11:20-11:50
Duration: 30 minutes out of 120 minutes of the ‘Speaking’ session
Number of participants in the classroom: 9 (male & female)
Number of the participants in groups: 4 & 5 (male & female)
Topic: “The space race is the world’s biggest money waster”

2089  P9:  Um, spending money on the waste, on the space (unreadable) explained in
the passage, or this reading part, yes? We are to look upon hunger in the
instead of spending money on the [space… (s) m [I eli h e] (incom)

2090  P4:  Like] the other concerns, space was the study for the governmental
[operation… [R/I eli h i] (incom)
P9: The point is to spending on the places where linking the planet can live in is or shortage of oxygen something, I don’t think it takes, I don’t think it takes...

P5: … Don’t you think it is about our life and [the space…?

P9: Because, I don’t think it takes short time. I, I think it takes long time to make that place suitable for living [beings…

P4: … It is about the [space…

P9: Yeh, there is a knowledge, yeh (1 sec)

P4: The knowledge of space.

P9: Um

P4: This knowledge is power.

P9: What, what does that knowledge help, help us?

P4: It’s about the space.

P9: um

P4: The knowledge of space.

P9: Um

P4: This knowledge is power.

P9: Hum? For you said.

P4: Yeh, [Okay…

P9: … Who] knows about [planet…

P4: Yeh]

P9: Planet.

P4: Hum? For you said. Yeh, [Okay…

P9: Yeh, I believe that knowledge is power, but it become power when we, we, use it. If we know about the moon, that’s knowledge, but I don’t think that’s power, because we don’t use it. We don’t use that, we know about the light of moon, that’s knowledge. That light help us to see in the on dark time or on night time. That’s that becomes power. I believe that knowledge is power,
but it becomes power when we use that. So, I don’t know the space knowledge is helping us to live in this [world…

2111  P5:   Is this] money there to [balance?…        [I eli h n.pr] (incom)
2112  P9:   Um                                               (eng)

2113  P5:   All of] in the poverty, the people and in the, in the space race?

2114  P9:   Yeh.                                           [R inf h i]
2115  P5:   So, not every money in space race to find something in [a…

2116  P10:   I disagree] with the this topic that space race is for knowledge (unreadable) it is for discovery of other planets for the problem of population on the Earth        [I inf h obs]
2117  P4:   There are other solution too the for [example…   [R/I eli h i] (incom)
2118  P9:   Um] yeh.                                        [R inf h i]

2119  P4:   Okay, there is information about also you know that we know that, that someone landed.        [I eli (pre-h) m h e]
2120  P9:   Yeh.                                            [R/I inf h qu]
2121  P4:   At least we know about the atmosphere. Only if we know [that…

2122  P10:   Yeh.]                                          [R ack h end]
2123  P4:   Discredited that for the other place.          [F/I inf h i]
2124  P9:   You are not [arming…                         [F ack h prot] (incom)
2125  P5: You cannot prevent the [summer…               [F ack h prot] (incom)

2126  P4:   Who?]                                          [Ib eli h inq] clarify
2127  P5: On the] space something wrong we know [something…

2128  P9: Ozone] layer you mean?                           [Ib eli h n.pr] clarify
P10: We can send satellite and we can understand if something is wrong with the ozone layer and [then…]

P9: … The only] thing that you are right in that [case…

P10: And], we can’t find solution [to…

P9: Yeh], in that case you’re right.

P9: But, I don’t think that’s good…, That’s good. I don’t think that’s good to invest money on Mars to uhh…solution, solution for problem. That’s good idea, that’s good to invest on it. But, I don’t think to invest money on Mars and the other planets will help us.

P10: We keep [that…

P9: Yeh] (2 sec)

P10: Um

P9: So, um

P10: To decide] to know about something is human [natural

P9: … Um]

P10: You, human natural want to know something that the current the current situation is not good. There are many things on Earth. (1 sec)

P9: You mean for ozone on the Earth?

P4: For the ozone layer.

P5: Hah, huh, heh, hnh.

P4: Another finding…

P5: Global] warming [and…

P5: That’s a problem.

P9: Oh, yes (1 sec)

P5: Hah, huh, heh, hnh.

P5: Hah, huh, heh, hnh.
P9: It says, the article says, ah, how can the money which is invest, investing, which is invested on the space, invested on the poor people on the Earth might be big big solution in human (x) … [I eli h e]

R/L: So, what is the conclusion? [I eli h e]

PS: Hah, huh, heh, hnh (eng)

P9: How do we stop it. [R inf h i]

Abbreviations:

Eliciting: eli  Neutral proposal: n. pr  Incomplete: incom
Elicitation: e  Marked proposal: m. pr  Head: h
Informing: inf  Endorsement: end  Pre-head: pre-h
Informative: i  Terminate: ter  Post-head: post-h
Acknowledging: ack  Protest: prot  Qualify: qu
Engage: eng  Comment: com  React: rea
Reformulate: ref  Observation: obs  Inquire: inq
Marker: m  Receive: rec  Starter: s
Acquiesce: acq  Loop: l  Behave: be

Table E.1. the exchanges patterns in the small group discussions

<table>
<thead>
<tr>
<th>I: eliciting/informing</th>
<th>R/I: eliciting</th>
<th>F: acknowledging</th>
</tr>
</thead>
<tbody>
<tr>
<td>R: acknowledging/informing</td>
<td>F/I: eliciting</td>
<td></td>
</tr>
</tbody>
</table>

Subcategories of elicitation

- Inform
- Commit
- Confirm
- Agree
- Repeat
- Clarify
Description of the acts identified in the current study

The following descriptions of the identified acts in this study are based on Coulthard (1992, pp. 128-133).

**Informative**: Realised by statement or by ‘yes’ and ‘no’ items and their variants, both verbal [e.g. ’I (don’t) think so’] and non-verbal (e.g. nods and shakes of the head), for example, Table 7.14, turn, 343.

**Engage**: produced by the listener to give minimal feedback without interrupting the interlocutor. It does not realize any element of the move structure, for example, Table 7.25, Phase 3, turn, 2153.

**Marked proposal**: often realized by a question whose polarity is indicated by the interlocutor’s intonation or the following tag question. It functions to elicit agreement from the other participants, for example, Table 7.30, turn 2092.

**Neutral proposal**: often realized by a question which seeks for an answer between *yes* and *no*. It acts as the head of an *eliciting* move, for example, Table 4, Phase 2, turn 1629.

**Marker**: often realized by *um*, followed by a short pause at the beginning of any move. Its function is to mark the onset of a move, for example, Table 7.30, turn 2089.

**Protest**: realized by a statement or by *yes* and *no* items and their simple variants. It acts as the head of an *acknowledging* move. Its function is to raise an objection to a preceding utterance, in terms of its content, relevance, validity etc, for example, Table 7.14, turn 344.

**Receive**: often realized by *yes* and *no* items and their variants, or by reformulation or repetition of the previous utterance. It can be a pre-head of any move and its function is to acknowledge a preceding utterance and to indicate that the appropriate statement is forthcoming, for example, Table 7.5, turn 1627.

**Reformulate**: often realized by a statement which paraphrases a preceding utterance. It often functions as an acknowledgement of the preceding utterance. By using *reformulate*, the listener contributes his / her understanding of the previous utterance to the discussion within the current subtopic, for example, Table 7.30, turn 2093.

**Starter**: often realized by a statement as pre-head of any move. Its function is to introduce background information, to establish a common understanding, or to direct the others’ attention to the subtopic to be discussed, for example, Table 7.15, turn 2133.

**Terminate**: often realized by low-key repetition or reformulation, as an *acknowledging* move at R or F. Its function is to acknowledge a preceding utterance and to intend to terminate the current exchange, for example, Table 7.15, turn 2137.
**Endorsement:** often realized by a statement as the head of an *acknowledging* move. Its function is to elaborate on a positive response to the preceding content, for example, Table 7.15, turn 2136.

**Elicitation:** acts as the head of an *eliciting* move. It functions to elicit comment on new information or opinions and is always followed by further response, for example, Table 7.24, turn 408.

**Acquiesce:** the counterpart of *metastatement*, and often realized by *well/yes* and other items indicating assent. It realizes the head of an *answering* move in the exchange, for example, Table 7.14, turn 343.

**Comment:** realized by statement, often as the post-head of any move. Its function is to exemplify, expand, explain, evaluate one’s own utterance, or provide additional information, for example, Table 7.24, turn 409.

**Observation:** Realized by statement. Realizes the head of an informing move at I (Inform exchange). Its function is to offer ‘information’ which is already part of the shared knowledge of the participants in the conversation. In other words it has a predominantly phatic function, for example, Table 7.27, turn 2116.

**Qualify:** Realized by ‘qualified’ statement or by tentative ‘yes’ and ‘no’ items (where tentativeness is intonationally signalled) and their variants, both verbal (‘to some extent yes’, ‘no not really’, ‘well I suppose so (not)’, etc.) and non-verbal (e.g. shrugging the shoulders), for example, Table 7.15, turn 2135.

**React:** Realized by high key ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal; or by high key repetition. Realizes the head of an acknowledging move at R and/or F. Its function is to indicate positive endorsement of a preceding utterance, for example, Table 7.14, turn 348.

**Inquire:** Realized by questions which seek information as opposed to a ‘yes’ or ‘no’ answer. i.e. wh-questions and ellipted forms of these. Realizes the head of an eliciting move (except at f in Clarify and Repeat exchanges). Its function is to elicit information, for example, Table 7.14, turn 350.

**Loop:** Realized by a closed class of items: ‘pardon’, ‘what’, ‘eh’, ‘again’, and their variants, said with rising intonation. Realizes the head of an eliciting move at f in a repeat exchange. Its function is to elicit the repetition of a preceding utterance which was not clearly heard, for example, Table 7.24, turn 407.
Appendix F

NOTE:
Appendix F is included in the print copy of the thesis held in the University of Adelaide Library.
Appendix G

Prompts of the Academic Writing tasks in the 3 phases of the research

1. **Writing tasks 2, Phase 1**

You should spend about 40 minutes on this task:

**Damage to the environment is an inevitable consequence of worldwide improvements in the standard of living.**

To what extent do you agree or disagree with this statement? Give reasons for your answer.

You should write at least 250 words.

You should use your own ideas, knowledge and experiences and support your arguments with examples and relevant evidence.

Moghaddam’s notes (2008): Polarity in stance + analytical (persuading that something IS or IS NOT)

2. **Writing tasks 2, Phase 2**

You should spend about 40 minutes on this task:

**Almost three-quarters of the population of the developed world live in towns and cities, whereas around two-thirds of the developing world live in rural areas.**

**Task:**

Argue for or against the following statement:

The developed world should lead by example and not insist that aid to the Third World is used to develop rural areas.

You should write at least 250 words.

You should use your own ideas and experiences and support your argument with examples.

Moghaddam’s notes (2008): Polarity in stance + hortatory (persuading that something SHOULD BE DONE)
3. **Writing tasks 2, Phase 3**

You should spend about 40 minutes on this task:

Write about the following topic:

The number of overweight children in developed countries is increasing. Some people think this is due to problems such as the growing number of fast food outlets. Others believe that parents are to blame for not looking after their children’s health.

**To what extent do you agree with these views?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Moghaddam’s notes (2008): Polarity in stance and perspective + analytical (persuading that something IS or IS NOT)
Appendix G 1, P3, Phase 1, Atusa (pseudonym)

Writing Task 2

I think these days all of us are far from natural living. You know, for example, now we are living in luxurious and comfortable apartments, but we are far from farms or villages and... As a result, our children cannot play with animals, and plus living in the city refer to living in the village and we must cope with anxiety of this life style. We have many pollution, for example, air, sound... and etc.

We want comfortable and luxurious life style without thinking about the pollution or psychological disease. In these days we damage our environment. People have been left their house in village and are coming to the city. All of the gardens in the cities are damaged and after one, two or more years we will see there ten floors apartments.

In other points, we are noticed. The cars. Many cars in the streets are the cause of micro pollution and sound pollution in the cities like Tehran. These pollutions are damaged ozone layer in the atmosphere. We don't have natural view from our house. As a result, we are tired from living in this poison that we make it our own. All of us come from nature, therefore we cope with these problems without think about it. We want to come back the natural.
Appendix G 2, P3, Phase 2, Atusa (pseudonym)

Writing Task 2

Today... most of people live in the cities or towns. In fact, people don't remember the advantages of living at the rural. Do you ever think about living at the rural instead of towns or cities?

About three-quarters of the people in developed countries live in towns instead of this. In Third World, two-thirds of the population live in rural areas.

In rural areas, we have many advantages for living. We are close to nature when we are living in this area. We can use fresh everything in natural form. For example, food, weather, transportation. In addition to here, we have not any pollution. Like noise, sound and etc. In the rural, we don't have any mental disease like anxiety, depression and etc. Because we don't have any stress.

On the other hand, in rural areas, we have many disadvantages for living. Here, we don't have any welfare facilities for our living. For example, when we want to wash up the clothes, we don't have warm water. We don't have any luxuries like bottle, radio for transporting.

In addition to explain the rural areas, we have many...
advantages and disadvantages for living in the cities. Example for advantages of living in cities are the children can go to the educated schools. But one of the disadvantages of living here is pollutions.

Finally, in my opinion, the living in rural areas is very useful for human, but we must increase the welfare and level of living in rural areas. The developed countries must explain it to Third world's people.
Appendix G 3, P3, Phase 3, Atusa (pseudonym)

Writing Task 2

Being overweight is one of the most important problems in developed countries. Children, especially, are more than others involved with this problem. In fact, there are several reasons for overweighting children. Some factors are the number of fast foods and other factors are about the parents. They don't pay attention to children's health.

In developed countries, the number of fast food is increasing. Advertisements of fast food are present in most media. In this situation, eating fast food for children is inevitable, In addition, in addition, eating fast food can harm children's health.

On the other hand, parents are very busy. They do not have any time for preparing food, at home. They are working most of the time. They use fast food. They do not have any knowledge about this type of food. They pay attention to advertisements like their children. They do not have any report about disadvantages of fast foods. Overweight is one of these disadvantages.

In my opinion, the function of parents is very important.
They have to increase their knowledge about feeding. They must pay attention to overweighting. So, they can have a schedule for eating food in fast foods. For example, one time at the month. Then, there can exist a situation for sport and movement.

In summary, overweight can be solve with parents' function. They have to increase their knowledge about feeding, and controlling overweight of children's with presenting a program for eating, movement, etc.

I wish, the children will have a normal weight all around countries.
Writing Task 2

I believe that damage to the environment is an inevitable consequence of worldwide improvements in the standard of living, but if people want to live on the earth, then they want to have healthy children, want to be healthy, enjoy their life, want to have beautiful environment, etc., they should decrease the speed of polluting their environment and using energy.

I agree that damage to the environment is an inevitable consequence of worldwide, because in new style of living, most of our energy obtain from fossil fuel like gas, oil, and coal and also nuclear power is more dangerous than fossil fuels. Also, the growth of population cause the more use of water, air, wood, coal, gas, oil, nuclear power, and also factories should work more and... So this will cause more pollution in our environment and less mix or source of power for future.

But I believe that if we want to live on earth for a time, be healthy, have healthy children, enjoy our environment more, enjoy our life, and save the source of energy for our children for future, we should decrease the speed of polluting our environment, using energy, using nuclear power, using natural gas, and etc.
As I mentioned above, polluting our environment is actually inevitable in modern civilization. But, as we want to live healthy, have good and healthy children and etc., we should notice that it is a wrong way and we should be aware of its need back and its very bad effects. Also, we could not stop the polluting of environment but it is obvious that we can decrease its speed.
Writing Task 2

Becoming developed is a very important problem that any developing country has. In this case, living in rural and urban areas play a noticeable role. As we know, although three-quarters of the population in developed countries live in urban areas, in developing countries, this ratio is about one-third. So, the civilized countries help developing countries, but they insist on the use of aids for developing rural areas.

Living in rural and urban areas play an important role to become a civilized country, because when the population migrate to urban areas, their living become much better and they would have better training, working, and living conditions, but this migration should be planned in developing countries very carefully. For example, in our country, the high amount of migration to big cities made our capital very crowded, dirty, polluted and with bad living conditions.

Also when civilized countries help poor countries, they shouldn’t insist that they should use the help for developing their rural areas. They should release them to follow their programmes to develop their country.
As I mentioned above, urban and rural population is one of important factors to be a civilized country, and civilized countries help developing countries to improve their rural areas. But, we can easily understand that civilized countries follow their strategies to keep developing countries poor, dependent, and under civilized countries control by this kind of helping.
Writing Task 2

Obesity is a very big problem in all society, especially in civilized country in these days. But, this problem is much greater when it happens in low ages, especially in children. Some people think that this would be because of bad food systems in civilized country. For example, fast food and deviation of traditional eating systems. Others believe that it would be the parents fault who are not looking forward their children’s health. Now, I want to explain about both of these views of points.

One of the most popular eating system in civilized country is fast food. It became so popular because most people’s lack of time to spend for eating. On the other hand, it has a great influence on human health especially on children. Because, they are in growing age and this system seems to be harmful for their health. Also fast foods usually contains a great amount of sausage that make them very delicious, but make them harmful. For example, I have a niece. She is about 10 years old and although her parents are thin, she is very fat. Her doctor said it is just because of fast foods which serves in their school and lack of sport activity.
Some others blame parents in the children's fatness. I think parents should be responsible for their children's health and they should control their children's eating and activities. One of the most common problems in these days is the lack of sport activity in all ages, specially children. It is because of using computers and computer games instead of sport activity and other games. Also children are going to their schools by their parents' cars instead of going by bicycle or walking.

As a summary, I think all the points that I mentioned above are interfere with children's health and their fatness. Also we should be serious in obesity diseases which is so popular in these days, because it would influence our health and living method in future.
Writing Task 2

As the population grows up, the improvements for standard of living expand relatively. Day after day, generations improve and for response to grown up needs. We seek for new resources.

Today, living without these civilizations, device is like a nightmare. We used to use these improvements. All of us know that the pollution of environment grows up, and it will be a risk for us. But it becomes a part of our life.

In my opinion, we should set some strategies to get the benefits of recent technologies. But accordingly, we should not wait to keep our environmental safe.

One of the major hazards which now is greenhouse gas. The main reason of this problem is industrial places.

We should keep in mind that all of us are the victims of technology. As the matter of fact, we should help our government to control this problem.

Recycle of materials is one of the ways to keep the environment clean and keep the resources last longer.

Because of human beings, they are part of this environment, and our life is dependent to it. We should do our effort to keep it clean, safe and pollution free.

As an engineer in the field of pavement, I’ll do my best to reduce dirty material. Such as, use new technology for paving roads by recyclable materials. Environment needs a prompt help. Make your effort to keep it.
Writing Task 2

Now a days the majority of population in developed countries live in towns and cities but on the other hand the larger amount of population live in rural areas in developing countries. I agree that developed world should help the Third World to develop rural areas.

It is obvious that the facilities in urban areas is much better than rural areas. Also it is included in health condition and factors. So if any communicable disease happen in Third World it can be a serious hazard for developed world too. As an example, the main source at spreading HIV was found in Africa but know all the world are cope with this evil disease.

There is a famous proverb in my language which says: "You should have a large ocean to find a rare and worthy pearls." There were a lot of good students in the Third world which could not educate well only because of poor education system in their country. If they were prepared well in both physical and mental fields part of them will have a suitable chance to migrate to developed countries and undoubtedly acts as a good scientist or worker there.

As a conclusion in the reason that all human beings live in a same world and the problems of societies do not be limited in the boundaries thus developed countries should help the Third World. In this way their societies will be save and protect well. Also they can...
find many good and fresh talents in the Third World which easily fill the need of increasingly need for professional workers and scientists.
Appendix G 9, P 8, Phase 3 Arash (pseudonym)

**Writing Task 2**

The number of overweight children in developed countries is increasing. I agree that parents are to blame for not looking after their children’s health. There were many reasons that parents can do to control this increasingly obesity problem.

At first, I believe that most overweight children are breeding in families which father and mother or at least one of them is fat. It means that because the family’s common habits in feeding is not work properly so their children become fat easily. On the other hand, if the parents could omit the fast foods from their diet, they would be able to become fit.

Secondly, the majority of overweight children have a very little activity. Parents play a great role in this part. In fact, they can manage their children’s time and encourage them to do physical activities. For example, parents can easily put a routine daily exercise in families’ program. By this plan, both parents and their children could be healthy and fit.

At last, but not least, parents can negotiate with fitness advisors and asked them for help. By this, they can easily and correctly guide their children in a way that they can decrease their weight.

In this procedure, they can persuade their children with gifts and prizes...
In conclusion, although the growing number of fast food outlets is one of the reasons of children’s obesity but, the parents’ management role in family’s diet control is much more significant. Undoubtedly, parents should be very careful in their job and they must be looking after their children’s health.
Appendix H

Reproduction of P8’s three texts in the three phases
Followings are the three texts as typed based on the original hand scripts of P8’s academic writing task 2 as part of the classroom practices (for the origin hand scripts see Appendices G7, 8 and 9).

P8’s Text 1, Phase 1
As the population grows up the improvements for standard of living Expand relativly. Day after day Generations improves and for response to grown up needs we seek for new resources. Today living without these civilization device is like nightmare. we used to use these improvements. All of us knows that the pollution of Environment grows up and it will be a risk for us but it becomes a part of our life.
In my opinion we should set some strategies to get the benefits of recent technologies but accordingly we should not omit to keep our environment safe.
One of the major hazards which now is green house gas the main resource of this problem is world industrial plans. we should keep in mind that all of us are the victims of technology. As the matter of fact we should keep our government to control this problem.
Recycle of materials is one of the ways to keep the Environment clean and keep resource last loner.
Because of human biengs is one part of this Environment and our life is dependant to it we should do our effert to keep it clean safe and pollution free.
I am a Engineer in the field of pavement. I’ll do my best to reduce distroy material. Such as use new technology for paving roads by recyclable materials. Environment needs a prompt help. Make your effort to keep it.

P8’s Text 2, Phase 2
Now a days, the majority of population in developed countries live in towns and cities but, on the other hand the larger amount of population live in rural areas in developing countries. I agree that developed world should help the third world to develop rural areas.

It is obvious that the facilities in urban areas is much better than rural area. Also it is included in health condition and factors. So if any communicable disease happen in third world it can be a serious hazard for developed world too. As an example, the maim source of spreading HIV was found in Africa but know all the world are cope with this evil disease.

There is a famous proverb in my language which says “you should have a large ocean to find a Numerous worthy pearls.” There were a lot of good students in the Third world which could not educate well only because of poor education system in their country. If they prepared well in both phisical and mental fields, part of them will have a suitable chance of migrate to developed countries and undoubtly acts as a good scientist or worker there.
As a conclusion in the reason that all human beings live in a same world and the problems of societies do not be limited in the boundaries thus developed countries should help Third world. In this way their societies will be safe and protect well. Also they can find many good and fresh talents in the Third world which easily fill the need of increasingly need for professional workers and scientists.

**P8’s Text 3, Phase 3**
The number of overweight children in developed countries is increasing. I agree that parents are to blame for not looking after their children’s health. There were many reasons that parents can do to control this increasingly obesity problem.

At first I believe that most overweight children are breeding in families which father and mother or at least one of them is fat. It means that because the family’s common habits in feeding is not work properly so, their children become fat easily. On the other hand if the parents could omit the fast foods from their diet, they would be able to become fit.

Secondly, the majority of overweight children have a very little activity. Parents play a great role in this part. In fact they can manage their children’s time and encourage them to do physical activities. For example parents can easily put a routine daily exercise in families program. By this plan both parents and their children would be healthy and fit.

At last but not least, parents can negotiate with fitness advisors and asked them for help. By this they can easily and correctly guide their children in a way that, they can decrease their weight. In this procedure the can persuade their children with gifts and prizes.

In conclusion, Although the growing number of fast foods outlets is a one of the reasons of children’s obesity but, the parent management role in family’s diet control is much more significant. Undoubtedly parent should be very careful in their job and they must be looking after their children’s health.

**Analysis of P8’s Writing Task 2 in Phases 1, 2 and 3 of the study**
Following is an analysis of ‘Writing’ tasks as developed by P8 in the study which were selected randomly for the purpose of the data analysis. The first ‘Writing’ task was developed in the first day of the research. It was considered both as means of evaluation of the participant’s level of English knowledge in terms of ‘Writing’ skills, and for the purpose of the needs analysis. The second ‘Writing’ task was developed at nearly the mid of the study that is after nearly 60 hours of classroom instructions and activities. And, the third one was produced at almost the end of the research project that is after nearly 112 hours out of 120 hours of classroom instructions and activities. They were considered for the purpose of analysis to identify and to describe the probable changes in literacy and its nature.

In analysis of the ‘Writing’ tasks, I examined the extent of the use of linguistic resources to identify and to describe the features and the nature of the experienced literacy.
### Table H.1. P8’s writing tasks in phases 1, 2 and 3, (2007)

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>As the population grows up the improvements for standard of living Expand relativly. Day after day Generations improves and for response to grown up needs we seek for new resources. Today living without these civilization device is like nightmare. we used to use these improvements. All of us knows that the pollution of Environment grows up and it will be a risk for us but it becomes a part of our life. In my opinion we should set some strategies to get the benefits of recent technologies but accordingly we should not omit to keep our environment safe.</td>
<td>Now a days, the majority of population in developed countries live in towns and cities but, on the other hand the larger amount of population live in rural areas in developing countries. I agree that developed world should help the third world to develop rural areas.</td>
<td>The number of overweight children in developed countries is increasing. I agree that parents are to blame for not looking after their children’s health. There were many reasons that parents can do to control this increasingly obesity problem.</td>
</tr>
<tr>
<td>Main body</td>
<td>It is obvious that the facilities in urban areas is much better than rural area. Also it is included in health condition and factors. So if any communicable disease happen in third world it can be a serious hazard for developed world too. As an example, the main source of spreading HIV was found in Africa but know all the world are cope with this evil disease.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is a famous proverb in my language which says “you should have a large ocean to find a numerous worthy pearls.” There were a lot of good students in the Third world which could not educate well only because of poor education system in their country. If they prepared well in both phisical and mental fields, part of them will have a suitable chance of migrate to developed countries and undoubtly acts as a good scientist or worker there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At first I believe that most overweight children are breeding in families which father and mother or at least one of them is fat. It means that because the family’s common habits in feeding is not work properly so, their children become fat easily. On the other hand if the parents could omit the fast foods from their diet, they would be able to become fit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondly, the majority of overweight children have a very little activity. Parents play a great role in this part. In fact they can manage their children’s time and encourage them to do physical activities. For example parents can easily put a routine daily exercise in families program. By this plan both parents and their children would be healthy and fit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At last but not least, parents can negotiate with fitness advisors and asked them for help. By this they can easily and correctly guide their children in a way that, they can decrease their weight. In this procedure the can persuade their children with gifts and prizes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accordingly we should not omit to keep our environment safe. One of the major hazards which now is green house gas the main resource of this problem is world industrial plans. we should keep in mind that all of us are the victims of technology. As the matter of fact we should keep our government to control this problem. Recycle of materials is one of the ways to keep the Environment clean and keep resource last loner. Because of human beings is one part of this Environment and our life is dependant to it we should do our effort to keep it clean safe and pollution free.

I am a Engineer in the field of pavement. I’ll do my best to reduce destroy material. Such as use new technology for paving roads by recyclable materials. Environment needs a prompt help. Make your effort to keep it.
As a conclusion in the reason that all human beings live in a same world and the problems of societies do not be limited in the boundaries thus developed countries should help Third world. In this way their societies will be safe and protect well. Also they can find many good and fresh talents in the Third world which easily fill the need of increasingly need for professional workers and scientists.

In conclusion, Although the growing number of fast foods outlets is a one of the reasons of children’s obesity but, the parent management role in family’s diet control is much more significant. Undoubtedly parent should be very careful in their job and they must be looking after their children’s health.

The rubrics and the texts-appropriateness of the level of the rubrics/prompts
Observation of the rubrics/prompts (for the prompts see App. G) of the three selected tasks showed that their levels were appropriate for an undergraduate or a post graduate participant. The essays were rated by an accredited rater of the testing centre (the site). The first essay was rated as band score 5, which was deemed as an appropriate level to participate in the course. This level was evident that the participant was able to make sense of the tasks in general and was able to develop relevant content.

Comparison of the texts in surface
The latter essays were rated by the same rater at an average level of 6+ to 6.5 which showed a general improvement in the participant’s literacy. Change in literacy may be identified by different means. One of the tools for a general comparison of texts is known as observation of the differences in lexical density.

Lexical density
Analysis of P8’s texts (Table H.1) indicated an apparent rise in the second phase followed by a drop in the third phase. That is he experienced a rise in his ‘total words’ from 234 words in phase 1 to 264 words in phase 2 followed by a fall to 261 words in phase 3. Also, with 106 lexical words in phase 1, P8’s lexical words rose to 125 words in phase 2, but dropped to 118 words in phase 3. So, his lexical density which was 45% in phase 1 rose to 47% in phase 2, but fell back to 45% in phase 3. This means that he (a) produced overall 30 more words in text 2 and 27 more words in Text 3 in comparison to Text 1, (b) developed 19 more lexical words in Text 2 and 12 more lexical words in text 3, and (c) promoted the lexical density by 2% in text 2 but to 0% in Text 3 in comparison to Text 1 and fell 2% in comparison to text 2.
So, in order to provide more insights analysis of texts in higher order discourse and the extent of the use of linguistic resources were deemed necessary.

The findings demonstrated that despite the drawback in terms of lexical words and lexical density, the writer had experienced literacy to (a) develop a clearer and more conventionally structured introduction and main body, (b) develop conclusions in Texts 2 and 3, and (c) provide the reader with more semantically and syntactical appropriate grammatical and topic relevant clauses.

**The general structure: observation of genre/staging and organization (text 1)**

A primarily analysis of P8’s writing task (Text 1) in phase 1 (Table H.2) signals an exposition genre, but it does not signal a clear style. The style however may implicitly be considered as ‘hortatory’, for example the first sentence of the second paragraph of the ‘Introduction’:

> In my opinion we should set some strategies to get the benefits of recent technologies…

And, the fifth line of the main body,

> Because of human begins is one part of this Environment and our life is dependant to it we should do our effort to keep it clean safe and pollution free.

The writer persuades that something should be done (i.e. hortatory) otherwise, to a greater extent the style sounds analytical.

The ‘Introduction’ includes ‘Orientation’, ‘Primary position’ and ‘Preview’ subsections, but they are unconventional in content. The reason for this situation is, because firstly the text provides an inappropriate ‘Orientation’ in which the theme angles to a different social purpose (“population growth”) from that of the topic (“world wide improvement in the standard of living”). Secondly, ‘Preview’ has preceded the ‘Primary position’, and finally the writer has also personalized the text by the overwhelm use of the first person pronoun (singular and plural).

The main body is to some extent conventional in a sense that it relatively follows the sequencing of putting forward a point and then elaborating on it. But, the text lacks a ‘conclusion’.
<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 1</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>As the population grows up the improvements for standard of living expand relatively. Day after day generations improve and for response to grown up needs we seek for new resources. Today living without these civilization devices is like nightmare. We used to use these improvements. All of us knows that the pollution of environment grows up and it will be a risk for us but it becomes a part of our life. In my opinion we should set some strategies to get the benefits of recent technologies but accordingly we should not omit to keep our environment safe.</td>
<td>In appropriate ‘orientation’, (inappropriate) + Preview. + Primary position</td>
</tr>
<tr>
<td>Main body</td>
<td>One of the major hazards which now is green house gas the main resource of this problem is world industrial plans. We should keep in mind that all of us are the victims of technology. As the matter of fact we should keep our government to control this problem. Recycle of materials is one of the ways to keep the environment clean and keep resource last longer. Because of human beings is one part of this environment and our life is dependant to it we should do our effort to keep it clean safe and pollution free. I am an engineer in the field of pavement. I’ll do my best to reduce destroy material. Such as use new technology for paving roads by recyclable materials. Environment needs a prompt help. Make your effort to keep it.</td>
<td>Point 1 + elaboration Point 2 + elaboration Point 3 - elaboration Elaboration 1 + elaboration 2. Point 1 (Self reflection) + Point 2 + Elaboration + Conclusion. (imbedded in the main body)</td>
</tr>
<tr>
<td>Conclusion</td>
<td>(Total words: 234) (Lexical words:106) (Lexical Density: 45%)</td>
<td>Reinforcement. Restatement of the primary position</td>
</tr>
</tbody>
</table>

Nominalization
Except for very few occasions (e.g. “Recycle of materials” line four, main body) the text lacks nominalization making it look less of academic nature.

Cohesion
The writer has utilized a number of linguistic resources to some extent to observe cohesion in the text. Following I will provide some information to explain the kind of the linguistic resources and the extent of their application in the text.

Reference
Examination of P8’s Text 1 shows absence of ‘Reference’ for intersentential cohesion. However, in occasions P8 has used ‘Reference’ to observe cohesion in clause complexes in the main body.
**Informational words cohesion/lexical cohesion**
Analysis of P8’s Text 1 also indicates a minimal observation of lexical cohesion. This aspect is observable more intrasentential rather than intersentential.

**Conjunctions**
Except for one occasion (“As the matter of fact”, line 2, main body) the use of conjunctions for observing cohesion is absent. But, conjunctions have been used in clause complexes to some extent.

**Unity**
Observation of the text shows partial violation of unity. The text either in the ‘Introduction’ or in its ‘Main body’ does not demonstrate a cause and effect link between “damage to the environment” as a result of “worldwide improvements in the standard of living” as advanced in the topic.

As the population grows up the improvements for standard of living Expand relativly.

This ‘Orientation’ in the ‘Introduction’ section is irrelevant to the rubric. The second paragraph however is partially relevant as it talks about benefiting from technologies while keeping “environment safe”.

The first paragraph of the main body is also fairly related to the topic, but the rest of the main body strays away from the social purpose of the rubric.

**Participants**
Except for few occasions the text is personalized, for example the following excerpts:

“…we seek for new resources.”
“we used to use these improvements.”
“All of us knows that the pollution of Environment grows up and it will be a risk for us but it becomes a part of our life.”
“we should do our effort to keep it clean safe and pollution free.”
“I am a Engineer in the field of pavement.”
“I’l do my best to reduce distroy material.”

**Topic related lexis of P8’s Text 1**
Investigation of P8’s Text 1 resulted in identification of some topic related lexis as shown in 3 different columns titled ‘Damage to the environment’ and ‘Worldwide improvement in the standard of living’ and ‘Supports/reasons’ in Table H.3 as follows.
Table H.3. Topic related lexis of the text 1

<table>
<thead>
<tr>
<th>Damage to the environment</th>
<th>Worldwide improvement in the standard of living</th>
<th>Supports/Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pollution of Environment keep our environment safe greenhouse gas keep the environment clean keep resources last longer do our effort to keep it clean safe and pollution free do my best to reduce destroy material Environment needs a prompt help Make your effort to keep it</td>
<td>the improvements for standard of living these improvements the benefits of recent technologies world industrial plans use new technology</td>
<td>we seek for new resources it will be a risk all of us are the victims of technology Recycle of materials human beings one part of this Environment</td>
</tr>
</tbody>
</table>

Observation of P8’s Text 1 indicates that the candidate has been able to communicate with the topic reasonably and partially decode the rubric. But, P8 does not seem to have made sense of the social purpose of the topic as prompted.

**The general structure: observation of genre/staging and organization (Text 2)**

Analysis of P8’s Text 2 demonstrates adoption of an argumentative genre with an analytical style to a greater extent (Table H.4). But, the whole text does not indicate an appropriate relevance to the social purpose of the rubric and the task. This may suggest the possibility that the candidate has not made sense of the rubric appropriately at that stage. However, apart from the lack of preview (in Introduction) and deviation from the social purpose of the topic, the participant has observed academic conventions for the development of such genre and the style to some extent. The candidate has utilized a number of lexico–grammatical resources and has included a marked conclusion.

Table H.4. P8’s ‘Writing’, 04/05/2007

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 2</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Now a days, the majority of population in developed countries live in towns and cities but, on the other hand the larger amount of population live in rural areas in developing countries. I agree that developed world should help the third world to develop rural areas.</td>
<td>The issues (partial orientation) Primary position - preview</td>
</tr>
</tbody>
</table>
It is obvious that the facilities in urban areas is much better than rural area. Also it is included in health condition and factors. So if any communicable disease happen in third world it can be a serious hazard for developed world too. As an example, the main source of spreading HIV was found in Africa but now all the world are cope with this evil disease.

There is a famous proverb in my language which says “you should have a large ocean to find a numerous worthy pearls.” There were a lot of good students in the Third world which could not educate well only because of poor education system in their country. If they prepared well in both phisical and mental fields, part of them will have a suitable chance of migrate to developed countries and undoubtedly acts as a good scientist or worker there.

As a conclusion in the reason that all human beings live in a same world and the problems of societies do not be limited in the boundries thus developed countries should help Third world. In this way their societies will be safe and protect well. Also they can find many good and fresh talents in the Third world which easily fill the need of increasingly need for professional workers and scientists.

(Total words: 264), (Lexical words:125), (Lexical Density: 47%)

Unity
As discussed briefly, the unity has been violated resulting in the absence of a relevant discussion to the topic.

Coherence
The text is partially coherent. For example, the second paragraph of the main body does not seem to be directly related to the rest of the text.

Participants
Unlike text 1 there is no sign of personalization of the participants. The use of impersonal participants signals some promotion to some extent.

Cohesion
P8 has observed some linguistic resources (e.g. reference) to observe cohesion in his text 2. He has also demonstrated an extent of control over lexical cohesion in this regard.

Reference
The use of occasions of the third person personal pronouns and definite article and demonstrative pronouns indicate an extent of literacy development in this respect.

Informational words/lexical cohesion
Because of the apparent deviation from the social purpose of the topic, lexical cohesion has not been observed as such. Otherwise, P8 has shown an extent of control over lexical cohesion across clauses in Text 2.
Nominalization
P8 has also demonstrated an extent of literacy development in terms of observing nominalization in Text 2. For example, in lines 1 and 2 of the ‘Introduction’:

“…, the majority of population in developed countries live in towns and cities but, on the other hand the larger amount of population live in rural areas in developing countries.

And line 1 of the ‘Main body’:

It is obvious that the facilities in urban areas is much better than rural area.

Topic related lexis of P8’s Text 2
Investigation of P8’s Text 2 demonstrated the use of some topic related lexis as shown in four different columns titled ‘Developed World’ and ‘The Third World’ and ‘Living in towns and cities’ and ‘Living in rural areas’ in Table H.5 as follows.

<table>
<thead>
<tr>
<th>Developed World</th>
<th>The Third World</th>
<th>Living in towns and cities</th>
<th>Living in rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>developed Countries</td>
<td>developing countries</td>
<td>towns and cities</td>
<td>rural areas</td>
</tr>
<tr>
<td>developed world</td>
<td>the third world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>developed world</td>
<td>third world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>developed Countries</td>
<td>third world</td>
<td>urban areas</td>
<td>rural areas</td>
</tr>
<tr>
<td>developed Countries</td>
<td>third world</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This observation indicates that P8 has understood the topic in general. But, his line of discussion in the text shows a lack of appropriate communication with the specific social purpose of the rubric. Analysis also indicates a very low use of informational words at this stage.

P8’s text 3
Analysis of P8’s Text 3 (Table H.6) as developed at nearly the end of the study is reviewed as follows.
### Table H.6. P8’s ‘Writing’, 15/06/2007

**Generic structure/framework of an argumentation ‘Writing’ task (cf. Knapp & Watkins, 1994; Mickan & Slater 2003; White, 2006)**

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 3</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>The number of overweight children in developed countries is increasing. I agree that parents are to blame for not looking after their children’s health. There were many reasons that parents can do to control this increasingly obesity problem.</td>
<td>The issue (exact copy from the topic) + Primary position + Point</td>
</tr>
<tr>
<td><strong>Main body</strong></td>
<td>At first I believe that most overweight children are breeding in families which father and mother or at least one of them is fat. It means that because the family’s common habits in feeding is not work properly so, their children become fat easily. On the other hand if the parents could omit the fast foods from their diet, they would be able to become fit. Secondly, the majority of overweight children have a very little activity. Parents play a great role in this part. In fact they can manage their children’s time and encourage them to do physical activities. For example parents can easily put a routine daily exercise in families program. By this plan both parents and their children would be healthy and fit. At last but not least, parents can negotiate with fitness advisors and asked them for help. By this they can easily and correctly guide their children in a way that, they can decrease their weight. In this procedure the can persuade their children with gifts and prizes.</td>
<td>Point of view + Elaboration 1 + elaboration 2. Point 1 + point 2 + Elaboration 1 + elaboration 2 + Point Point 1 + elaboration + Point 2.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>In conclusion, Although the growing number of fast foods outlets is one of the reasons of children’s obesity but, the parent management role in family’s diet control is much more significant. Undoubtedly parent should be very careful in their job and they must be looking after their children’s health. (Total words: 261), (Lexical words:118), (Lexical Density: 45%)</td>
<td>Reinforcement + restatement of the issue + restatement of the primary position</td>
</tr>
</tbody>
</table>

**The general structure of the text**
P8 has adopted an argumentative genre with an analytical style, but shifting the style to hortatory style by the conclusion.

P8 has made an exact verbatim copy of the first sentence of the topic to form the ‘Orientation’ subsection of the ‘Introduction’, which is considered as inappropriate based on academic conventions. Apart from this beginning and lack of preview in ‘Introduction’ the rest of the text is in compliance with academically conventional structure of argumentation.

However, although P8 has demonstrated an appropriate meaning making and communication with the topic and social purpose of the rubric as evidence from the text, he has neglected to provide a discussion based on different perspectives. As a result, the focus has been directed to one issue (i.e. ‘parents’ negligence of their children’s health’).
Unity
Unlike Texts 1 and 2, the unity has been observed reasonably in Text 3 except for P8’s shortcoming in considering different perspectives clearly and specifically.

Coherence
The text is fairly coherent. The extent of coherence has been observed by employing some extent of vocabulary appropriateness and clause arrangement.

Participants
In comparison to text 1, there is no sign of personalization of the participants in Text 3. P8 has applied impersonal participants (parents, children, they, them, families, fitness advisors), and abstract nominal groups (developed countries, overweight children, common habits, fast foods, physical activities, families program). Application of abstract nominal groups of impersonal participants and non-human participants when appropriate is considered as one of the indications of an academic text.

Cohesion
P8 has observed cohesion in Text 3 by employing some linguistic resources as reference and lexical cohesion. In addition, he has used an extent of thematic cohesion which was not used in Texts 1 and 2. This also indicates another extent of literacy development, for example the following excerpt.

“… parents can easily put a routine daily exercise in families program. By this plan both parents and their children would be healthy and fit.

Reference
P8 has applied an appropriate extent of reference (i.e. personal pronouns such as ‘they’, ‘it’, ‘them’, and demonstrative pronouns such as ‘this’, and definite article ‘the’) to observe cohesion in Text 3.

Informational words/lexical cohesion
P8 has also borrowed key constituents from the prompt to demonstrate an extent of control over cohesion.

“The number of overweight children”
“The most of overweight children”
“majority of overweight children”
“the growing number of fast food outlets”

Nominalization
Analysis of P8’s Text 3 indicates application of nominalization to some extent. P8 has borrowed some key nominalization groups (overweight children, the number of fast food, developed countries) from the rubric.
**Topic related lexis of the text 3**
Observation of the Text 3 identified the topic related lexis as titled ‘The number of overweight children’, ‘Developed countries’, ‘Fast food outlets’, ‘Parents & children’s health’ which are tabulated in four columns in the Table H.7 as follows:

<table>
<thead>
<tr>
<th>The number of overweight children</th>
<th>Developed countries</th>
<th>Fast food outlets</th>
<th>Parents &amp; children’s health</th>
</tr>
</thead>
<tbody>
<tr>
<td>the number of overweight children</td>
<td>Developed countries</td>
<td>fast foods</td>
<td>parents</td>
</tr>
<tr>
<td>the number of overweight children</td>
<td></td>
<td>fast food outlets</td>
<td>children’s health</td>
</tr>
<tr>
<td>obesity</td>
<td></td>
<td></td>
<td>parents</td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
<td>father and mother</td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
<td>children</td>
</tr>
<tr>
<td>overweight children</td>
<td></td>
<td></td>
<td>parents</td>
</tr>
<tr>
<td>children’s obesity</td>
<td></td>
<td></td>
<td>children’s time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children health</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>situation for sport and</td>
</tr>
</tbody>
</table>

Observation of the topic related lexis shows that P8 has decoded the topic reasonably and communicated with the rubric appropriately. But, he has not discussed the issues from different perspectives as prompted in the task. One suggestion for this shortcoming may be a matter of overlooking the task. A second suggestion draws attention to an inappropriate communication with the rubric possibly because of the lack of sufficient language proficiency.

Also, as evident from the analysis except for very few words, (i.e. fat and obesity for overweight) P8 has borrowed the rest of the key constituents from the rubric. This shortcoming, however, may be viewed as a matter of terminology rather than general English knowledge.

**Application of Theme/Rheme: text cohesion and orientation management**
Development of this knowledge and its application in the development of clauses or sentences by the writer is meant to result in observation of cohesiveness across clauses and the text. A text in relation to its social purpose, based on Martin (1993b) is angled by ‘theme’, hence it is considered genre-oriented in the context. Tables H.8, H.9 and H.10 as follows demonstrate application of Theme/Rheme in the three texts.
Analysis of the application of ‘Theme’ in the ‘Introduction’ section of the three texts as shown in Table H.8 demonstrates that Text 1 oriented the reader to the participants involved in appropriately. For example, orientation is to non-topic related participant (As the population), or to time (Day after day), or to personal participants (All of us). Text 2 shows no promotion in this regard which also orients the reader to time, (now a days) and personal participant (I). But, in Text 3 orientation of the reader is to the topic related participant in the form of a complex nominal group.

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the population</td>
<td>Now a days</td>
<td>The number of overweight children in developed countries</td>
</tr>
<tr>
<td>Day after day</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>All of us</td>
<td></td>
<td>There</td>
</tr>
<tr>
<td>In my opinion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

However, a comparison of the manner of application of the ‘Theme’ across the three texts demonstrates a significant development in this regard.

In the main body, (Table H.9) this trend is more observable especially that the text furnishes the reader with more information indicating a promotion in the extent of control over the use of language and linguistic resources.

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
<td>It</td>
<td>At first</td>
</tr>
<tr>
<td>One of the major hazards</td>
<td>Also</td>
<td>It</td>
</tr>
<tr>
<td>which now</td>
<td>So</td>
<td>On the other hand</td>
</tr>
<tr>
<td>we</td>
<td>As an example</td>
<td>Secondly</td>
</tr>
<tr>
<td>As the matter of fact</td>
<td>There</td>
<td>For example</td>
</tr>
<tr>
<td>Recycle of materials</td>
<td>There</td>
<td>By this plan both parents and their children</td>
</tr>
<tr>
<td>Because of I</td>
<td>If</td>
<td>At last but not least</td>
</tr>
<tr>
<td>Environment make</td>
<td></td>
<td>By this they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this procedure</td>
</tr>
</tbody>
</table>

Observation of the conclusion section (Table H.10) of the three texts also shows an extent of development. That is from no conclusion (Text 1) to development of conclusion in Text 2 with an appropriate structure, and more extended and more developed conclusion in Text 3.

The candidate has also observed the use of Theme/Rheme to angle the orientation towards its social purpose.
Table H.10. Application of ‘Theme’ in ‘conclusion’

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a conclusion</td>
<td>In this way their societies</td>
<td>In conclusion</td>
</tr>
<tr>
<td>Also</td>
<td>Undoubtedly</td>
<td></td>
</tr>
</tbody>
</table>

However, in comparison to P3 promotion of the application of the Theme/Rheme technique is not remarkable suggesting that perhaps this opportunity has not been taken up by P8 to that extent.
Appendix I

Reproduction of P9’s three texts in the three phases
Followings are the three texts as typed based on the original hand scripts of P9’s academic writing task 2 as part of the classroom practices (for the origin hand scripts see Appendices G 4, 5 and 6).

P9’s Text 1, Phase 1
I believe that damage to the environment is an inevitable consequence of worldwide improvements in the standard of living, but if people want to live on the earth for long time, want to have the healthy children, want to be healthy, want to enjoy of their life, want to have beautiful environment and etc., they should decrese the speed of polluting their environment and using energy.

I agree that damage to the environment is an inevitable consequence of world wide, because in new style of living, most of our energe obtain from fosill fule like gas, oil and coal and also nuclear power is more dangerous than fosillfuels. Also the groth of population cause the more use of water, air, wood, coal, gas, oil nuclear power and also factories should work more and… . So this will cause more pollution in our environment and less mines of source of power for future.

But I believe that if we want to live on earth for a long time, be healthy, have healthy children, enjoy our environment more, enjoy our life and save the source of energy for our children future, we should decrese the speed of polutting our environment, using energy, using nuclear power, using natural gas and etc..

As I mentioned above, polluting our environment is actually inevitable in modern civilization; but, as we want to live healthy, have good and healthy children and etc., we should notice that it is a wrong way and we should be aware it’s feed back it’s very bad effects. Also, we could not stop the polluting of environment but it is obvious that we can decrese it’s speed.

P9’s Text 2, Phase 2
Becoming developed is a very important problem that any developing country has. In this case living in rural and urban areas, play a noticeable role. As we know although three-quarters of the population in developed countries live in urban areas, in developing countries this ratio is about one-third. So, the civilized countries help the developing countries, but they insist on the use of aids for developing rural areas.

Living in rural and urban areas play an important role to become a civilised country, because whe the population migrate to urban areas, their living become much better and they would have better training, working and living conditions, but this migration should be programing in developing countries very carefully. For example, in our country, the
high amount of migration to big cities, made our capital very crowded, dirty, polluted and with the bad living conditions.

Also when civilized country help poor countries, they shouldn’t insist that they should use the help for developing their rural areas. They should release them to follow their programmes to develop their country.

As I mentioned above urban and rural population is one of important factors to be a civilized country, and civilized countries help developing countries to improve their rural areas. But, we can easily understand that civilized countries follow their strategies to keep developing countries poor, dependant and under civilized countries control by this kinds of helping.

**P9’s Text 3, Phase 3**

Fatness is a very big problem in all society, specially in civilized country in these days. But, this problem is much greater when it happens in low ages, specially in children. Some people think that this would be because of bad food system in civilized country, For example, fast food and deviation of traditional eating systems. Others believe that it would be the parents fault who are not looking forward their children’s health. Now, I want to explain about both these view of points.

One of the most popular eating system in civilized country is fast food. It became so popular because most people’s lake of time to spend for eating. In the other hand, it has a great influence on human health, specially on children. Because they are in growing age and this system seems to be harmful for their health. Also fast foods usually contains a great amount of sausage that make them very delicious, but make them harmful. For example I have a nice. She is about 10 years old and although her parents are thin, she is very fat. Her doctor said it is just because of fast foods which serves in their school and lack of sport activity.

Some other blame parents in the children’s fatness. I think parents should be responsible for their children’s health and they should control their children’s eating and activities. One of the most common problems in these days is lake of sport activities in all ages, specially children. It is because of using computer and computer game instead of sport activitiy and other games. Also children are going to their schools by their parents cars instead of going by bicycle or walking.

As a summary, I think all the points that I mentioned above are interfere with children health and their fatness. Also we should be serious in obesity deseases wich is so popular in these days, because it would influence our health and living method in future.

**Analysis of P9’s Writing Task 2 in Phases 1, 2 and 3 of the study**

Following is an analysis of ‘Writing’ tasks as developed by P9 in the study. They were selected randomly for the purpose of the data analysis. The first ‘Writing’ task was
developed in the first day of the research. It was considered both as means of evaluation of the participant’s level of English knowledge in terms of ‘Writing’ skills, and for the purpose of the needs analysis. The second ‘Writing’ task was developed at nearly the mid of the study that is after nearly 60 hours of classroom instructions and activities. And, the third one was produced at almost the end of the research project that is after nearly 112 hours out of 120 hours of classroom instructions and activities. They were considered for the purpose of analysis to identify and to describe the experienced literacy and its nature (Table I.1).

In analysis of the ‘Writing’ tasks, I examined the extent of the use of linguistic resources to identify and to describe the features and the nature of the experienced literacy.

Table I.1. P9’s writing tasks in phases 1, 2 and 3, (2007)

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>I believe that damage to the environment is an inevitable consequence of worldwide improvements in the standard of living, but if people want to live on the earth for long time, want to have the healthy children, want to be healthy, want to enjoy of their life, want to have beautiful environment and etc., they should decrease the speed of polluting their environment and using energy.</td>
<td>Becoming developed is a very important problem that any developing country has. In this case living in rural and urban areas, play a noticeable role. As we know although three-quarters of the population in developed countries live in urban areas, in developing countries this ratio is about one-third. So, the civilized countries help the developing countries, but they insist on the use of aids for developing rural areas.</td>
<td>Fatness is a very big problem in all society, specially in civilized country in these days. But, this problem is much greater when it happens in low ages, specially in children. some people think that this would be because of bad food system in civilized country, For example, fast food and deviation of traditional eating systems. Others believe that it would be the parents fault who are not looking forward their children’s health. Now, I want to explain about both these view of points.</td>
</tr>
</tbody>
</table>
I agree that damage to the environment is an inevitable consequence of world wide, because in new style of living, most of our energy obtain from fossil fuel like gas, oil and coal and also nuclear power is more dangerous than fossil fuels. Also the growth of population cause the more use of water, air, wood, coal, gas, oil nuclear power and also factories should work more and.... So this will cause more pollution in our environment and less mines of source of power for future.

But I believe that if we want to live on earth for a long time, be healthy, have healthy children, enjoy our environment more, enjoy our life and save the source of energy for our children future, we should decrease the speed of polluting our environment, using energy, using nuclear power, using natural gas and etc..

<table>
<thead>
<tr>
<th>Living in rural and urban areas play an important role to become a civilised country, because when the population migrate to urban areas, their living become much better and they would have better training, working and living conditions, but this migration should be programing in developing countries very carefully. For example, in our country, the high amount of migration to big cities, made our capital very crowded, dirty, polluted and with the bad living conditions. Also when civilized country help poor countries, they shouldn’t insist that they should use the help for developing their rural areas. They should release them to follow their programmes to develop their country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the most popular eating system in civilized country is fast food. It became so popular because most people’s lack of time to spend for eating. In the other hand, it has a great influence on human health, specially on children. Because they are in growing age and this system seems to be harmful for their health. Also fast foods usually contains a great amount of sausage that make them very delicious, but make them harmful. For example I have a nice. She is about 10 years old and although her parents are thin, she is very fat. Her doctor said it is just because of fast foods which serves in their school and lack of sport activity. Some other blame parents in the children’s fatness. I think parents should be responsible for their children’s health and they should control their children’s eating and activities. One of the most common problems in these days is lack of sport activities in all ages, specially children. It is because of using computer and computer game instead of sport activity and other games. Also children are going to their schools by their parents cars instead of going by bicycle or walking.</td>
</tr>
</tbody>
</table>
Conclusion

As I mentioned above, polluting our environment is actually inevitable in modern civilization; but, as we want to live healthy, have good and healthy children and etc., we should notice that it is a wrong way and we should be aware it’s feed back it’s very bad effects. Also, we could not stop the polluting of environment but it is obvious that we can decrease it’s speed.

(Total words: 275)
(Lexical words: 127)
(Lexical density: 46%)

As I mentioned above urban and rural population is one of important factors to be a civilized country, and civilized countries help developing countries to improve their rural areas. But, we can easily understand that civilized countries follow their strategies to keep developing countries poor, dependent and under civilized countries control by this kinds of helping.

(Total words: 232)
(Lexical words: 127)
(Lexical density: 54%)

As a summary, I think all the points that I mentioned above are interfere with children health and their fatness. Also we should be serious in obesity diseases which is so popular in these days, because it would influence our health and living method in future.

(Total words: 329),
(Lexical words: 136)
(Lexical density: 41%)

The rubrics and the texts- appropriateness of the level of the rubrics/prompts
Observation of the rubrics/prompts (for the prompts see App. G) of the three selected tasks showed that their levels were appropriate for an undergraduate or a postgraduate participant. The essays were rated by an accredited rater of the testing centre (the site). The first essay was rated as band score 5, which was deemed as an appropriate level to participate in the program. This level was evident that the participant was able to make sense of the tasks in general and to develop relevant contents.

Comparison of the texts in surface
The latter essays were rated by the same rater at an average level of 6+ to 6.5 which showed a general promotion in the participant’s change of literacy. Change in literacy may be identified by different means. One of the tools for a general comparison of texts is known as observation of the differences in lexical density.

Lexical density
Lexical density refers to the percentage of the informational lexical items across a text, (cf. Halliday, 1994, and White, 2006). Calculation of this percentage is carried out by calculation of all the words and calculation of all the lexical word classes (noun, verb, adjective and adverb) in a given text. Analysis of the lexical density in a text is said to provide the reader with the level of the language proficiency of the writer and the control of the writer over the deliberation use of the language resources though not agreed upon completely by some scholars (Halliday, 2001). This knowledge makes it possible to compare and contrast texts in different stages of language learning as to identify the probable literacy change.
Analysis of P9’s texts (Table I.1) indicated that the candidate had experienced a fall in his ‘total words’ from 275 words in Text 1 to 232 words in Text 2 followed by a sudden rise to 329 words in Text 3. But, the number of lexical words stayed the same trend in Texts 1 and 2 (i.e. 127 words) followed by a rise to 136 in Text 3. Lexical density which was 46% in Text 1 rose to 54% in Text 2, but dropped to 41% in Text 3.

In order to provide more insights, I analysed the texts in higher order discourse and the extent of the use of linguistic resources.

The findings demonstrated that despite the drawback in terms of lexical words and lexical density, the writer had experienced literacy to (a) develop a clearer and more conventionally structured introduction and main body, (b) develop marked and conventionally clearer conclusions in texts 3, and (c) provide the reader with more semantically and syntactical appropriate grammatical and topic relevant clauses.

**The general structure: observation of the organization of P9’s Text 1**

Analysis of P9’s Text 1 shows adoption of an argumentation genre (Table I.2). But, despite the rubric which signals an analytical style, P9 has developed his text following a hortatory style. For example, the last line of the ‘Introduction’,

“… they should decrease the speed of polluting their environment and using energy.”

And, the third line of the second paragraph of the ‘Main body’,

“… we should decrease the speed of polluting our environment, using energy, using nuclear power, using natural gas and etc.”

This shortcoming indicates the candidate’s possible unawareness of such concepts as genre and style and the know how to realize them. This is as an aspect of literacy which candidates need of experience. However, analysis of P9’s texts in latter phases indicated improvement of this problematic area signalling an extent of literacy development.

P9 has provided his primary position followed by preview conventionally to some extent, but without furnishing the potential reader with an orientation. Although orientation is not a must, in cases that the reader’s unawareness of the background is probable, it is suggested that the writer provide orientation.
### Text 1

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 1</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>I believe that damage to the environment is an inevitable consequence of worldwide improvements in the standard of living, but if people want to live on the earth for long time, want to have the healthy children, want to be healthy, want to enjoy of their life, want to have beautiful environment and etc., they should decrese the speed of polluting their environment and using energy.</td>
<td>Primary position + Point of view + Preview</td>
</tr>
<tr>
<td>Main body</td>
<td>I agree that damage to the environment is an inevitable consequence of worldwide, because in new style of living, most of our energy obtain from fossil fuel like gas, oil and coal and also nuclear power is more dangerous than fossilfuels. Also the growth of population cause the more use of water, air, wood, coal, gas, oil nuclear power and also factories should work more and... So this will cause more pollution in our environment and less mines of source of power for future. But I believe that if we want to live on earth for a long time, be healthy, have healthy children, enjoy our environment more, enjoy our life and save the source of energy for our children future, we should decrse the speed of polluting our environment, using energy, using nuclear power, using natural gas and etc.</td>
<td>Primary position + Elaboration + Point 1+ Point 2 + Elaboration</td>
</tr>
<tr>
<td>Conclusion</td>
<td>As I mentioned above, polluting our environment is actually inevitable in modern civilization; but, as we want to live healthy, have good and healthy children and etc., we should notice that it is a wrong way and we should be aware it’s feedback it’s very bad effects. Also, we could not stop the polluting of environment but it is obvious that we can decrease it’s speed (Total words: 275), (Lexical words: 127), (Lexical density: 46%)</td>
<td>Reinforcement + restatement of the primary position</td>
</tr>
</tbody>
</table>

### Unity

General unity has been observed except for a shift in style from analytical to hortatory resulting in shortage of information as expected by the prompt.

### Coherence

The text is partially coherent. That is in occasions there is no direct connection and/or relation between the sequences of clauses. For example, lines 2 and 3 in the first paragraph of the ‘Main body’,

“…, because in new style of living, most of our energy obtain from fossil fuel like gas, oil and coal and also nuclear power is more dangerous than fossilfuels. Also the growth of population cause the more use of water, air,….”

### 7.1.7 Participants

There is a less tendency towards personalization. Except for few occasions there is no sign of personalization.
Cohesion
In very rare occasions (paragraph 1, line 4) “So, this will…” observation of cohesion is absent. But, P9 has observed cohesion reasonably across clause complexes by the use of some linguistic resources.

Reference
Analysis of P9’s Text 1 indicates that except for very few occasions “…this…” (line 4, first paragraph ‘Main body’ and “it” twice (lines 2 and 3 of conclusion) the use of ‘reference’ has not been observed.

Informational words cohesion/lexical cohesion
Observation shows the absence of lexical cohesion in P9’s Text 1.

Conjunction
P9 has used a reasonable number of general connectives (i.e. ‘and’ and ‘but’) across the text in clause complexes rather than inter sentential.

Topic related lexis of P9’s Text 1
Investigation of P9’s Text 1 resulted in identification of some topic related lexis as shown in 3 different columns titled ‘Damage to the environment’ and ‘Worldwide improvement in the standard of living’ and ‘Supports/reasons’ in (Table I.3) as follows.

<table>
<thead>
<tr>
<th>Damage to the environment</th>
<th>Worldwide improvement in the standard of living</th>
<th>Supports/Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>damage to the environment</td>
<td>Worldwide improvement in the standard of living</td>
<td>decese the speed of polluting their environment and using energy</td>
</tr>
<tr>
<td>damage to the environment</td>
<td>Worldwide improvement in the standard of living</td>
<td>energe obtained from fosill fuel like gas, oil and coal factories should work more</td>
</tr>
<tr>
<td>nuclear power is more dangerous than fossil fuel</td>
<td>Worldwide</td>
<td></td>
</tr>
<tr>
<td>Polluting our environment</td>
<td>New style of living</td>
<td></td>
</tr>
<tr>
<td>Polluting our environment</td>
<td>Also nuclear power</td>
<td></td>
</tr>
<tr>
<td>Polluting our environment</td>
<td>More use of water, air , wood, coal, gas, oil</td>
<td></td>
</tr>
<tr>
<td>Polluting our environment</td>
<td>Modern civilization</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of P9’s Text 1 indicates that he has made a broad sense of the topic. He has used his idea and knowledge and given reasons accordingly. But, he has not developed an appropriate text to meet the demands and expectations of the prompt.

The general structure: observation of genre/staging and organization (Text 2)
Examination of P9’s Text 2 shows adoption of an argumentative genre with an unclear hortatory style (Table I.4). In terms of staging, P9 has developed the three main sections (i.e. ‘Introduction’, ‘Main body’, and ‘Conclusion’ though not marked). But, forming parts of each section do not comply with an academic argumentation conventional generic
structure. For example, in ‘Introduction’ an ‘Orientation’ to some extent is provided, but it is followed by some redundancy instead of the ‘Primary position’. Next, the writer provides some information which might be viewed as vague and implicit ‘Primary position’. But, he does not furnish the reader with a preview.

Main body is formed of two paragraphs without any contrast of perspectives. There are some repetitions and advancement of points and elaborations are not immediately or directly related to the topic. The last sentence of the ‘Main body’ reminds of the writer’s possible ‘Primary position’.

The last paragraph although not clearly marked, may implicitly signal a conclusion based on its content. However, in light of the analysis it is clear that the candidate has made sense of the social purpose of the rubric in broad terms.

Table I.4. P9’s ‘Writing’, 04/05/2007
Generic structure/framework of an argumentation genre ‘Writing’ task (cf. Knapp & Watkins, 1994; Mickan & Slater 2003; White, 2006)

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 2</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Becoming developed is a very important problem that any developing country has. In this case living in rural and urban areas, play a noticeable role. As we know although three-quarters of the population in developed countries live in urban areas, in developing countries this ratio is about one-third. So, the civilized countries help the developing countries, but they insist on the use of aids for developing rural areas.</td>
<td>Orientation + Point + Issues + redundancy Vague Primary position - Preview</td>
</tr>
<tr>
<td>Main body</td>
<td>Living in rural and urban areas play an important role to become a civilised country, because when the population migrate to urban areas, their living become much better and they would have better training, working and living conditions, but this migration should be programing in developing countries very carefully. For example, in our country, the high amount of migration to big cities, made our capital very crowded, dirty, polluted and with the bad living conditions. Also when civilized country help poor countries, they shouldn’t insist that they should use the help for developing their rural areas. They should release them to follow their programmes to develop their country.</td>
<td>Point 1 + elaboration + repetition point 2 + elaboration (not immediately/directly related)</td>
</tr>
<tr>
<td>Conclusion</td>
<td>As I mentioned above urban and rural population is one of important factors to be a civilized country, and civilized countries help developing countries to improve their rural areas. But, we can easily understand that civilized countries follow their strategies to keep developing countries poor, dependant and under civilized countries control by this kinds of helping. (Total words: 232), (Lexical words: 127), (Lexical density: 54%)</td>
<td>Reinforcement + Restatement of the point of view</td>
</tr>
</tbody>
</table>
Unity
In general, the unity has been observed.

Coherence
The underpinning link is discernable by a potential reader. Coherence has been observed to a greater extent by vocabulary appropriateness.

Participants
Generally, to a greater extent P9 has used impersonal participants (“developed countries”, “civilized countries”, “developing countries”). But, to a lesser extent there are occasions of personalization of participants, for example the second sentence of ‘Introduction’.

“As we know although three-quarters of the…”

Also, the last sentence of the text,

“…we can easily understand that civilized countries follow their strategies to keep developing countries,…”

Cohesion
Cohesion has been observed to some extent by means of some linguistic resources as follows.

Reference
Cohesion by means of ‘reference’ has been controlled. For example, the writer has used personal pronouns and demonstrative pronouns to achieve this goal.

“Becoming developed is a very important problem that any developing country has. In this case living…”

“…Also when civilized country help poor countries, they shouldn’t insist that they should use the help for developing their rural areas. They should release them to follow their programmes to develop…”

Informational/lexical cohesion
Control over cohesion by means of lexical cohesion has mostly been carried out in clause complexes rather than intersententially. For example see the first sentence in conclusion.

“…population is one of important factors to be a civilized country, and civilized countries help developing countries to improve their rural areas.”

Conjunctions
Cohesion has also been observed by utilizing some conjunctions such as also, so, and concessive conjunction n ‘but’ both intra and inter sentential.

“…in developing countries this ratio is about one-third. So, the civilized countries help the developing countries, but they insist on…”
“... and civilized countries help developing countries to improve their rural areas. But, we can easily understand that civilized countries...”

Nominalization
Nominalization has been reasonably observed across the text mostly by borrowing the main nominal groups ('developed countries', 'developing countries') from the prompt.

Topic related lexis of P9's Text 2
Investigation of P9’s Text 2 demonstrated the use of some topic related lexis as shown in four different columns titled ‘Developed World’ and ‘The Third World’ and ‘Living in towns and cities’ and ‘Living in rural areas’ in (Table I.5) as follows.

<table>
<thead>
<tr>
<th>Developed World</th>
<th>The Third World</th>
<th>Living in towns and cities</th>
<th>Living in rural areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming developed developed countries civilized countries civilized countries civilized countries civilized countries civilized countries</td>
<td>developing countries developing countries developing countries developing countries developing countries</td>
<td>Urban urban areas urban areas urban areas our capital urban</td>
<td>living rural developing rural areas living in rural developing their rural areas rural population</td>
</tr>
</tbody>
</table>

As observable from the topic related lexis in comparison to Text 1, P9 has demonstrated a greater extent of communication with the rubric. This has resulted in a clearer angle of the content towards the social purpose of the topic.

The general structure: observation of genre/staging and organization (Text 3)
Examination of P9’s Text 3 (Table I.6) indicates the following changes in comparison to Texts 1 and 2.

(a) The participant has developed an appropriately organized text which complies with the conventional academic argumentation structure to a remarkable extent.

(b) In the ‘Introduction’ section, the writer has clearly signalled a discussion genre with analytical style.

(c) In each section the required subsections have been clarified by the use of appropriate lexis. For example, in ‘Introduction’ the ‘Orientation’ and ‘Primary position’ and ‘Preview’ subsections are signalled although not in conventional sequencing. But, it indicates an extent of literacy development in making sense of the topic, and understanding its social purpose appropriately.

(d) Conclusion has been both marked and content wise controlled to observe the academic nature and features to some extent.
**Table I.6. P9’s ‘Writing’, 15/06/2007**

*Generic structure/framework of an argumentation ‘Writing’ task (cf. Knapp & Watkins, 1994; Mickan & Slater 2003; White, 2006)*

<table>
<thead>
<tr>
<th>Stage/Section</th>
<th>Text 3</th>
<th>General structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Fatness is a very big problem in all society, specially in civilized country in these days. But, this problem is much greater when it happens in low ages, specially in children. some people think that this would be because of bad food system in civilized country, For example, fast food and deviation of traditional eating systems. Others believe that it would be the parents fault who are not looking forward their children’s health. Now, I want to explain about both these view of points.</td>
<td>Orientation + Statement of the issue + Point 1 + argue + elaboration + counter argue + (Preview) Primary position Indication of a discussion</td>
</tr>
<tr>
<td>Main body</td>
<td>One of the most popular eating system in civilized country is fast food. It became so popular because most people’s lake of time to spend for eating. In the other hand, it has a great influence on human health, specially on children. Because they are in growing age and this system seems to be harmful for their health. Also fast foods usually contains a great amount of sausage that make them very delicious, but make them harmful. For example I have a nice. She is about 10 years old and although her parents are thin, she is very fat. Her doctor said it is just because of fast foods which serves in their school and lack of sport activity. Some other blame parents in the children’s fatness. I think parents should be responsible for their children’s health and they should control their children’s eating and activities. One of the most common problems in these days is lake of sport activities in all ages, specially children. It is because of using computer and computer game instead of sport activity and other games. Also children are going to their schools by their parents cars instead of going by bicycle or walking.</td>
<td>Point of view 1 + Elaboration + Point 2 + Elaboration + Point 3 + Elaboration Counter argument + Point of view + Point 1 + Elaboration + Point 2 + elaboration</td>
</tr>
<tr>
<td>Conclusion</td>
<td>As a summary, I think all the points that I mentioned above are interfere with children health and their fatness. Also we should be serious in obesity deseases wich is so popular in these days, because it would influence our health and living method in future. (Total words: 329), (Lexical words: 136), (Lexical density: 41%)</td>
<td>Reinforcement + Restatement of the issue</td>
</tr>
</tbody>
</table>

**Unity**

Oneness between the rubric and the text and the social purpose of the topic has been observed by keeping the track of talk and discussion in relation to the topic and the issues in need of attention.

“Fatness is a very big problem in all society, specially in civilized country in these days.”

“One of the most popular eating system in civilized country is fast food.”

“Some other blame parents in the children’s fatness.”
**Coherence**
P9 has employed a range of different lexical, semantically and meaning relations to observe coherence.

**Participants**
The use of abstract and impersonal participants such as ‘civilized countries’, ‘children’, ‘parents’ and ‘people’ has been considered to a greater extent to avoid personalization.

**Cohesion**
Cohesion has also been controlled by the use of some linguistic resources such as ‘Reference’, ‘Conjunctions, and ‘Lexical cohesion’.

**Reference**
Personal and demonstrative pronouns have been used when necessary both intra and inter sentential, signalling a further literacy development in this regard in comparison to Texts 1 and 2. For example, the following excerpts:

“**Fatness is a very big problem** in all society, specially in civilized country in these days. But, **this problem** is much greater when it happens in low ages, specially in children.

“One of the most popular eating system in civilized country is fast food. **It** became so popular because most people’s lake of time to spend for eating.”

**Informational/lexical cohesion**
The writer has benefited from key building blocks in the rubric to observe lexical cohesion. However, in occasions he has also used synonyms (e.g. civilized countries instead of developed countries) although not as appropriate to avoid repetition.

**Conjunctions**
The use of conjunction ‘also’, and concessive conjunction ‘but’ when required has also contributed to the observation of the cohesion.

“**Also** fast foods usually contains a great amount of sausage that make them very delicious, **but** make them harmful.”

**Nominalization**
P9 has also used nominalization but to a limited extent, for example the following excerpts.

“**One of the most popular eating system** in civilized country is fast food.”

“One of the most common problems in these days,…”

**Topic related lexis of Text 3**
Analysis of Text 3 demonstrates the topic related lexis as titled ‘The number of overweight children’, ‘Developed countries’, ‘Fast food outlets’, ‘Parents & children’s health’ which are shown in four columns in (Table I.7) as follows:
Table I.7. Topic related lexis of the text 3

<table>
<thead>
<tr>
<th>The number of overweight children</th>
<th>Developed countries</th>
<th>Fast food outlets</th>
<th>Parents &amp; children’s health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatness</td>
<td>civilized country</td>
<td>bad food system</td>
<td>Low ages</td>
</tr>
<tr>
<td>This problem</td>
<td>civilized country</td>
<td>fast food</td>
<td>children</td>
</tr>
<tr>
<td>Children’s fatness</td>
<td>civilized country</td>
<td>deviation of</td>
<td>parents fault</td>
</tr>
<tr>
<td>their fatness</td>
<td>civilized country</td>
<td>traditional eating</td>
<td>children’s health</td>
</tr>
<tr>
<td>obesity deseases</td>
<td>civilized country</td>
<td>systems</td>
<td>on children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one of the most</td>
<td>They</td>
</tr>
<tr>
<td></td>
<td></td>
<td>popular eating</td>
<td>their health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>system</td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fast food</td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It became so</td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>popular</td>
<td>children’s health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It has a great</td>
<td>children’s eating and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>influence on human</td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>health</td>
<td>children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fast foods</td>
<td>parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>amount of sausage</td>
<td>children health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>harmful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fast foods</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of the topic related vocabularies demonstrate P9’s control over meaning making with the topic and realizing the angle of the social purpose of the rubric and the writing task as a whole. The extent and variety of appropriate vocabularies associated with an extent of control over deliberate selection of related synonyms to extend the discussion about and around the issue from different perspectives shows an extent of literacy development in comparison with previous phases.

**Application of Theme/Rheme: text cohesion and orientation management**

Tables I.8, I.9 and I.10 as follows demonstrate application of Theme/Rheme technique in the three texts.

Examination of the application of ‘Theme’ in the ‘Introduction’ section of the three texts as shown in Table I.8 demonstrates a gradual shift from orienting the reader to personal participant (‘I’ in Text 1) to the topic related impersonal participants involved (‘Becoming developed’ in Text 2, and ‘Fatness’ in Text 3).

Table I.8. Application of ‘Theme’ in ‘Introduction’

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Becoming developed</td>
<td>Fatness</td>
</tr>
<tr>
<td></td>
<td>In this case</td>
<td>But</td>
</tr>
<tr>
<td></td>
<td>As we</td>
<td>Some people</td>
</tr>
<tr>
<td></td>
<td>So</td>
<td>Now</td>
</tr>
</tbody>
</table>
In the main body, (Table I.9) this trend is more observable especially that the text furnishes the reader with more information indicating an improvement in the extent of control over the use of language and linguistic resources.

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Living in rural and urban areas</td>
<td>One of the most popular eating system in civilized country</td>
</tr>
<tr>
<td>Also</td>
<td>For example</td>
<td>It</td>
</tr>
<tr>
<td>So</td>
<td>Also</td>
<td>In the other hand</td>
</tr>
<tr>
<td>But</td>
<td>They</td>
<td>Because</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Also</td>
<td>In the other hand</td>
<td>Because</td>
</tr>
<tr>
<td>Also</td>
<td>For example</td>
<td>Also</td>
</tr>
<tr>
<td>She</td>
<td>She</td>
<td>For example</td>
</tr>
<tr>
<td>Her doctor</td>
<td>Her doctor</td>
<td>Also</td>
</tr>
<tr>
<td>Some other</td>
<td>Some other</td>
<td>One of the most common problems</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>It</td>
</tr>
<tr>
<td>Also</td>
<td>Also</td>
<td>Also</td>
</tr>
</tbody>
</table>

But, analysis of Text 3 divulged a further development that is application of “nominalising metaphoric grammar”.

“One of the most popular eating system in civilized country…”

That is “the decoupling and recoupling of grammar and semantics” (Halliday, 2003, p. 284) to make the text sound more authoritative and more of academic nature.

Control over the appropriate employment of such academic aspects of language use as nominalization may contribute to facilitate the reader to easily make sense of the angle of orientation of the given information and to follow the logical flow of the talk.

Observation of the conclusion section (Table I.10) of the three texts also shows an extent of development. The participant has also observed the use of nominalization and Theme/Rheme to angle the orientation towards its social purpose.

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>As I</td>
<td>As I</td>
<td>As a summary</td>
</tr>
<tr>
<td>Also</td>
<td>But</td>
<td>Also</td>
</tr>
</tbody>
</table>

Application of Theme/Rheme technique in a text is aimed to highlight information and to facilitate the reader to more easily make sense of the conveyance of information in clauses.

Analysis of themes in the ‘Introduction’ section of the three texts reveals a significant change in the organization of information within clauses. In Texts 1 and 2 the system of theme by personalization (‘I’, ‘You’, and ‘We’) does not organize the clause to signal the relationship of its local context to the general context of the text as it is supposed to serve
(Halliday, 1985b, and 19994). But, in Text 3 the candidate has shown a clear relationship by selection of the topic focused impersonal participants (‘Overweight’, ‘children’, and ‘some factors’) demonstrating a significant development. In Text 1 themes are mainly simple nominal groups referring to personal participants (‘I’, ‘You’, ‘We’) and in Text 2 the shift of the theme is towards orientation of the reader to time or facts. In comparison, in Text 3 the writer has used complex nominal groups (over weight children) and impersonal participants (children, they) to orient the reader to the issues in need of attention. Complex nominal group and impersonal participants are more typical of written mode rather than spoken.

These findings suggest an extent of literacy development in the employment of Theme/Rheme pattern in text development to facilitate the reader in following the logic of talk and the angle of the social purpose (Martin, 1993b) of the text. These findings also suggest some pedagogical implications. With regard to the length of time devoted to reach this stage of maturity.
Appendix J

Some samples of the candidates’ official results of their IELTS examination after the completion of the preparation course under the current study.  

(J 1)

NOTE:
Appendix J is included in the print copy of the thesis held in the University of Adelaide Library.