

**An investigation of inter-relationships
between personality, cognitive style and
language learning strategies: with
special reference to a group of adult
overseas students using English in their
specialist studies in the U.K.**

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<u>C O N T E N T S O F V O L U M E 2</u>		<u>Page</u>
General Notes on Appendices		1
<u>APPENDIX 1: TARGET LANGUAGE TESTS</u>		3
1.1 <u>Test 1</u>		3
Answer Sheet		5
Original Lecture Notes (Pre-Test)		7
Dictation (Pre-Test)		9
Marking scheme (Pre-Test)		11
Original Lecture Notes (Post-Test)		13
Dictation (Post-Test)		17
Marking scheme (Post-Test)		19
Original Lecture Notes (Final Test)		23
Dictation (Final Test)		25
Marking scheme (Final Test)		27
1.2 <u>Test 2</u>		31
Pre/Post Test		33
Answer Sheet		39
Follow-up/Final Test		41
Answer Sheet		47
Notes for Assessors (All versions)		49
1.3 <u>Test 3</u>		51
Data Booklet (Pre-Test)		53
Answer Booklet (Pre-Test)		61
Marking scheme (Pre-Test)		65
Data Booklet (Post-Test)		69
Answer Booklet (Post-Test)		77
Marking Scheme (Post-Test)		81
1.4 <u>Test 4</u>		85
Notes for Assessors (Pre/Post-Test)		87
Data Sheets (Pre- and Post-Tests)		91
Participant Cards (Pre- and Post-Tests)		95
Notes for Assessors (Follow-up Test)		97
Notes for Assessors (Final Test)		99
Marking scheme (All versions)		101

	<u>Page</u>
1.5 <u>Test 5</u>	1 5
Essay Titles (All versions)	107
Marking scheme	109
<u>APPENDIX 2: COGNITIVE/AFFECTIVE DATA ELICITATION</u>	113
2.1 ELTI Course Feedback Sheets	115
2.2 Experiments 1, 2 and 3	121
2.3 Motivation/Attitude Questionnaires 1,2	139
2.4 Profile 1 <u>pro forma</u>	157
<u>APPENDIX 3: FOLLOW-UP INTERVIEW DATA ELICITATION</u>	161
3.1 Tutor Interview Data Form	163
3.2 Moller Language Ability Rating Form	171
3.3 Student Interview Data Form	175

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GENERAL NOTES ON APPENDICES

1. Where possible, the original working documents are reproduced here, though often (see, for example, T1/1, T2/1 etc.) with reduced print size to comply with PhD thesis page size regulations. Where documents have been re-typed, the original content remains unchanged.
2. Where versions of tests or marking schemes were repeated in identical or marginally altered form (for example, Pre- and Post-Test 2 with two or three changes only, to update time references to fit the occasion when the test was re-administered) I have included only one version. The same is true where a later test is a composite of earlier ones (for example, Final Test 3).
3. The following original research data are available for reference with permission from the British Council and myself:
 - .1 participant test scripts
 - .2 video recordings of test interviews and group discussions
 - .3 sound recordings of test interviews, group discussions and experimental group work
 - .4 completed ELTI tutor continuous assessment cards
 - .5 completed ELTI course feedback and receiving institution interview forms.

APPENDIX 1: TARGET LANGUAGE TESTS

A PENDING 1.1: TEST 1

INTRODUCTORY NOTES TO THE BRITISH COUNCIL/ODA SUMMER COURSE 1980

6 weeks from 21 July to 29 August.
Classes from 9.30 to 12.30 and 1400 to 1630 every day except Thursday.
Thursday no pm classes to allow time for Programme Officers business with banks etc.

Classes

There will be 2 classes of about 15 students each. Each class will see several teachers to accustom to different voices/accents etc but will have one main tutor each. (SR tutor of class 'S' and John McGovern tutor of class 'J').

Testing

This is to help us make sure that the course meets your needs and to enable us to assess your progress. There will be another test at the end of the course to measure your improvement.

Aims of the course

One important aim is to improve the general standard of your English. There will be a grammatical component and use of language laboratory, but we shall also be paying attention to improving specific skills eg listening and reading.

Another equally important aim is to help you find the best way to study in English. Many of you will find that a student in the UK is expected to work in a very different way from the way in you work in your own country, and we will be covering things like listening to lectures, note taking, discussion in seminars and academic writing.

You are studying many different subjects but these study skills are common to you all.

These skills will be covered in class teaching, but we shall also be providing the opportunity for you to follow your own interests and needs in special individual study sessions where you can work by yourself on specially designed materials with the guidance of a teacher on duty.

A third aim of the next 6 weeks is to help you become more familiar with England and English life so that you will be able to settle down happily to your studies in October. The major responsibility for the social side of thing lies with Malcom, your Course Officer, but we will be working with him on this. We hope to bring in some British people who are not teachers to come and talk to you about different subjects. This will help build your confidence in listening, we hope, as well as providing you with more information about life in Britain.

So that you can check whether we are achieving these 3 aims I should like you to write down this short summary from my dictation. (we are going to use this as part of the test, but we should also like you to take it seriously, and remind us if you think we are not achieving these aims!)

British Council/ODA Course 1980

PRE-TEST 1: DICTATION

'THIS IS A DICTATION TASK. I'M GOING TO READ THE TEXT THREE TIMES. THE FIRST TIME IT WILL BE READ AT NORMAL SPEED. JUST LISTEN AND TRY TO UNDERSTAND. THE SECOND TIME I SHALL READ WITH PAUSES FOR YOU TO WRITE DOWN WHAT YOU HEAR. PUNCTUATION WILL BE GIVEN WHENEVER IT OCCURS. THE THIRD TIME YOU WILL HEAR THE TEXT WITHOUT PAUSES AND YOU CAN CHECK AND CORRECT WHAT YOU HAVE WRITTEN DOWN.'

RIGHT. FIRST LISTEN ONLY. DON'T WRITE.

First reading at normal speed. No punctuation mentioned.

'NOW THIS TIME WRITE DOWN WHAT I SAY. I SHALL READ EACH PART ONLY ONCE.'

Second reading; each marked section at half normal speed e.g. 5 seconds for the first section (9 words); note punctuation marks are to be given separately, after students have had writing time for the previous section.

'THE AIMS OF THE BRITISH COUNCIL LANGUAGE COURSE ARE / (pause 25 seconds) / COLON / (4 seconds) / FIRSTLY TO HELP STUDENTS / (15 seconds) / IMPROVE THEIR GENERAL EFFICIENCY IN ENGLISH / (25 seconds) / SECONDLY TO GIVE THEM PRACTICE / (20 seconds) / IN THE TYPE OF STUDY SKILLS / (15 seconds) / THEY WILL BE EXPECTED TO USE AT THEIR UNIVERSITIES AND COLLEGES / (30 seconds) / COMMA / (4 seconds) / AND THIRDLY TO HELP THEM SETTLE HAPPILY / (20 seconds) / INTO A BRITISH ENVIRONMENT / (15 seconds) / FULL STOP NEW PARAGRAPH / (5 seconds) / UNDERLYING THESE THREE AIMS / (15 seconds) / IS THE NEED TO HELP STUDENTS / (15 seconds) / TO BECOME ABLE TO LEARN INDEPENDENTLY AS SOON AS POSSIBLE / (30 seconds) / SO THAT THEY CAN PRACTISE AND IMPROVE THEIR ENGLISH / (25 seconds) / OUTSIDE THE CLASSROOM AS WELL AS IN IT / (20 seconds) / FULL STOP / (5 seconds)'

'NOW LISTEN AGAIN TO THE WHOLE TEXT. MAKE CORRECTIONS IF YOU NEED TO. YOU WILL HAVE ONE MINUTE TO CHECK WHAT YOU HAVE WRITTEN AFTER I HAVE FINISHED READING.'

Third reading at normal speed. No punctuation given.

BRITISH COUNCIL/ODA COURSE 1980

PRE-TEST 1: Lecture and Note-Taking

1. ADMIN

Test Time: 0900-1000 Administrator: SR Assessors: JM, JP, MS
Scoring Time: 1015 onwards

2. MARKING SCHEME

Criterion 1 : Quantity and Quality of Information

(i.e. processing of information, selectivity and (referential) accuracy) Score 1 mark (on answers sheet) for each of the following points if they appear in a way likely to facilitate recall/re-use of the information given. Please indicate the one-mark scores on the answer sheet.

1 e 6-week course 21/7 to 29/8 classes 0930 to 1230, 1400 to 1630 daily except Thursday; Thursday p m free for personal business.

2 classes of 15/16 students; each class several different teachers but one main tutor; SR for Class S, JM for class J.

Tests today to help course meet needs and to assess progress. So, tests at end of course to measure improvement. Today, on note-taking, grammar, reading and writing.

Aims of course: 1. to improve general English so grammar, Lang lab also skills e.g. listening, reading etc. 2. best way to study in English; different way of studying in UK so practice in lecture listening, notes, group discussion, library use & academic writing. Study skills needed by all. Covered in class but also self study e.g. of specialist subjects; individual guidance. 3. getting familiar with UK and British life. MD responsible but teachers also help socially. Outside British speakers to help confidence and give info.

Total Marks (Max = 30) to be entered in Score Box on Answer Sheet ie:

				2	total

Criterion 2 : Note-taking Skills

1. Division into logical sections

Completely logical & clear Fairly clear No sign of logical divisions

5 4 3 2 1 0

Score (0 - 5) in Score Box on Answer Sheet i.e

		1	2	Total

2. Text Reduction Skills

- i.e Control of:
- .1 compression of sentences or word groups
 - .2 compression of examples (e.g. for .1 & .2 omission of communicatively redundant items, articles, inessential verbs etc.)
 - .3 use of standard & personal abbreviations
 - .4 use of symbols for relationships (e.g. :, ;, +, - , etc.)

Post-grad. L1 speaker Nil level of control

10 9 8 7 6 5 4 3 2 1 0 control

Score (0 - 10) in Score Box i.e

		1	2	Total

3. Presentation Skills

i.e headings, sub-headings, numbering, underlining, lay-out etc. Likely degree of helpfulness of presentation in the retrieval of information noted:

Considerable Good Fair Little Nil Negative

Score (- 5) in Score Box i.e

		1	2	Total

DICTATION

Check dictated passage on p.2 of Answer Sheet. Deduct 1 mark from 50 for each incorrect, missing or intrusive word. Any error (formal spelling, missing or unnecessary capital etc.) in an word counts, but not more than one mark may be deducted for one word. Also deduct one mark for each error of punctuation. Please slash each error on ms.

Score (- 5) in top half of Box 2 in Score Box i.e

		1	2	Total
				%

TOTAL

Please add the 5 score you have and enter of the in.

Round up talk - for notetaking

As you know this is nearly the end of the course, and I'd like to do a short summary of it - and how you stand in relation to other students in the UK.

This group represents a very small number out of the total of about 1,000 students being handled at the moment by the B.C. but in some ways it is different from all the others.

People like you are attending English preparation courses at a total of about 40 other language teaching institutions.

Some of these are privately-run commercial schools - such as the Linguists School in Hendon (spells), others are in the so-called Public sector, such as the Institute attached to the University of Lancaster. So students like you are handled by the public and private sectors. ELTI is the only institution which doesn't quite fit into either category, being part of the British Council, and not part of either sector.

The figure of 1,000 I mentioned earlier is of course only a small proportion of the total number of overseas postgraduates in this country.

The ODA (Overseas Dev. Admin) aims to give its awards to people who can play an important part in future towards the development of their fields of specialism in their country. Basically the awards are for two types of training - further academic study at a recognised institute of higher learning and leading to a formal qualification such as a Master's or a PhD and practical attachments which may not necessarily lead to any formal qualification. For example someone may be attached to a factory to observe production methods which may be useful in his own country.

In 1977 the total of Overseas postgraduate students was 50,294 - about one third of the total of all postgraduates in the UK, so the B.C. students again represent only a small proportion of a larger whole. However postgraduates from Overseas make up about $\frac{1}{3}$.

The number of Overseas students in the UK at any one time - the figure in 1978/79 stood at 123,759.

Now some (less serious) facts and figures about this course. This is theth such course to be run in ELTI, so its getting to be a habit.

Normally we take about 45 students, but there has been a drop in student numbers this year, probably because of the increased costs of University fees so our numbers were down proportionately. We were expecting 30 of you, but as always happens a few people had to drop out at the last minute, so we received only 27.

Even so, I estimate that we must have used up almost enough paper to make up a small tree! Say we give out an average of 6 pages of handouts per day, that makes nearly 7,000 sheets of paper. I hope it was all worth it. The official 25 hour week gives us a total of about 4,050 student hours. Although some of you have been putting in much more than that. A look at the cards you filled in for the self-access sessions suggests that the most popular option there was listening. We hope to find out your opinions on other materials and methods later in a questionnaire.

As you know there have been 2 sets of parallel tests. We hope that you feel you have made progress. On Friday you will be able to see if you have made progress because we shall be letting you look at the videos of the first and the second of your oral interviews. That will be on Friday afternoon.

Meanwhile just to help you in your estimate of the course I am going to summarise the course aims that I dictated to you on 18 July and I am going to ask you to write this down also.

For consistency's sake, could you please do the dictation like this?

'THIS IS A DICTATION TASK. I'M GOING TO READ THE TEXT THREE TIMES. THE FIRST TIME IT WILL BE READ AT A NORMAL SPEED. JUST LISTEN AND TRY TO UNDERSTAND AS MUCH AS YOU CAN. THE SECOND TIME I SHALL READ WITH PAUSES FOR YOU TO WRITE DOWN WHAT YOU HEAR. PUNCTUATION WILL BE GIVEN WHENEVER IT OCCURS. THE THIRD TIME YOU WILL HEAR THE TEXT WITHOUT PAUSES AND YOU CAN CHECK AND CORRECT WHAT YOU HAVE WRITTEN DOWN. RIGHT. FIRST LISTEN ONLY. DON'T WRITE.'

First reading at normal speed. No punctuation mentioned.

'NOW THIS TIME WRITE DOWN WHAT I SAY. I SHALL READ EACH PART ONLY ONCE.'

Second reading; each marked section at half normal speed e.g. 4 seconds for the first section (7 words); note that punctuation marks are normally to be given separately, after students have had writing time for the previous section.

'THE AIMS OF THIS COURSE HAVE BEEN / (pause 15 seconds) / NOT ONLY TO IMPROVE YOUR ENGLISH PROFICIENCY / (pause 25 seconds) / BUT PERHAPS EVEN MORE IMPORTANT / (15 seconds) / TO GIVE YOU PRACTICE IN THE TYPE OF STUDY SKILLS YOU WILL NEED / (30 seconds) / IN ORDER TO PERFORM EFFICIENTLY DURING YOUR SPECIALISED COURSES / (30 seconds) / FULL STOP 'NEW PARAGRAPH' / (5 seconds) / WE HOPE THAT THE INDEPENDENT WORK YOU HAVE DONE / (25 seconds) / COMMA / (4 seconds) / AS WELL AS THE WORK IN CLASS / (12 seconds) / COMMA / (4 seconds) / HAS GIVEN YOU THE OPPORTUNITY TO EXERCISE THESE SKILLS / (30 seconds) / FULL STOP / (4 seconds) / THIS TYPE OF WORK / (10 seconds) / COMMA / (4 seconds) / ALONG WITH VISITS BY OUTSIDE SPEAKERS / (20 seconds) / AND VISITS YOU YOURSELVES HAVE MADE / (20 seconds) / COMMA / (4 seconds) / FOR EXAMPLE TO THE LIBRARY / (15 seconds) / COMMA / (4 seconds) / HAS COMMA WE HOPE COMMA / (12 seconds) / ALSO HELPED YOU TO ACHIEVE ONE OF OUR UNDERLYING AIMS / (30 seconds) / COLON / (4 seconds) / TO MAKE YOU MORE FAMILIAR WITH BRITISH LIFE AND THE BRITISH SYSTEM / (35 seconds) / COMMA / (4 seconds) / SO THAT YOU CAN SETTLE HAPPILY / (15 seconds) / INTO ACADEMIC AND PRIVATE LIFE / (15 seconds) / FULL STOP / (4 seconds)'

'NOW LISTEN AGAIN TO THE WHOLE TEXT. MAKE CORRECTIONS IF YOU NEED TO. YOU WILL ALSO HAVE ONE MINUTE TO CHECK WHAT YOU HAVE WRITTEN AFTER I HAVE FINISHED READING.'

Third reading at a normal speed; no punctuation given. One minute's checking time to follow.

Thank you!

TEST ONE

NOTES FOR ASSESSORS

I. ADMIN

Test Time: 0930-1000

Test Administrator: Shelagh Rixon

Test/Assessors: JM, JP, RH (to score photocopies of answer sheets;)

Scoring Time: 1015 onwards

2. MARKING SCHEME: NOTE-TAKING FROM LECTURE

I. Quantity and Quality of Information

(i.e. processing of information, selectivity and (referential) accuracy)

Score one mark (on the answer sheet) for each of the following points if they appear in a way likely to facilitate accurate re-call/re-use of the information given. Please indicate the one-mark scores on the answer sheet

i.e

I.1 The Group

a small no. out of approx 1,000 students under BC - different from other gps.

Score: I I I I

I.2 Other Groups

40 other LT insts. give prep courses

I I

Private (commercial) L. schools (e.g. Hendon)

I I

Public sector e.g. Lancaster.

I I

ELTI = neither public nor private; part of BC

I I

I.3 Overseas Post-Grads

1000 BC only small proportion of UK total of O'seas post-grads

I I I

ODA awards - for those important for future specialist devt. of their counts.

I I

2 types of award: higher academic study -> formal qual. (M or PhD)

I I

or practical (attachment) -> no formal qual.

1977 50 thousand O'seas PG's - 1/3 of all UK; 1/2 O'seas students - PG's

I I I I

78/79 = 120,000

I

1.4 Facts and Figures re. Course

Normal Gp = 45; 27 this year " higher Univ fees?

I

I

I

Av. 6 pages of hand-outs per day = 7000 sheets

I

I

25 hpw (classes) = 4050 hours; more with (self-access) options

I

I

I

listening most popular; q-aire to be given for opinions re mats. and methods

I

I

I

I

2 sets of parallel tests for progress; Friday^{PM} videos of interviews I +2

I

I

I

I

Total marks (Max. 40) to be entered in Score Box on Answer Sheet

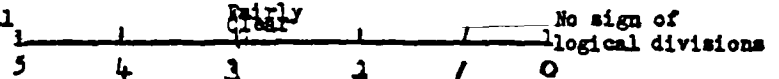
ie.

	1		2		Total
					%

2. Note-taking Skills

2.1 Division into Logical Sections

Completely logical and clear



Score: Score (0 - 5) in Score Box on Answer Sheet

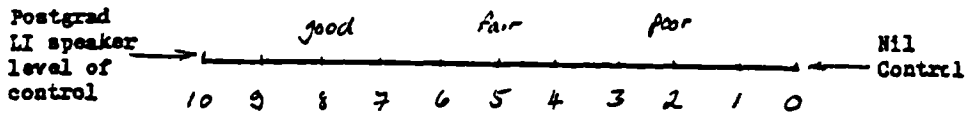
ie:

	1		2		Total
					%

2.2 Text Reduction Skills

ie Control of :

- .1 Compression of sentences or word groups
- .2 Compression of examples
- e.g. (for .1 and .2) omission of communicatively redundant items, articles, inessential verbs etc.)
- .3 Use of standard + personal abbreviations
- .4 Use of symbols for relationships .. (e.g. ∴, +, →, etc.)



Scores:

Score (0 - 10) in Score Box on Answer Sheet

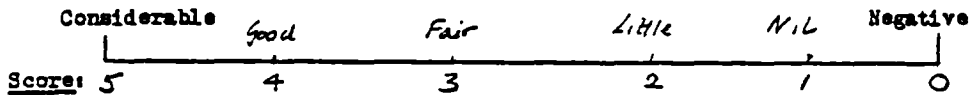
ie.

	1	2	Total
			%

2.3 Presentation Skills

eg: headings, sub-headings, numbering, underlining, lay-out etc.

Likely degree of helpfulness of presentation in retrieval of information noted:



Score (0 - 5) in Score Box on Answer Sheet

ie.

	1	2	Total
			%

3. MARKING SCHEME BY DICTATION

Check dictated text on page 2 of Answer Sheet. Deduct 1 mark from 50 for each incorrect, missing or intruding word. Any error (formal, spelling, missing or unnecessary capital etc.) in any word counts, but not more than one mark may be deducted for one word. Also deduct one mark for each error of punctuation. Please slash each correction on the script.

Score (0 - 50) in top half of Box 2 on Score Box on Answer Sheet.

ie.

	1	2	Total
			%

4. TOTALING

Please add the 5 scores you now have in the Score Box and enter above the % sign in the Total column. Hand all scored answer sheets to RAH.

ie.

	1	2	Total
			%

Thanks RAH 8/80

Lecture Comprehension TestLecture Notes

15 May 1981

Title: A comparison of the systems different countries have developed to deal with their sponsored foreign students.

Introduction: Special group - lot to offer on return.
At end request them to do certain things
Background

1. Aims of Sponsorship

Many countries sponsor overseas students - same aims

1.1 To assist other countries especially in the developing world.

1.2 To establish contacts with successor generations - commercial benefits.

2. Systems for dealing with students2.1 Germany

- | | |
|------------------------------------|--|
| 2.1.1 <u>Target groups:</u> | Industrial and academic
short and long. |
| 2.1.2 <u>Financial:</u> | no fees |
| 2.1.3 <u>Preparatory training:</u> | orientation - 2 weeks
language training - short - 1st
language - long - 1 year + in
Germany |
| 2.1.4 <u>Support:</u> | foreign students special cultural
programmes
network of government agencies |
| 2.1.5 <u>Follow-up:</u> | publications
seminars overseas
further training |

2.2 The United States:

- | | |
|------------------------------------|--|
| 2.2.1 <u>Target groups:</u> | no particular emphasis |
| 2.2.2 <u>Financial:</u> | lower fees
lots of scholarships |
| 2.2.3 <u>Preparatory training:</u> | no formal orientation
language training - TOEFL
little support - 2-3 weeks for
most |

- 2.2.4 Support: very special
tender loving care
network of volunteers linked to
main training institutions
budget for social activities
- 2.2.5 Follow-up: As Germany
Documentation Centres
- 2.3 France:
- 2.3.1 Target groups: Industrial and academic - mainly
from old French colonies.
- 2.3.2 Financial: fees unusual
- 2.3.3 Preparatory training: no orientation except booklets
language training - not so much
of a problem
little support
- 2.3.4 Support: Assimilation - same facilities
therefore social activities budget
- 2.3.5 Follow-up: As Germany
Documentation centres
- 2.4 Britain:
- 2.4.1 Target groups: Industrial and academic, changing
- 2.4.2 Financial: full cost
- 2.4.3 Preparatory training: no formal orientation
language training overseas in UK
concurrent
- 2.4.4 Support: mixed - a student is a student
a foreign student is
special
no system
- 2.4.5 Follow-up: None

Conclusion

British sponsorship programmes could be made more effective - particularly follow-up, their role.

John McGovern
English Language Services Department

- 2 -

DICTATION TEST

15 MAY

1. THIS IS A DICTATION TASK. I AM GOING TO READ THE TEXT THREE TIMES. THE FIRST TIME IT WILL BE READ AT NORMAL SPEED. JUST LISTEN AND TRY TO UNDERSTAND AS MUCH AS YOU CAN. THE SECOND TIME I SHALL READ WITH PAUSES FOR YOU TO WRITE DOWN WHAT YOU HEAR. PUNCTUATION WILL BE GIVEN WHENEVER IT OCCURS. THE THIRD TIME YOU WILL HEAR THE TEXT WITHOUT PAUSES AND YOU CAN CHECK AND CORRECT WHAT YOU HAVE WRITTEN DOWN.

FIRST LISTEN ONLY. DO NOT WRITE.

2. First reading at normal speed. No punctuation mentioned.

3. NOW THIS TIME WRITE DOWN WHAT I SAY. I SHALL READ EACH PART ONLY ONCE.

Second reading; each marked section at half normal speed: note punctuation marks are to be given separately, after students have had writing time for the preceding section.

ON RETURN TO YOUR OWN COUNTRIES/(pause 20 seconds)/WE WOULD LIKE YOU/(15) TO CONTACT THE LOCAL BRITISH COUNCIL OFFICE/(20)/AND REPORT TO THEM/(15)/ON YOUR EXPERIENCE/(10)/ AS A STUDY FELLOW/(15)/FULL STOP/(4)/INFORMATION ON THE RELEVANCE/(15)/COMMA/(4)/ APPROPRIACY AND QUALITY/(15)/OF YOUR TRAINING COURSE/(15)/COMMA/(4)/AS WELL AS THE EFFECTIVENESS/(20)/OF THE SUPPORT THE COUNCIL PROVIDED/(20)/COMMA/(4)/WOULD BE PARTICULARLY USEFUL/(15)/FULL STOP NEW PARAGRAPH/(6)/IN ADDITION/(10)/COMMA/(4)/WE WOULD ASK YOU/(10)/ TO OFFER YOUR SERVICES/(15)/ FOR BRIEFING THOSE OF YOUR FELLOW COUNTRYMEN/(25)/WHO ARE DESTINED/(15)/FOR TRAINING COURSES IN BRITAIN/(20)/FULL STOP/(4)/WHATEVER ADVICE OR INFORMATION/(20)/YOU WERE ABLE TO GIVE/(15)/WOULD BE APPRECIATED/(15)/FULL STOP/(4).

4. Third reading at normal speed, no punctuation given.

FOLLOW-UP TEST 1

PTIA/A1

Notes for Assessors

1. Marking Scheme A: note-taking from lecture

1.1 Quantity and quality of information

(ie processing of information, selectivity and referential accuracy)

- Score one mark (on the answer sheet) for each of the following points if they appear in a way likely to facilitate accurate recall/reuse of the information given. Please indicate the one-mark scores on the answer sheet.

1.1.1 Introduction
(score one mark for each item)

Special group - therefore valuable to own countries and Britain
1 1

Comment on British system after comparison
1

1.1.2 Aims of sponsorship
1

Countries' aims similar - assistance to developing countries
1 1

Contacts with successor generations → commercial benefit
1 1

Systems different
1

1.1.3 Germany
1

Target groups - 50% industrial - academic
1 1 1

Long and short courses
1

Finance - no fees
1 1

Preparatory training - 2 weeks orientation - first language
1 1 1

language training - short courses in L1
1 1

long courses up to one year
or more
1

Support network of agencies cultural programme
1 1 1

Follow-up publications - seminars - further training in
1 1 1 Germany
1

PTIA/A2

1.1.4 USA
1

Target group 1 - no priorities 1 - anyone considered worthwhile 1

Fees 1 - lower than UK 1 - scholarships available 1

Preparatory training 1 - no orientation 1 - little language training (2 - 3 weeks) 1

TOEFL obligatory
1

Support 1 - special people (TLC) 1 - eg with American families 1

volunteer network 1 - link with receiving institutions 1

budget for social activities
1

Follow-up 1 - publications 1 - documentation centres 1

1.1.5 France
1

Target group 1 mainly industrial 1 - connection with ex-colonies 1

Financial 1 - fees unusual 1

Pre-training 1 - no orientation 1 - language not a problem usually 1

little support if it is a problem
1

Support 1 - assimilation 1 - same facilities as French residents ^{students} 1
social budget
1

Follow-up 1 - publications 1 - documentation centres 1

seminars 1 - further training 1

1.1.6 Britain
1

Target group - industrial - not as big but growing - academic
1 1 1 1

Finance - full cost
1 1

Preparatory training - no orientation
1 1

language training - overseas - UK - concurrent (if
1 1 1 needed) 1

Support - special/British - no welfare system
1 1 1

Follow-up - no follow-up
1 1

1.1.7 Conclusion - can learn from comparison - especially
1 1 on follow-up
1

+ criterion scales as for Pre-Test & Post-Test

APPENDIX 1.2: TEST 2

25. "I see things rather differently."
This remark most probably expresses
- A a method of perception. B self-criticism.
C polite disagreement. D a description of events.
26. The plane was completely full. There must have been 350 passengers aboard.
The second sentence shows
- A obligation. B prediction.
C probability. D doubt.
27. '6879 students were met by the British Council and given assistance with such matters as documentation and travel.'
In this sentence, 'documentation' and 'travel' are
- A examples. B opinions.
C definitions. D proofs.
28. 'One of the year's innovations was a review which set out to assess the relevance and effectiveness of the training programme. Its findings, if not conclusive, were certainly encouraging.'
'Its' (at the beginning of the second sentence) refers to
- A relevance and effectiveness. B this year.
C the review. D the training programme.
29. 'It is to be hoped that few students will have to avail themselves of the psychiatric/counselling service, but when the strain becomes too great, then do remember that the service exists and that those who run it are extremely willing and able to help.'
This sentence
- A presents useful information in a friendly way. B is a formal warning of possible problems.
C encourages all students to seek help. D states a university rule.
30. 'Most people say that they would have worked harder at university if they had realised how important it was.'
This sentence suggests most people
- A work as hard as they can at university.
B worked harder at university than they should have.
C knew the importance of hard work when they were at university.
D do not work their hardest at university.
31. 'Most of the overseas students administered by the British Council are in the fields of arts and humanities, education, medicine, science and technology and social study.'
This sentence gives a
- A process. B classification.
C rule. D comparison.

32. 'In some universities failure rates are alarming for both students and staff. Apart from those students who fail, lack of achievement is often evidenced by those who change from one course to another or show signs of boredom.' What does the second sentence do in relation to the first?
- A Contradicts it. B Enlarges on it.
C Generalises from it. D Demonstrates it.
33. 'The academic system would be well served by including an induction ceremony. The event we envisage would confirm the new overseas student in his role by being firmly acknowledged as a member of the university.' This seems to be a
- A recommendation. B definition.
C proof. D condition.
34. 'The reaction of students to their surroundings was a little surprising. It was, of course, natural that there should be complaints in institutions with very poor facilities. What was more surprising was that there proved to be an equal number of complaints in institutions with very good facilities.' Which of the following is an inference from this?
- A Students in both kinds of institutions had complaints.
B Students were concerned about more than just facilities.
C The number of complaints about institutions with good and bad facilities was the same.
D Students reacted in a surprising way to their surroundings.
35. 'We asked students to indicate the proportion of time they had spent on various types of studying in the previous semester. Arts students spent most of their time in reading recommended books and writing essays. Pure and applied scientists, however, had spent most of their time working on set problems and writing up practicals.' Which of the following best fits in after the first sentence?
- A The answers were of an unexpected kind.
B But the answers given were not in fact relevant to the question.
C The responses showed a distinct difference in the activities of the two groups.
D In this way we were able to discover which were arts students and which were scientists.
-

INSTRUCTIONS FOR PART B

You will read the passage in PART B on your answer sheet. Then think of ONE WORD which is suitable for each blank space to make the passage make sense. Write the words you choose on the ANSWER SHEET like this:

The Overseas Students Trust was set (36) down
in 1961 to fund the United (37) Kingdom agencies

If you want to change your answer, put a line through your first answer and write your new answer above it. Like this:

The Overseas Students Trust was set (36) ^{up}~~down~~
in 1961 ...

Now read the passage in PART B on your answer sheet and write the words in the spaces provided there. Read the whole passage through before you start filling in the blank spaces.

T2/A/1

For Assessors only

	PART A	PART B	TOTAL
COMPETENCE			
TEST			%

BRITISH COUNCIL/ODA COURSE 1980

TEST 2 : COMPETENCE TEST

ANSWER SHEET

NAME: _____ DATE: _____

PART A

- | | | |
|-------------|-------------|-------------|
| 1. A B C D | 13. A B C D | 25. A B C D |
| 2. A B C D | 14. A B C D | 26. A B C D |
| 3. A B C D | 15. A B C D | 27. A B C D |
| 4. A B C D | 16. A B C D | 28. A B C D |
| 5. A B C D | 17. A B C D | 29. A B C D |
| 6. A B C D | 18. A B C D | 30. A B C D |
| 7. A B C D | 19. A B C D | 31. A B C D |
| 8. A B C D | 20. A B C D | 32. A B C D |
| 9. A B C D | 21. A B C D | 33. A B C D |
| 10. A B C D | 22. A B C D | 34. A B C D |
| 11. A B C D | 23. A B C D | 35. A B C D |
| 12. A B C D | 24. A B C D | |

PART B

TCTD AND THE EVALUATION OF TRAINING PROGRAMMES

The Technical Cooperation Training Department (TCTD) of the British Council is the department that administers the technical cooperation training programme in the United Kingdom. The purpose of evaluating the technical (36) _____

training programme is to see how (37) _____ the objectives of the programme are (38) _____ attained. The objectives are to facilitate (39) _____ transfer of the knowledge and skills (40) _____ are needed for economic and social (41) _____ .

TCTD has so far been involved (42) _____ a number of evaluation studies. One (43) _____ the self-completion questionnaire. A questionnaire was (44) _____ by the Office of Censuses and Surveys (45) _____ close consultation with TCTD and ODA. (46) _____ second, subsidiary questionnaire was designed for (47) _____ in conjunction with the self-completion questionnaire. (48) _____ purpose of both questionnaires is to (49) _____ data which can be fed into (50) _____ computer and stored and which will (51) _____ the British Council to have on (52) _____ reliable, easily retrievable information about the (53) _____ of the training programme. In the (54) _____ from April 1977 to March 1978 (55) _____ 1200 study fellows who were returning (56) _____ were asked to fill in questionnaires. (57) _____ is about one-third of all study (58) _____ about to return home and is (59) _____ a sufficiently large sample to give (60) _____ significant results. The 1200 were selected from eight main subject fields covered by the TCTD subject sections, each of which deals with a general subject area - medicine, administration, engineering and so on.

BRITISH COUNCIL/ODA COURSE 1980**TEST 2A: COMPETENCE TEST**You have 45 minutes to do this test**INSTRUCTIONS FOR PART A**

In questions 1 to 35 select the best choice and mark your answer on the ANSWER SHEET like this:

1. A B D

If you want to change your answer, change your first mark to a cross and mark the new answer; like this:

1. A B D

Please do not write on this booklet.

PART A

1. Please do we have instructed you.

- | | |
|-------|---------|
| A as | B which |
| C how | D that |

2. you have only 45 minutes, most of you will finish this test.

- | | |
|-----------|------------|
| A Even | B However |
| C Despite | D Although |

3. You about six months in the UK by now.

- | | |
|----------------|--------------|
| A will spend | B have spent |
| C are spending | D spent |

4. You will do tests today than on the first day of your ELTI course.

- | | |
|---------|----------|
| A more | B many |
| C fewer | D little |

5. Students with British families while they are here have an extra chance to improve their English.

- | | |
|-------------|----------|
| A they live | B live |
| C lived | D living |

6. Most overseas students find their training courses easier the beginning of the second term.

- | | |
|------|------|
| A in | B at |
| C on | D to |

7. Work probably comes first but it is important to spend some time on what we enjoy

- | | |
|---------|---------|
| A doing | B do |
| C did | D to do |

8. Most overseas students think they like to have more time to read their set books.

- | | |
|----------|---------|
| A should | B would |
| C are | D will |

9. It is important to have someone to ask for advice when you don't know to do.

- | | |
|--------|---------|
| A how | B about |
| C that | D what |

10. The independent student does not like being told exactly what he must do., he likes to do things for himself.

- | | |
|---------------------|----------------|
| A On the other hand | B Nevertheless |
| C On the contrary | D However |

11. When students are given scholarships to study abroad, it..... that they will learn something useful for their own countries.

- | | |
|--------------|------------|
| A was hoping | B hopes |
| C hoped | D is hoped |

12. One of our most important aims to find out the things overseas students consider difficult.

- | | |
|-------|------|
| A are | B is |
| C are | D be |

13. There are always things in life that we not know.

- | | |
|--------------|----------------|
| A don't need | B should have |
| C are able | D would rather |

14. The higher fees that many students have to pay is the reduction in government aid to the universities.

- | | |
|----------|-------------|
| A due to | B result of |
| C caused | D by means |

15. The question of what makes some people very good at learning foreign languages has not been answered.

- | | |
|---------|---------|
| A still | B ever |
| C yet | D until |

16. "This is Mr Strong."

A suitable response to this is:

- | | |
|--------------------|---------------------|
| A "How do you do?" | B "I'm a student." |
| C "Is it?" | D "Fine thank you." |

32. 'An investigation into students' financial allowances is needed. Many overseas students come on scholarships received from various sources but the majority are private students who have often come with inadequate estimates of financial requirements.'
What does the second sentence do in relation to the first?
- A Contradicts it. B Enlarges on it.
C Generalises from it. D Repeats it.
33. 'The academic tutor would be responsible for making a relationship with the overseas student. The letter of acceptance from the college would give the student the name of his academic tutor. This letter would be followed up by a personal letter from the tutor himself to the student welcoming him to the college.'
This seems to be a
- A recommendation. B definition.
C proof. D condition.
34. 'The students most satisfied reported medium amount of contact with local people, medium impact from the visit, and medium difficulties. They were most likely not to report personal depression or discrimination. They were also the most likely to be satisfied with the teaching quality and with the helpfulness of the teachers.' Which of the following is an inference from this?
- A Medium contact students were most likely to be satisfied with their teachers.
B Neither a lot, nor a little contact is best.
C The best teachers were the most helpful.
D Students with medium contact experienced no depression.
35. 'The overall impression given by the replies of the students is that the majority had settled down to study with few difficulties of any kind either linguistic, social or personal. One would expect students from other cultures to find a number of difficulties in accommodating themselves here. Also, the weight of evidence from previous enquiries shows that a period of study in this country is for many an experience full of difficulties and often disillusionment.'
Which of the following best fits in after the first sentence?
- A This is to be expected.
B These are not important difficulties.
C This is surprising.
D In this way it was possible to discover which students were from overseas and which were not.
-

INSTRUCTIONS FOR PART B

You will read the passage in PART B on your answer sheet. Then think of ONE WORD which is suitable for each blank space to make the passage make sense.

Write the words you choose on the ANSWER SHEET like this:

The Overseas Students Trust was set (36) down in 1961 to fund the United (37) Kingdom agencies.....

If you want to change your answer, put a line through your first answer and write your new answer above it. Like this:

The Overseas Students Trust was set (36) ^{up}~~down~~ in 1961

Now read the passage in PART B on your answer sheet and write the words in the spaces provided there. Read the whole passage through before you start filling in the blank spaces.

For Assessors only

	PART A	PART B	TOTAL
COMPETENCE TEST			2

BRITISH COUNCIL/ODA COURSE 1980

TEST 2A: COMPETENCE TEST

ANSWER SHEET

NAME: _____ DATE: _____

PART A

1	A	B	C	D	13	A	B	C	D	25	A	B	C	D
2	A	B	C	D	14	A	B	C	D	26	A	B	C	D
3	A	B	C	D	15	A	B	C	D	27	A	B	C	D
4	A	B	C	D	16	A	B	C	D	28	A	B	C	D
5	A	B	C	D	17	A	B	C	D	29	A	B	C	D
6	A	B	C	D	18	A	B	C	D	30	A	B	C	D
7	A	B	C	D	19	A	B	C	D	31	A	B	C	D
8	A	B	C	D	20	A	B	C	D	32	A	B	C	D
9	A	B	C	D	21	A	B	C	D	33	A	B	C	D
10	A	B	C	D	22	A	B	C	D	34	A	B	C	D
11	A	B	C	D	23	A	B	C	D	35	A	B	C	D
12	A	B	C	D	24	A	B	C	D					

PART B

TCTD AND THE EVALUATION OF TRAINING PROGRAMMES

1200 Study Fellows were selected from eight main subject fields covered by the six TCTD subject sections, each of which deals with a general subject area - medicine, engineering and so on. Each section has a Section Head (36) _____ up to eight or ten programme (37) _____. The task of each officer is (38) _____ deal with a limited number of (39) _____ fellows who are all doing the (40) _____ courses.

The programme officer will perhaps (41) _____ with sixty or so study fellows (42) _____ are all in one field of (43) _____. The programme officer is thus able (44) _____ build up a close relationship with (45) _____ small number of institutions and courses (46) _____ to acquire some expertise in the (47) _____ available for study in one branch (48) _____ knowledge. It was decided that the (49) _____ year's batch of study fellows to (50) _____ asked to complete the questionnaire, would (51) _____ all the study fellows from a (52) _____ number of courses. It is hoped (53) _____ in each of the following two (54) _____ another third will be selected so (55) _____, by 1980, study fellows in all (56) _____ will have completed the questionnaire.

The (57) _____ information sheet is to be completed (58) _____ the study fellow's programme officer. It (59) _____ corroborate the factual evidence and iron (60) _____ any inconsistencies or ambiguities. The questions of the self-completion questionnaire indicate the information sought. Some are factual, some are designed to elicit what the study fellows, as they depart to their countries, make of the training experience.

BRITISH COUNCIL/ODA COURSE 1980TEST 2: COMPETENCE TEST (PRE and POST-TEST)NOTES FOR ASSESSORSI. ADMINTest Time: 1015 - 1100Test Administrator: Roger HawkeyTest Assessors: John McGovern, Jenny Pugaley, Shelagh Hixon, (Mike Stinson)
Roger Hawkey, (Gillian Marsh?)Scoring Time: After the scoring of TEST I has been done?2. PROCEDURES

- 2.1 Use lay-over transparency to score PART A. / indicates student's selection;
/ or any other corrected marking not to be considered. (Ask RAH re query cases.)

Enter number of correct answers under PART A in the Score Box on the Answer Sheet.

i.e.

	PART A	PART B	TOTAL
COMPETENCE			
TEST			%

- 2.2 Score PART B close passage on the Answer Sheet, accepting alternatives that you consider entirely appropriate and correct in their immediate context and in the text as a whole. Please slash words you do not accept.

Enter number of accepted responses under PART B in the Score Box on the Answer Sheet.

i.e.

	PART A	PART B	TOTAL
COMPETENCE			
TEST			%

- 2.3 Add scores for PARTS A and B and enter total under TOTAL in Score Box.

Leave the % space.

- 2.4 Hand all scored answer sheets to RAH.

Thank you.

RAH 7/80.

A PENDIX 1.3: T ST 3

TEST 3: TEXT INTERACTION PERFORMANCE TEST

OVERSEAS STUDENTS IN BRITAIN

DATA BOOKLET

PART A : Statistics

PART B : Methods of Teaching

PART C : Quotations

PART A.**Some statistics about overseas students in the UK**

Table 1

	Universities			Polytechnics			Further education establishments			Total
	Post-graduate	Under-graduate	Total	Advanced	Non-advanced	Total	Advanced	Non-advanced	Total	
1976-77	18,433	16,021	34,454	13,462	833	14,295	7,214	26,016	33,230	81,979
1975-76	17,587	14,244	31,831	9,966	740	10,706	6,499	26,024	32,523	75,060
1974-75	16,390	11,874	28,264	6,939	771	7,710	4,968	21,139	26,107	62,081
1973-74	15,141	10,177	25,318	5,434	704	6,138	3,744	17,387	21,131	52,587
1972-73	13,585	8,825	22,410	4,292	784	5,076	2,967	14,194	17,161	44,647

Note In 1960-61, the year of the Overseas Students Trust's inception, the number of overseas students in the public sector of education was 25,061, of whom 12,199 were in universities and 12,862 in technical colleges.

Source: British Council

Table 2

Country	1974-75		1975-76	
	Overall Total	Public Sector	Overall Total	Public Sector
Malaysia	11,613	7,010	15,027	10,189
Iran	6,348	5,222	8,825	7,452
Nigeria	4,178	3,533	5,273	4,636
Hong Kong	3,436	2,931	4,434	3,712
France	3,907	342	4,330	483
Ireland	3,021	511	3,771	690
USA	3,762	3,248	3,711	3,365
Greece	3,018	2,735	3,365	3,123
Sri Lanka	2,054	1,659	2,862	2,351
Mauritius	2,579	663	2,678	793
Germany	2,473	673	2,348	785
Kenya	2,160	1,946	2,347	2,012
India	2,320	1,881	2,316	1,885
Switzerland	2,875	252	2,042	338
Cyprus	2,090	1,892	1,961	1,824
Iraq	1,399	1,278	1,815	1,695
Turkey	1,578	1,178	1,714	1,359
Rhodesia	969	578	1,658	1,171
Pakistan	1,430	1,311	1,606	1,444
Singapore	1,242	1,010	1,552	1,323

Source: British Council

OVERSEAS STUDENTS IN BRITAIN 1977-78

13

	UNIVERSITIES	POLYTECHNICS	ALL INSTITUTIONS
Malaysia	4,728	1,253	16,601
Iran	1,261	1,806	12,194
Nigeria	1,466	1,384	7,011
Hong Kong	1,468	585	5,830
USA	2,648	357	4,098
Greece	1,742	626	2,946
France	184	128	1,109
Ireland	304	145	1,173
Switzerland	158	47	1,036
Sri Lanka	452	797	2,286
West Germany	664	98	2,519
Iran	1,261	167	2,262
Turkey	678	286	2,133
All countries	25,388	25,087	122,730

Full-time postgraduates

6. The trends in the number of full-time home and overseas postgraduates, as defined for fee-paying purposes, over the years 1968-69 to 1976-77 are shown in Table D(i).

Table D(i) Postgraduates

	Home		Overseas		Total		Overseas as a percentage of total
	Number	Percentage increase	Number	Percentage increase	Number	Percentage increase	
1968-69.....	28,663	9.4	9,121	3.3	37,784	7.9	24.1
1969-70.....	29,379	2.5	9,750	6.9	39,129	3.6	24.9
1970-71.....	31,294	6.5	10,790	10.7	42,084	7.6	25.6
1971-72.....	32,651	4.3	11,841	9.7	44,492	5.7	26.6
1972-73.....	33,014	1.1	13,103	10.7	46,117	3.7	28.4
1973-74.....	32,202	-2.5	14,615	11.7	46,837	1.6	31.2
1974-75.....	31,826	-1.2	16,044	9.6	47,870	2.2	33.5
1975-76.....	32,577	2.4	17,213	7.3	49,790	4.0	34.6
1976-77.....	32,332	-0.8	17,912	4.4	50,294	1.0	35.7

For the third time in the last four years, there has been a decrease in the number of home postgraduates. Although the percentage increase in the number of overseas postgraduates was the smallest for eight years it still caused the proportion of overseas students to rise once again.

Table D(ii)

	Home				Overseas			
	1975-76		1976-77		1975-76		1976-77	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Education	7,643	23.5	7,033	21.8	1,174	6.8	1,246	6.9
Medicine, dentistry and health.....	1,705	5.2	1,774	5.5	1,240	7.2	1,316	7.3
Engineering and technology	3,044	9.3	3,051	9.4	3,817	22.2	4,069	23.7
Agriculture, forestry and veterinary science	522	1.6	523	1.6	598	3.5	620	3.5
Science	7,909	24.3	7,965	24.6	4,004	23.3	4,211	23.8
Social, administrative and business studies	6,636	20.4	6,788	21.0	3,726	21.6	3,766	21.0
Architecture and other professional and vocational subjects	1,148	3.5	1,173	3.6	529	3.1	565	3.1
Language, literature and area studies	2,140	6.6	2,089	6.5	1,187	6.9	1,257	7.0
Arts, other than languages	1,829	5.6	1,936	6.0	938	5.4	912	5.1
Total	32,577*	100.0	32,332	100.0	17,213	100.0	17,962	100.0

*Including one student whose subject was not recorded.

As in the case of undergraduates (Table B(ii)), a much greater proportion of overseas students than that of home students was reading engineering and technology subjects. The number of graduates studying for the Certificate of Education was the main reason for the much greater proportion of home students than overseas students falling in the education group.

P T O

Figures published by the Overseas Students Trust show that overseas students accounted for more than a third of all postgraduate places in universities during 1977-78, and more than half in engineering and technology, agriculture, forestry and veterinary science. In the polytechnics, 43 per cent of engineering and technology students on advanced courses were from overseas.

For 1974/75 the total number of scholars from overseas administered by the Council under a variety of schemes was 26,541. In 1975/76 the number was 23,772. The number coming under the British Technical Cooperation Scheme was 4,097 and these awards were administered by Technical Cooperation Training Department. A very small number compared to the 90,000 plus overseas students who are here at any one time. Of course we realise that nothing like this number is in need of pre-session English; perhaps one quarter, if our own operation is anything to go by. The British Council places about 300 on pre-session English courses each summer.

It will be useful to have a rough break-down of subject area for the 4,000 in 1975/76; 306 were in the field of agriculture, 210 in arts and humanities, 602 in education, 341 in medicine, 942 in science and technology and 1,696 in social studies.

PART B

Methods of Teaching

The survey revealed that many overseas students experience some difficulty in adjusting to the methods of teaching used in institutes of higher education in this country. Their preferences in this respect seem to be in sharp contrast to those of the majority of British students. The Robbins report on higher education noted that 'extensive complaints' had been made by students' organizations in this country concerning methods of instruction, and that these criticisms were levelled largely at the use of lectures. British students urge that these should be largely replaced by tutorials and seminars. Indeed the criticism of lectures was so widespread that the Robbins committee felt that it was necessary to enter a defence on their behalf: 'We think that a well-planned and well-delivered series of lectures can give a sense of proportion and emphasis lacking in tutorial discussion and seminars where teaching, in following where the argument leads, may often stray into by-ways Attendance at lectures gives them (students) a necessary frame to a week's work, makes them feel part of a community of learning and leads to a wider intellectual contact with their fellows than membership of small classes alone can give.'

The report goes on to issue a warning about the alternative to lectures for which the majority of British students express a preference: 'The tutorial, properly conducted, is an arduous affair on both sides: the pupil has to take an active part. For the great majority of students we believe it to be too exacting.'

P T O

The overseas students in the present sample would seem to be in agreement with the Robbins committee rather than with their British counterparts. When asked to place the various methods of instruction in an order of preference lectures were found to be clearly in the lead, 81 per cent of the total sample rating this form of teaching as 'very useful'. On the other hand only slightly more than a half placed tutorials and seminars in the same category. The above quotations from the Robbins report perhaps provide a key to the marked difference in this respect between British and overseas students. On behalf of lectures it was claimed that they serve to make students feel part of a community of learning' and lead to 'wider intellectual contact with their fellows' than does membership of a small class or seminar. This may well explain why many overseas students look upon lectures with such favour, especially if they involve British students as well and if, as is often the case, the small classes that represent the alternative are composed of other overseas students. Another feasible explanation for this difference is also indicated in the quoted extracts from the Robbins report. Tutorials can be extremely demanding and, in the committee's view, too exacting for many British students. Those from overseas may well shrink from this kind of intimate contact with tutors and fellow-students because they feel ill-equipped for the kind of encounter that it involves.

P A R T C

"Once you built up contacts you were all right."

"People are more friendly than I thought they would be. It is easier to make friends with workers and technicians than to make friends with middle-class people. In the younger generation, girls are more friendly. In the older generation you find the men are."

"Feel I am regarded generally as a foreigner - curious, strange. But in college I am shown more respect as a person."

"I had to re-learn English when I came here. The major problems are the language and your customs. We don't know how to interpret your behaviour and customs and can get the wrong message."

"I wanted to meet UK people when I came here. So I used the hospitality offered - such as international coffee evenings."

"I don't get to know UK people and would like to. I find people friendly but I haven't made friends. I see mostly foreigners here."

"If I am involved in a situation where I sense something is wrong, I am not sure whether the barrier is due to my problem about language or to some other difficulty, e.g. cultural."

P T O

"Tolerance is there but the acceptability is lacking. So long as you don't interfere with other people you are tolerated, but if you want to be accepted you feel that people put pressure on you to be something you may not be."

"I like it here but I can see that it is difficult for my wife. I am impressed by the freedom here and the sense of social responsibility."

"The majority of British people don't know much about what is going on overseas and they have a false idea about the countries and the way people live outside Europe and the US. "



T3/A/1

For
Assessors only

Text Interaction Performance Test	REPORT A			REPORT B			REPORT C			TOTAL
										%

BRITISH COUNCIL/ODA COURSE 1980

TEST 3: TEXT INTERACTION PERFORMANCE TEST

ANSWER SHEETS

NAME: _____ DATE: _____

You have 1½ hours to do this test.

PART A: REPORT A

Some facts, figures and comments about overseas students in Britain are given in PART A of your Data Booklet. (It is the kind of information you may have to collect for yourselves during your studies.)

On the Report Sheet over the page, write REPORT A, a summary of the data in PART A of the booklet.

Your report should cover topics such as:

- overall numbers of overseas students coming to study here;
- main countries of origin, kinds of institution, subject areas.

PART B: REPORT B

Please read the article on methods of teaching in PART B of your Data Booklet.

In REPORT B below, summarise the information in the article according to the headings given. Give your own opinion, too.

<p>REPORT B</p> <p><u>METHODS OF TEACHING</u></p> <p><u>UK Students' Preference:</u> _____</p> <p>_____</p> <p><u>Possible Reasons:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Overseas Students' Preference:</u> _____</p> <p>_____</p> <p><u>Possible Reasons:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Your own opinion:</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

TEST 3: TEXT INTERACTION PERFORMANCE TEST

NOTES FOR ASSESSORSI. ADMINTest Time: 1130 - 1245Test Administrator: Roger HawkeyTest Assessor: Roger HawkeyScoring Time: 19/7/802. MARKING SCHEME2.1 QUANTITY, RELEVANCE AND ACCURACY OF INFORMATION PROCESSED

REPORT A (Scanning, transcoding, reporting specific information)

Score:

- | | | | | |
|---|---|---|---|---|
| - <u>Overall numbers of overseas students coming here:</u> | | | | |
| latest figure 123,759, 1977/78 | I | I | | |
| Rise from 44,647 in 1973/3 (or use 60/61 figure) | I | I | | |
| Rise every year, considerable | I | | | |
| Rise in all sectors, institutions | I | | | |
| Rise in proportion : overseas/UK students | I | I | | |
| - <u>Main countries of origin</u> | | | | |
| Top 4 Malaysia, Iran, Nigeria, HK | I | I | | |
| Same for all reported years (74-78); (6/7 missing) | I | I | I | |
| Next 4 USA, Greece, France, Ireland | I | I | | |
| Changes in order; e.g. US up, France down (or countries <u>not</u> there) | I | I | | |
| - <u>Kinds of institution</u> | | | | |
| Universities, polytechnics, FE | I | I | I | |
| Public and private sector | I | | | |
| All levels, undergrad, post grad; advanced, non-advanced | I | I | | |
| - <u>Subject areas</u> | | | | |
| Main areas eng+technology; agric + vet; soc studies, admin, business | I | I | I | I |
| Hi proportion of overseas post grads (33%) | I | | | |
| 50%+ in eng + technology; 14% at polys | I | I | | |

Max Total = 30 marks

REPORT B (Scanning, inference, relating text topic to own view)

- | | | | | | |
|--|---|---|---|---|---|
| - .1 Tutorials and seminars | I | | | | |
| .2 intimate contact; discussion/argument; active +? +? | I | I | I | I | I |

- .3 lectures I
 - .4 sense of proportion, emphasis; frame; community; wider intellectual contacts; less exacting; meet more British students I I I I I
 - .5 own preference and reasons I I I I I I
- Max Total = 18 marks

REPORT C (Inference, summarising, relating others' and own views)

- Summary: contacts/acceptability - work at it I I I I
 class, generation, setting differences
 - language - to interpret behavior, culture I I
 - British insularity; sense of responsibility I I I
 reserve
 - Own Opinion : choice + reasons I I I I I I
- Max Total = 15 marks

2.2 COMMUNICATIVE PERFORMANCE CRITERIA SCALES

.1 FORMAL ACCURACY (for REPORTS A, B and C)

- 1. Almost all grammatical patterns inaccurate except in a few stock phrases. Intended communication thus nearly always prevented.
- 2. Constant grammatical errors showing control of few major patterns . Intended communication frequently hampered.
- 3. Quite frequent grammatical errors showing some major patterns uncontrolled. Only occasional breakdowns in intended communication.
- 4. Occasional grammatical errors showing imperfect control of some patterns. None of these cause actual breakdowns in intended communication.
- 5. Only infrequent and insignificant grammatical errors. None of these even hamper intended communication.
- 6. Educated native speaker grammatical accuracy.

.2 FLEXIBILITY (for REPORTS B and C only)

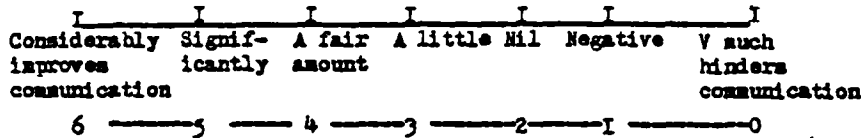
- 1. Inability to cope with immediate communicative needs; no capacity to negotiate personally required meaning when focus is switched to 'outside' the text.
- 2. Preoccupation with the exercise of marginal capacity to negotiate immediately required meaning from the text means only a minimal ability to handle switch of focus to topics 'outside' the text.

3. Attempts to handle communication 'outside' the text but frequent breakdowns in communication because the switch of focus is a problem.
4. Most switching from communication inside to 'outside' the text handled ; effectively. Occasional errors caused by misreading the relationship.
5. No significant problem caused by the switch of focus from communication inside to outside the text.
6. Educated native speaker capacity to handle switches of focus.

3. ORGANISATION (for REPORTS A and C only)

Degree of helpfulness to communication of the required message of achieved through features such as:

logical sequencing, inter-topic connections, focusing (headings, sub-headings, underlining, other features of lay-out).



3.. SUMMARY OF MARKING SCHEME

REPORT A

p.g:

	REPORT A	REPORT B	REPORT C	TOTAL
Text-Interaction	26	15	26	67
Performance	20	9	14	43
Fast	3	3	3	9

Quantity, relevance and accuracy of information: Max 30 marks
 Formal Accuracy: Max 6 marks
 Organisation: Max 6 marks
TOTAL: 42

REPORT B

Quantity, relevance and accuracy of information: Max 18 marks
 Formal Accuracy: Max 6 marks
 Flexibility: Max 6 marks
TOTAL: 30

REPORT C

Quantity, relevance and accuracy of information: Max 15 marks
 Formal Accuracy: Max 6 marks
 Flexibility: Max 6 marks
 Organisation: Max 6 marks
TOTAL: 33

BRITISH COUNCIL/ODA COURSE 1980

TEST 3: TEXT INTERACTION PERFORMANCE TEST

HIGHER EDUCATION IN BRITAIN

D A T A B O O K L E T

PART A : Statistics

PART B : Universities

PART C : Quotations

PART A

Higher Education 1980

The provision for higher education has almost tripled in size since 1960. It caters for about 500,000 full-time and sandwich students and about 250,000 part-time students through a variety of courses and in a variety of institutions. More than 12 per cent of 18-year-olds enter courses of higher education. This expansion has been achieved by creating ten new universities and by developing a number of colleges into universities; by forming 30 polytechnics specialising in advanced work out of further education colleges; and by expanding the size of all these institutions. Colleges of education which specialised in training teachers were expanded rapidly to cope with the rising numbers of pupils in schools but faced with the prospect of a fall in numbers (due to a fall in the birthrate) some have been closed while many have been amalgamated with other colleges, leading in some cases to the development of institutes or colleges of higher education providing a range of courses.

The number of students taking full-time and sandwich courses (excluding teacher training) is evenly divided between science-based and arts-based courses; although this is not a matter for explicit government policy, it has been the subject of much public discussion.

Table 4.11 Higher education: number and age of students from the United Kingdom and from overseas

	<i>United Kingdom</i>			<i>Thousands</i>		
	<i>Men</i>			<i>Women</i>		
	1967/68	1976/77	1977/78	1967/68	1976/77	1977/78
Full-time students by origin:						
From the United Kingdom						
Universities ¹ : undergraduate	115.9	134.6	139.1	47.6	77.7	82.0
post-graduate	20.4	22.6	21.4	6.3	10.4	10.2
Further education: first degree	16.8	46.2	50.0	4.9	23.5	27.9
teacher training	29.5	25.3	19.7	78.8	69.8	52.0
other courses	32.6	38.1	37.9	11.6	21.6	23.4
Total full-time UK students	215.1	266.8	268.2	149.1	203.0	195.5
From overseas ²						
Universities ¹ : undergraduate	5.4	12.1	13.0	1.2	4.0	4.4
post-graduate	7.5	14.5	14.5	1.4	3.5	3.7
Further education: first degree	1.6	7.1	7.7	0.2	1.2	1.7
teacher training	0.2	0.2	0.4	0.3	0.4	0.5
other courses	4.1	10.0	10.0	0.4	2.4	2.2
Total full-time overseas students	18.9	44.0	45.6	3.4	11.4	12.4
Full-time students by age groups:						
18 and under	24.7	32.4	33.6	24.6	28.9	27.8
19-20	94.4	108.0	109.9	75.3	90.1	87.2
21-24	82.7	111.6	111.0	34.2	61.8	60.9
25 and over	32.3	58.5	59.1	18.4	33.6	32.0
Part-time students:						
Universities	16.3	19.9	20.2	4.0	7.5	8.4
Open University ³	.	36.2	38.2	.	25.0	28.0
Further education advanced courses:						
part-time day courses	69.3	82.5	85.5	5.0	17.2	21.5
evening only courses	46.3	33.9	34.6	4.9	6.2	9.4
Total part-time students	131.9	172.4	178.6	13.9	55.9	67.4
Part-time students by age groups:						
18 and under	..	3.3	3.6	..	1.5	1.7
19-20	..	17.9	18.7	..	4.7	5.3
21-24	..	46.7	53.6	..	11.3	16.5
25 and over	..	104.5	102.6	..	38.5	43.8

Home undergraduates									
	Men			Women			Total		
	Arts	Science	Science as a percentage of total	Arts	Science	Science as a percentage of total	Arts	Science	Science as a percentage of total
1971-72 ...	44,538	60,136	64.3	36,499	21,094	36.5	81,237	101,435	55.5
1972-73 ...	44,763	79,060	63.8	38,326	22,317	36.8	83,089	101,377	54.9
1973-74 ...	45,806	77,695	62.9	40,154	23,519	36.9	85,960	101,214	54.1
1974-75 ...	46,546	76,697	62.1	42,758	24,677	36.6	89,494	101,374	53.1
1975-76 ...	49,623	76,727	60.7	45,637	25,513	35.9	95,255	102,260	51.8
1976-77 ...	52,143	78,649	60.1	48,510	26,465	35.3	100,633	105,114	51.1

Most students at universities are undergraduates: in 1977-78 there were about 280,525 full-time university students in Britain, including over 48,871 postgraduates. Just under a half lived in colleges and halls of residence, over one-third were in privately rented accommodation, and the remainder lived at home. There were about 32,209 full-time university teachers paid wholly from university funds. The ratio of staff to students was about one to eight or nine, one of the most favourable in the world.

Except at the Open University, first-degree courses are mainly full-time and usually last three or four years, though medical and veterinary courses may require five or six. In spite of the extension of facilities for obtaining a degree in other ways the majority of students on full-time first-degree courses are at universities (the non-university sector offers a variety of other higher-education courses besides degrees).

Universities(1): courses taken by full-time students

TABLE 5.17

Academic years

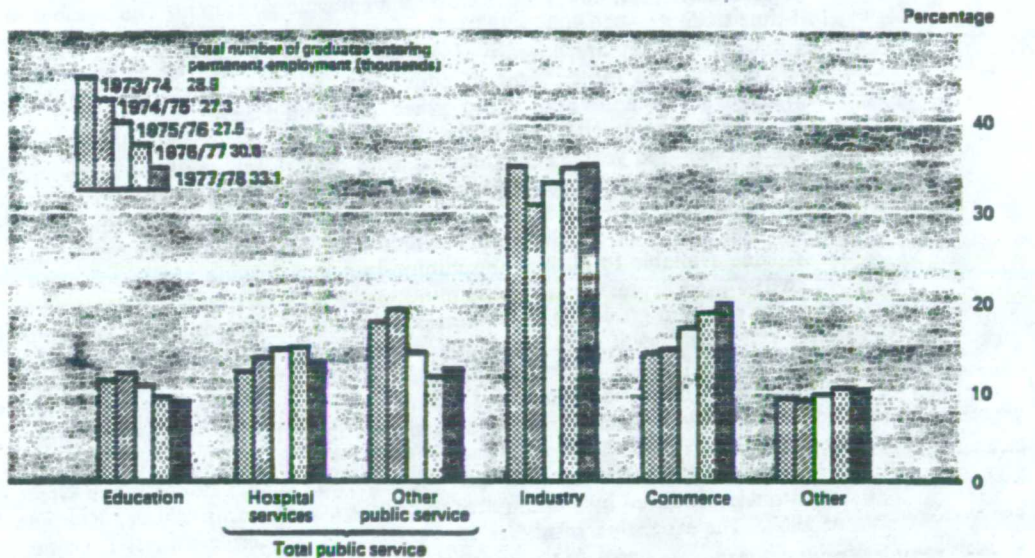
Number

		1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977
Education:	Men	4,283	4,836	4,769	4,716	4,796	4,969	5,116	5,601	5,223	5,521
	Women	4,016	4,213	4,684	4,350	4,473	4,888	5,455	5,696	5,760	6,111
Medicine, dentistry and health:	Men	16,222	16,499	16,917	16,954	17,254	17,931	18,332	18,627	18,171	19,400
	Women	5,854	6,085	6,745	7,484	8,233	9,029	9,760	10,379	10,908	11,340
Engineering and technology:	Men	34,392	36,482	36,296	36,799	36,734	34,837	34,508	36,378	37,515	39,000
	Women	534	711	830	985	1,158	1,250	1,399	1,539	1,837	2,140
Agriculture, forestry and veterinary science:	Men	3,598	3,764	3,808	3,591	3,607	3,598	3,673	3,896	4,081	4,000
	Women	693	756	864	922	1,018	1,091	1,167	1,372	1,496	1,600
Science:	Men	43,519	43,192	44,475	46,897	46,086	45,274	44,897	45,342	45,883	46,740
	Women	12,847	12,746	13,641	14,651	15,328	15,688	16,331	16,840	17,391	18,110
Social administration and business studies:	Men	29,943	31,391	32,802	34,140	34,902	36,074	37,276	39,868	41,876	42,640
	Women	14,083	13,676	14,869	16,460	17,296	18,650	20,147	21,966	23,666	24,860
Architecture and other professional and vocational subjects:	Men	3,127	3,467	3,281	3,730	3,650	3,706	4,014	4,138	4,166	4,280
	Women	736	834	821	916	999	1,108	1,293	1,498	1,613	1,650
Language, literature and area studies:	Men	12,027	12,044	12,265	12,411	12,335	12,256	12,241	12,521	12,777	12,800
	Women	14,389	14,433	14,958	15,913	16,495	17,066	17,749	18,754	19,661	20,760
Arts other than languages, music, drama and visual arts:	Men	9,967	11,929	12,373	11,984	12,153	12,186	12,302	12,702	13,048	13,330
	Women	7,374	10,311	10,860	10,680	11,299	11,633	12,021	12,593	13,239	13,470

Further increases in the number of graduates entering industry and commerce took place between 1976/77 and 1977/78; 9 and 15 per cent respectively. During the same period the

numbers entering education rose by 3.5 per cent, although, in percentage terms, the annual share of graduates entering education employment continued to decline (Chart 4.12).

Chart 4.12 Destination of first and higher degree graduates from UK Universities entering Home employment



Universities in Britain

University education in Britain is one part of a broad system of higher education, which also includes the work in colleges of education (teacher-training colleges) and advanced courses in polytechnics and other colleges of further education. Higher education, most of which is undertaken full time by young people who leave school at about 18 or 19, may take the form of general or specialised studies. Some courses combine higher education with practical training for professions such as teaching and medicine and in technological or scientific subjects; beyond this there is postgraduate work that can lead to higher degrees. There are also part-time courses for people in employment, and training and refresher courses for older, qualified people.

At a time of rapid educational expansion in Britain higher education has expanded more than any other part of the educational system. The number of full-time students—456,900 in 1970–71—is well over three times the number in the mid-1950s. They are broadly in the proportions of one-half in the universities, one-third in the colleges of education and one-sixth taking advanced courses³ in polytechnics and other further education colleges.

This expansion may be seen as the third stage of the educational revolution of the last hundred years. The late nineteenth century saw the establishment of free and universal elementary education; by 1900 most children remained at school until they were at least 12. There followed the second stage, culminating in the Education Act of 1944, as a consequence of which secondary education was made available to all and the minimum school leaving age was raised to 15 in 1947. (In September 1972 the minimum school leaving age was raised to 16.) The resultant growth in senior forms, taken in conjunction with a rise in the birth-rate, has meant that more and more pupils are qualifying for higher education. In 1970–71 an estimated 92,590 pupils and students in England and Wales left schools and grant-aided further education establishments with two or more 'A' levels (commonly accepted as a qualification for higher education), compared with only 43,300 in 1960–61.

It was against this background that the report on Higher Education in Great Britain was produced by a committee under the chairmanship of Lord Robbins in 1963.³ The expansion of higher education does not derive entirely from this report, for the late 1950s and early 1960s had already seen considerable advance; but the report's recommendations gave an added impetus. In particular they included the principle, which was immediately accepted by the Government, that no one who is qualified should be prevented by lack of money from continuing his or her education to the highest level. In fact over 90 per cent of all students in higher education in Britain receive grants for the full or part payment of their fees and maintenance (see p 10). The Robbins report also set targets for all sections of higher education in Great Britain up to 1980–81. These figures included 390,000 full-time places in higher education by 1973–74, of which 218,000 were to be in universities and 122,000 in teacher training. However, due to rapid expansion in the late sixties, the target for higher education and the universities was achieved by the academic year 1969–70 while that for teacher training was reached by 1970–71.

Proposals for university development in Great Britain were contained in two Government White Papers, published in December 1972,¹ which outlined a ten-year programme of expansion at all levels of education. According to the White Papers, the Government expects to be providing for about 375,000 full-time students in the universities in Great Britain by 1981. This compares with 236,000 such students in 1971–72.

P A R T C

"I really wish I had had more training in English in my home country before I came here to begin my studies."

"I didn't receive nearly enough detailed information about my post-graduate course before I arrived here. The information that I did get was too little and too late."

"I'm glad my wife and child have come with me but they get lonely at home all day. When I get back from college, I find it difficult to concentrate on my work and I feel guilty if I don't spend a lot of time with them."

"I live in a university hall of residence and I am surrounded by other foreign students. I hardly ever get the chance to talk to British students. It would be much better if I could live with an ordinary British family."

"It's very lonely here without my family. I often get homesick and I'm sure this has a bad effect on my work."

"I did a special English training course in my country before I came to UK. But really it was a waste of time and effort. I would have learnt much more in a shorter time if I'd done a pre-study English course here."

"I found out as much about my specialist course as possible before I came to the UK but you can't really be sure what it's going to be like until it actually starts. You have to be prepared to adapt to the unexpected anyway."

"I was told it would be better to live with an English family but I feel cut off from all the activities at the university itself and am never quite sure what my responsibilities are as a 'member' of a family. I don't have enough independence."

"I did a special English course before I came here and then two separate courses in English in the UK before I went to my university. But the three courses didn't seem to be connected or co-ordinated. I had to learn some things three times and some things I didn't get to learn at all."



For
Assessors
only

Text Interaction Performance Test	REPORT A			REPORT B			REPORT C			TOTAL
										%

BRITISH COUNCIL/ODA COURSE 1980

TEST 3: TEXT INTERACTION PERFORMANCE TEST

ANSWER SHEET

NAME: _____ DATE: _____

You have 1½ hours to do this test.

PART A: REPORT A

Some facts and figures about higher education in Britain are given in PART A of your Data Booklet. (It is the kind of information you may have to collect for yourselves during your studies.)

On the Report Sheet over the page write REPORT A, a summary of the data in PART A of the booklet.

Your report should cover topics such as:

- Overall numbers of students;
- Comparisons between male and female students;
- Subject areas;
- Jobs after graduation.

REPORT A:

HIGHER EDUCATION IN BRITAIN: THE GENERAL PICTURE

PART B: REPORT B

Please read the article on universities in Britain in PART B of your Data Booklet.

In REPORT B below summarise the information in the article according to the headings given.

REPORT B:

UNIVERSITIES IN BRITAIN

1. Different kinds of higher education in Britain:

2. The 3 stages of educational expansion:

2.1 _____

2.2 _____

2.3 _____

3. Facts and figures on the expansion of higher education:

1950s _____

1960-61 _____

1969-70 _____

1970-71 _____

1971-72 _____

1973-74 _____

1981 _____

For
Assessors
only

Text Interaction Performance Test	REPORT A		REPORT B		REPORT C			TOTAL
		52		44		38		
	40	6	38	6	20	6	6	
	6				8			%

BRITISH COUNCIL/ODA COURSE 1980

TEST 3: TEXT INTERACTION PERFORMANCE TEST

ANSWER SHEET

SCORING SCHEME _____ DATE: _____

You have 1½ hours to do this test.

PART A: REPORT A

Some facts and figures about higher education in Britain are given in PART A of your Data Booklet. (It is the kind of information you may have to collect for yourselves during your studies.)

On the Report Sheet over the page write REPORT A, a summary of the data in PART A of the booklet.

Your report should cover topics such as:

- Overall numbers of students;
- Comparisons between male and female students;
- Subject areas;
- Jobs after graduation.

PTO

REPORT A:

HIGHER EDUCATION IN BRITAIN: THE GENERAL PICTURE

(TOPICS such as: overall numbers of students; comparisons between male and female students; subject areas; jobs after graduation)

1. c 500,000 full-time, sandwich ss; 250,000 part-time (= 12% of 18+y olds)

<u>full-time</u> :	215,000 — 268,00 (68-78) men	= 463,000 (UK)	
	149,000 — 195,000 (") women		
+	18,900 — 45,600 (") men	= 58,000 (O'seas)	
	3,400 — 12,400 (") women		
<u>part-time</u> :	131,900 — 178,600 (") men		
	13,900 — 67,400 (") women		

University : FE proportions c. 55:45; undergrad:p/grad UK7:1; o'seas 50:50
Increase but rate of increase slowing down except part-time.

2. Male/female

see above plus women numbers rising more

men: science 60% arts 40 %; women Sc 35 Arts 65%

men big in SC, Eng, Soc Sc; women big in Lang, lit; Med, Soc Sc, Sc

3. Subject areas

see above plus rank order = 1 Soc Sc 2 Sc 3 Arts 4 Medic (all rising)

4. Jobs after

Industry /commerce top_ and up

rank: order = 1. Ind, 2. Comm 3 other public 4 hospital service 5 edn
 rising falling falling fall

INFO = c 40 marks + Formal Accuracy (1 to 6) + Organisation (0 to 6)

MAX TOTAL = 52

PART B: REPORT B

Please read the article on universities in Britain in PART B of your Data Booklet.

In REPORT B below summarise the information in the article according to the headings given.

REPORT B:

UNIVERSITIES IN BRITAIN1. Different kinds of higher education in Britain:

Univs + C of Edn (TTC) + Polys + Coll of FE ..	
18 ₊ year-olds -- general + specific, + or - practical training	
under-grad + post-grad + part-time/refresher	

2. The 3 stages of educational expansion:

2.1 free universal primary edn; late 19 C	
2.2 free sec edn for all; min. age 15 --16; 1944 on	
2.3 higher edn (expansion); 1950's on	

3. Facts and figures on the expansion of higher education:

1950s c 150,000 full-time ss (Higher Ed)	
1960-61 43,300 with 2 A levels +	
1969-70 218,000 Univ ss.	
1970-71 92,590 with " A's +; 456,900 full-time (HE); 1/2 univ, 1/3 CoE; 1/6 polys+122000 TT	
1971-72 236,000 full-time univ ss.	
1973-74 390,000 full-time places in HE (218,000 Univ + 122,000 TTC)	
1981 375,000 full-time Univ ss (planned)	

INFORMATION 39 par's + FORMAL ACCURACY (1 to 6) TAX = 4+

A NDI 1.4: T ST 4

BRITISH COUNCIL/ODA COURSE 1980

TEST 4: ORAL INTERACTION TEST (OIT)

Notes for Assessors

1. The main aims of OIT are:

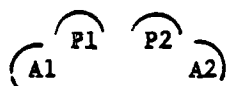
1.1 To assess, (for placement and profiling purposes) the aural/oral communicative competence of all course members in a reasonably authentic interaction.

1.2 To give participants the chance to communicate with two different native-speakers and with each other on a variety of topics, all relevant to all parties.

1.3 To provide data about the participants that should actually be helpful for course design and implementation, both as background information and as the means of assessing competence through fairly refined criteria which can serve as yardsticks for our continuous assessment and final re-testing.

2. The following procedures should be followed for OIT:

2.1 Two assessors invite the two scheduled interviewees to complete the comfortable, informal semi-circle (see below and the OIT trial video [to be shown at the staff briefing])



Friendly, informal tone to be established from the start through pleasant greetings and seating arrangement chat, eg "Come in, please and welcome. Now perhaps you'd like to sit in the two seats between George and me... I'm Fred by the way. If you'd like to sit in this chair ... and you there ... fine blah blah etc." No formal intros because P's will have to give their full names at the start of the interview proper. Since the interview session is designed to elicit genuinely required information from P's, the appropriate mood is the cooperative, sharing feel you want to establish for an in-depth survey interview rather than for an oral exam. This can be done without spending a lot of time (which we haven't got) on chit chat.

2.2 Assessor A (pre-agreed) should then introduce the session eg "Now, what we want to do is to make sure we have the right information about you, your background, studies, job, interests and so on. This is to help us to give you the right kind of English course here at ELTI - after all George and I are going to be your teachers and we want to get to know you as soon as we can. So, we're both going to ask you a few questions about yourselves and get the information down on these sheets (show a data sheet briefly) Right, now can I just make a note of your full name, please....?" (Begin, perhaps, with the P who seems more confident/competent if it's obvious).

2.3 Assessors will then collect information in the following sequence, designed to share the advantage of batting second as fairly as possible between P's.

Assessor A ----- P1 on Section 1
 ----- P2 on Section 1
 ----- P2 on Section 2
 ----- P1 on Section 2
 ----- P1 on Section 3
 ----- P2 on Section 3
 Assessor B ----- P2 on Section 4
 ----- P1 on Section 4

Note that Assessor A has covered the mainly professional, rather more formal topics before Assessor B moves in on more personal themes and probably in a more personal tone. It is probably fairer if Assessors maintain these roles throughout all the interview sessions.

2.4 For Section 5 of the data sheet, the interview changes to Participant-to-Participant mode. Assessor A might introduce the switch as follows:

"Now we'd like to find out a little about your English language learning. We think it's better if you give us this information by talking to each other. So, I'm going to give you a card with some topics on it. We would like you to ask Y about them, please. Take a few seconds to think about what and how you're going to ask ... OK? (Assessor A give card A to P1 or P2: P1 → P2 interaction proceeds: Max time 5 minutes)... Thank you. Now, Y, here's your card. It'll tell you what we want to find out from X (Card B to P.....etc)"

Suspect this part of the OIT will be most revealing; also it gives Assessors a chance to re-think their impressions etc because there won't, probably, be so much to enter on the data sheet at this stage. Temptation to interfere in the P-P interaction should be resisted unless it really dies.

2.5 Assessors wind up the session with thanks and check that P's know what they're supposed to be doing next.

1. Two Data Sheets (T4/1-2) have to be completed during each interview, one for each P. Best for each Assessor to complete one sheet (on one pre-agreed P) throughout the OIT, whether he is asking the questions at the time or not.

ii. Both Assessors need to be thinking about the assessment criteria and ratings for both P's throughout the OIT. There is space on the Data sheets for rough notes (on either P) and an interim 'rough running check' grid - which may help. There's no substitute for familiarity with the actual criteria and levels, though (see T4/3 to T4/6 below).

2.6 Assessors' round-up (average time 5 minutes) should:

2.6.1 make sure there are two completed data sheets

2.6.2 check Section 6 (additional comments) briefly for really major disagreements.

2.6.3 note down (independently) ratings for each P on each criterion.

2.6.4. compare and discuss ratings to get a consensus

2.6.5 enter agreed ratings in Section 7 of each data sheet
(weighting and totalling calculations may be left till later).

Notes

- i. The assessment procedures will doubtless be hard at first but get easier through the practice of seven interviews on the day and the OIT trial video.

Important to give it a chance this time, though, and discuss possible modifications afterwards for use in the post-course OIT.

- ii. The 10 possible points for 'extra-linguistic factors' is admittedly controversial and highly subjective. Since it may be revealing, however, and tie in with other parts of the very detailed profiles we will be building up on each P it will be left in at this stage and very much open to the interpretation of individual assessors - with their justifications noted in Section 6 of the data sheets.

RAH
1/7/80

BRITISH COUNCIL/ODA COURSE 1980

TEST 4: ORAL INTERACTION TEST

1. FULL NAME OF TRAINEE: _____

SEX

M	F
---	---

 DATE OF BIRTH

--	--	--

HOME COUNTRY: _____

MARITAL STATUS

M	S
---	---

ACCOMPANIED	UNACCOMPANIED
-------------	---------------

2. MAIN SUBJECT OF STUDY IN UK: _____

OTHER AREAS OF STUDY IN UK: _____

PLACE OF STUDY IN UK: _____

LEVEL OF STUDY IN UK: _____

3. JOB ON RETURN HOME (Main Duties): _____

4. INTERESTS, HOBBIES, HOPES, AMBITIONS (at home and/or in UK; friends and family matters included)

Assessment Notes:

Rough Running Check on Assessment Criteria

- Listening Compre. 6 5 4 3 2 1
- Accent 6 5 4 3 2 1
- Formal Accuracy 6 5 4 3 2 1
- Referential Adequacy 6 5 4 3 2 1
- Socio-cult. Appropriacy 6 5 4 3 2 1
- Fluency 6 5 4 3 2 1
- Flexibility 6 5 4 3 2 1
- Extra-ling. factors:

Assessment Notes:

5. /Information collected by candidates themselves using CARD A and CARD B/

ENGLISH LANGUAGE LEARNING AND USE PRE-UK/
ENGLISH TRAINING NEEDS/WANTS ON ELTI COURSE;

6. ADDITIONAL COMMENTS (by Assessors on Candidates, including re. extra-linguistic factors)

7. ASSESSMENT OF COMMUNICATIVE COMPETENCE:

CRITERION	Rating	x	Weighting	=	SCORE
Listening Comprehension		x	3	=	
'Accent'		x	2	=	
Formal Accuracy		x	2	=	
Referential Adequacy		x	2	=	
Socio-cultural Appropriacy		x	2	=	
Fluency		x	2	=	
Flexibility		x	2	=	
Extra-linguistic Factors					
TOTAL					

TEST 4: ORAL INTERACTION TEST

1. FULL NAME OF TRAINEE: _____

SEX M F DATE OF BIRTH

HOME COUNTRY: _____

MARITAL STATUS M S

ACCOMPANIED UNACCOMPANIED

2. MAIN SUBJECT OF STUDY IN UK: _____

PLACE OF STUDY IN UK: _____

FEELINGS ABOUT STUDY IN UK (possible difficulties etc)

HOW STUDY IN UK CAN HELP WITH WORK ON RETURN TO HOME COUNTRY:

3. IMPRESSIONS OF UK (London; British people; new friends etc):

Assessment Notes:
This Candidate (X) | 'Other' Candidate (O)

Rough Running Check on Assessment Criteria

- Listening Compre 6 5 4 3 2 1
- Accent 6 5 4 3 2 1
- Formal Accuracy 6 5 4 3 2 1
- Referential Adequacy 6 5 4 3 2 1
- Socio-cult. Appropriacy 6 5 4 3 2 1
- Fluency 6 5 4 3 2 1
- Flexibility 6 5 4 3 2 1
- Extra-ling. factors: /Mark X or O where appropriate/

PTO

4. /Information collected by candidates themselves using CARD A and CARD B/

OPINIONS OF THE BC/ODA ENGLISH COURSE/
OPINIONS OF HOW THEY HAVE BEEN LOOKED AFTER

Assessment Notes:

5. ADDITIONAL COMMENTS (by Assessors on Candidates, including re extra-linguistic factors)

6. ASSESSMENT OF COMMUNICATIVE COMPETENCE:

CRITERION	Rating	x	Weighting	=	SCORE
Listening Comprehension		x	3	=	
'Accent'		x	2	=	
Formal Accuracy		x	2	=	
Referential Adequacy		x	2	=	
Socio-cultural Appropriacy		x	2	=	
Fluency		x	2	=	
Flexibility		x	2	=	
Extra-linguistic Factors					
TOTAL					

TEST 4

Participant-to-Participant Cards: (see Section 5)

CARD 1 (1)

Ask your colleague about his/her English language learning in his/her country.

e.g. teachers, number of years of English, textbooks.

Ask him/her about the importance of English in his/her work.

CARD 2 (P)

Ask your colleague what he/she wants from the English course at ELTI.

e.g. methods of teaching, textbooks.

Ask him/her about his/her problems in English.

POST-TEST 4

Participant-to-Participant Cards: (see Section 4)

CARD 1 (P1)

Ask your friend for his/her opinion of the ELTI English course.

e.g. the time-table, teaching, books, activities, tests.

Find out if your friend's English language needs have been satisfied by the course or not.

CARD 2 (2)

Ask your friend for his/her opinion on how well people have looked after him/her.

e.g. the programme officer, course officer, the guide, the people at the hostel.

Find out what improvements your friend would suggest for the future.

B / DA UR E F LLOW-UP DAY (1 /)

Oral Interviews

NOTES for ASSESSORS

1. The pairs will be different from last time, matched according to receiving institution, background, TL etc.
2. Try a loosely structured, informal approach, getting them to do the talking. Key topics:
 - How's the course?
 - How has morale been?(NB ups and downs, when, why?)
 - How is the UK?
3. Please rate communicative performance according to the criteria and scales used for Pre- and Post-Test 4. No need to take any other notes as everything will be recorded.
4. Timing: about 10 minutes per pair.

Group Discussions

NOTES for DISCUSSION LEADERS

1. Your group will be all the people you have just interviewed ie 6 or 7 per group.
2. You have an hour or so at your disposal - all to be recorded.

Key points:

- .1 Take pains to set all at ease re confidentiality, openness etc.
- .2 Guide firmly but sympathetically, especially re keeping on the subject, getting everyone involved etc.
3. Topics (c.f. Grubb Report)
 - .1 how they feel as students (ie re main course:content, methods teachers, facilities, TL problems etc.)
 - .2 How they feel as customers/clients (ie re value for money, time, efficiency of administration, relevance and usefulness of training to their countries etc.)
 - . How they feel as visitors to UK (ie attitude of UK contacts in and outside receiving institution, characteristics of British etc.)

NB There will, of course, be overlap and it doesn't matter much. But some of it can be avoided if you signal the 3 main topics in advance.

No need to take notes or assess anything but the recording must be **!**
hanks.

BC/ODA C U R E F O L L W - U P D A Y (/ 1)

Oral Interview

NO ES for ASS S S

1. The main aims are those of Pre- and Post-Test 4.
2. The setting, and set-up will also repeat the July/August pattern ie 2 interviewees, two interviewers, informal semi-circle, both T-P and P-P interactions.
3. Topics for informal, p-centred probing:
 - .1 a word-portrait of personal, training and TL success, failure
 - .2 an evaluation (with recommendations) of C1 and C2 pre- and in-session TL/orientation training
 - .3 any key questions they'd like to ask each other?
4. Evaluation criteria as per T4, PT4 and December. Re-assessment and close comment from recordings later.

Group Discussion

NOTES for DISCUSSION LEADERS

1. Whole group in R 402 + recording.
2. Informal, lightly structured; RH to lead, JP and JM participating as desired.
3. Topics:
 1. for all to speak to: worst time and why (ie nearest thing to giving up)
 2. best time, activities
 3. recommendations to improve lot of future study fellows as student, clients, visitors
 4. AOB

Thanks.

TEXT 4: ORAL INTERACTION TEST (OIT)**ASSESSMENT CRITERIA AND SCALES****A. LISTENING COMPREHENSION****Scale**

1. Understands too little for the intended communication to take place. Interlocutor has to search constantly for individual words or phrases that interviewee does understand.
2. Understands intended communication only if half-speed speech is used and this only if interlocutor frequently repeats and/or rephrases.
3. Understands intended communication if slightly slowed speech is used and occasional repetitions and/or rephrasings are given.
4. Understands intended communication at normal speed given the need for occasional repetitions and/or rephrasings.
5. Understands intended communication at normal speed. Seems only to be very occasionally thrown by colloquialisms, low-frequency items or 'noise'.
6. Understands intended communication with native-speaker competence.

B. ACCENT

1. Severe and constant pronunciation, stress and intonation problems cause almost complete unintelligibility.
2. Frequent and severe pronunciation, stress and intonation problems make understanding very difficult and require frequent repetition from interviewee.
3. Pronunciation, stress and intonation errors require concentrated listening but only occasional misunderstanding is caused or repetition required.
4. Marked 'foreign accent' but no misunderstanding caused or repetition required.
5. No conspicuous pronunciation/stress/intonation errors. Full intelligibility with normal listening though would not be taken for a native speaker.
6. Native speaker pronunciation/stress/intonation.

C. FORMAL ACCURACY

1. Almost all grammatical patterns inaccurate except in a few stock phrases. Inaccuracies cause very frequent breakdowns in communication.
2. Frequent grammatical inaccuracies show control of few major patterns and often cause breakdowns in the intended communication.
3. Quite frequent grammatical inaccuracies showing imperfect control of a few patterns. No breakdowns in the intended communication caused by them.

4. Occasional grammatical inaccuracies showing imperfect control of a few patterns. No breakdowns in the intended communication caused by them.
5. Only infrequent and minor grammatical inaccuracies. Intended communication not even hampered by them.
6. Native-speaker grammatical accuracy.

D. REFERENTIAL ADEQUACY

1. Vocabulary inadequate even for the most basic parts of the intended communication.
2. Vocabulary inadequacies restrict participant to communication in only a few topics and even then with frequent lexical inaccuracies.
3. Vocabulary inadequacies hamper a significant part of the intended communication. Fairly frequent lexical inaccuracies.
4. Vocabulary adequate for most of the intended communication. Occasional lexical inaccuracies and/or circumlocutions.
5. Vocabulary adequate all round for the intended communication. Only very occasional lexical inaccuracies and/or circumlocutions.
6. Vocabulary as broad and accurate as a native speaker's.

SOCIO-CULTURAL APPROPRIACY

1. Communicative competence level so low that participant has no possibility of adapting his language use appropriately to the social situation.
2. Only stock phrases seem socially appropriate. Otherwise no real sign of participant adapting utterances to the social situation.
3. Frequent errors in the rules of social language use result in communication that is often inappropriate to the setting, role-set or in tone. Errors significant enough to cause occasional social misunderstanding.
4. Occasional errors in the rules of social language use result in communication that is sometimes inappropriate to the setting, role-set or in tone. Errors not significant enough to be likely to cause social misunderstanding.
5. Rare, insignificant errors in the rules of social language use do not result in communication that is inappropriate to the setting, role-set or in tone, thus do not cause social misunderstanding.
6. Native-speaker control of the rules of social language use.

FLUENCY

1. Utterances so halting and fragmentary that communication is virtually impossible. No helpful inter-sentential connections.
2. Utterances very slow, uneven and often incomplete except in a few stock remarks and responses. Only a narrow and repetitive range of inter-sentential connectors.

3. Utterances fairly slow, hesitant and uneven. Some utterances incomplete but some are suitably inter-connected.
4. Utterances produced at a reasonable speed though with occasional hesitations. Most unevenness caused by groping, rephrasing and repair. A reasonable range of suitable inter-sentential connectors used.
5. Utterances quite fast, fairly effortless and well-connected inter-sententially.
6. Utterances produced with a native-speaker's speed, effortlessness and inter-sentential connections.

G. FLEXIBILITY

1. Unable to cope with immediate meaning. Always thrown by changes of topic. Cannot initiate new topics.
2. Pre-occupied exercising marginal capacity to negotiate immediate meaning. Nearly always thrown by changes of topic. Very rarely and unsuccessfully attempts to initiate changes of topic.
3. Quite frequently thrown by changes of topic. Occasionally attempts to initiate new topics, sometimes unsuccessfully.
4. Usually adapts successfully to changes of topic. Quite frequently and successfully initiates new topics.
5. Adapts well to change of topic. Freely and successfully initiates new topics. Minor hesitations and gropings do not hamper communication.
6. Native-speaker capacity to adapt to and initiate new topics.

H. EXTRA-LINGUISTIC FACTORS

Assessors are asked to allocate up to 10 'points' for extra-linguistic factors they feel may help a participant to communicate and survive here.

Descriptions of these features and their relative importance should be entered on the data sheet.

Features that are considered likely to affect a participant's communicative effectiveness and 'survivability' in a negative way should also be described and taken into account when the 'points' are allocated.

RATING, WEIGHTING AND SCORING

Total scores are derived by entering each rating for each criterion in the score box; weighting the ratings entered by the proportions shown and totalling the resulting scores.

CRITERION	RATING	X	WEIGHTING	-	SCORE
Listening Comprehension		X	3	-	
Accent		X	2	-	
Formal Accuracy		X	2	-	
Referential Accuracy		X	2	-	
Socio-cultural Appropriacy		X	2	-	
Fluency		X	2	-	
Flexibility		X	2	-	
Extra-linguistic Factors		→			
TOTAL				-	

APPENDIX 1.5: TEST 5

5: E SAY T T L SPRE-TEST :

You have already thought and heard about overseas students studying in the UK. Please write about your own plans to make the best of your time here.

POST-TEST 5:

Now that you have had time to think seriously about living and studying in the UK, please write about your plans to make the best of your time here.

TEST 5A (1 /):

You have already written about your plans to make the best of your time in the UK. Please now write about how everything has been going compared with your expectations.

TEST PT5A (5/81):

Write your advice to a friend from your country who is coming to live and study in Britain as you have done.

1 .

BRITISH COUNCIL/ODA COURSE 1980

TEST 5: FREE WRITING PERFORMANCE TEST

NOTES FOR ASSESSORS

1. Admin

Test time: Between 1400 and 1700 ie before and/or after the interview but not more than one hour's writing.

Scoring time: 19.7.80

MARKING SCHEME

COMMUNICATIVE PERFORMANCE CRITERIA SCALES

1. FORMAL ACCURACY (Weighting x 2)

SCALE

1. Almost all grammatical patterns inaccurate except in a few stock phrases. Intended communication thus nearly always prevented.
2. Constant grammatical errors showing control of few major patterns. Intended communication thus frequently hampered.
3. Quite frequent grammatical inaccuracies showing some major patterns uncontrolled. Only occasional breakdowns caused in intended communication.
4. Occasional grammatical errors showing imperfect control of some patterns. None of these cause actual breakdowns in intended communication.
5. Only infrequent and insignificant grammatical errors. None of these even hamper communication.
6. Educated native speaker formal accuracy.

REFERENTIAL ADEQUACY (Weighting x 2)

1. Vocabulary inadequate even for the most basic parts of the intended communication.
2. Vocabulary inadequacies restrict communication to only a few sub-topics and even then with frequent lexical inaccuracies.
3. Vocabulary inadequacies obstruct a significant part of the intended communication. Fairly frequent lexical inaccuracies.
4. Vocabulary adequate for most of the topics in the intended communication given occasional inaccuracies and/or circumlocutions.
5. Vocabulary adequate all round for the intended communication. Only very occasional inaccuracies and/or circumlocutions.
6. Vocabulary as broad and accurate as an educated native speaker's.

FLUENCY (Weighting X 2)

1. Written discourse so fragmentary that reception of the intended communication is virtually impossible. No helpful inter-sentential connection.
2. Written discourse very uneven and/or incomplete except in a few stock sub-topics. Only a narrow and repetitive range of inter-sentential connections.
3. Written discourse still shows low productive speed and unevenness. A broader range of suitable inter-sentential connectors but some ideas left incoherent.
4. Written discourse produced at a reasonable speed with a reasonable range of inter-sentential connection. Communication effective even when groping, and circumlocution mean the use of unusual connections.
5. Written discourse fast, reasonably effortless and well connected inter-sententially. Perceptibly non-native in quantity and flow, however.
6. Written discourse as effortless and appropriately inter-connected as an educated native-speaker's.

FLEXIBILITY (Weighting x 2)

1. Written discourse too restricted by the incapacity to handle immediate basic communication for any negotiation of switches of topic.
2. Preoccupation with the exercise of marginal capacity to negotiate immediate basic communication on the main topic means only a minimal ability to handle switch of focus to 'new' sub-topics.
3. Attempts to switch to sub-topics beyond the basic and obvious but frequent breakdowns of communications caused by the problems involved in changing the focus.
4. Most personally required switches of sub-topic handled effectively. Occasional failures in communication caused by the problems involved in changing the focus.
5. No significant problems in switching focus from one personally required sub-topic to another.
6. Educated native speaker capacity to handle switches from one sub-topic to another.

SOCIO-CULTURAL APPROPRIACY (Weighting x 1)

1. Linguistic competence level so low that there is no possibility of adapting written discourse appropriately to the social situation.
2. Only certain stock phrases seem socio-culturally appropriate. Otherwise no real sign of written discourse being adapted to the social situation.

3. Frequent errors in the rules of use result in communication inappropriate to the requirements of setting, role set, subject matter and tone. Errors significant enough to cause occasional social misunderstanding.
4. Occasional errors in the rules of use but unlikely to cause social misunderstanding except where low tolerance levels are operating.
5. No significant socio-cultural inappropriacy; rare, slight inappropriacies do not reduce communicative effectiveness.
6. Native-speaker control of factors of socio-cultural appropriacy.

COMPOSITIONAL ORGANISATION (Weighting x 2)

1. No organisation of written discourse in terms of focus, development or conclusion apparent.
2. Topic handled in a very disorganised way. Very little sign of focus, development or conclusion.
3. Basic organisational skills show but not consistently. Some sign of focus, development and conclusion.
4. Reasonable organisation in terms of focus, development and conclusion. Overall shape and internal pattern usually clear.
5. Good organisational skills in terms of focus, development and conclusion. Overall shape and internal pattern clear throughout.
6. Exceptionally well-organised written communication all round.

CREATIVITY (Weighting x 1)

ie signs of originality, imagination, novelty in the way the topic is approached, and/or in the ideas expressed in it and/or in the means of expression used.

1	1	1	1	1	1
_____	_____	_____	_____	_____	_____
Highly original in many aspects	Often original imaginative	Above Average in originality, imagination	Fairly original imaginative	One or two eggs of originality, imagination	Uncreative
6	5	4	3	2	1
_____	_____	_____	_____	_____	_____

SUMMARY OF MARKING SCHEME

Formal Accuracy	Max	12
Referential Adequacy	Max	12
Fluency	Max	12
Flexibility	Max	12
Socio-cultural Appropriacy	Max	6
Compositional Organisation	Max	12
Creativity	Max	6
Total	=	72

APPENDIX 2: COGNITIVE/AFFECTIVE DATA ELICITATION

APPENDIX 2.1: ELTI COURSE FEEDBACK SHEETS

ODA COURSE 1980

STUDENT COURSE ASSESSMENT QUESTIONNAIRE

We are very interested in your assessment of the course. Your opinions can help us to improve the next course. We would therefore be grateful if you could complete this questionnaire.

1. Pre-course Needs and Language Assessment

1.1 Before starting the course which of the following skills did you think you needed to improve. Number the boxes in order of priority.

- Reading
- Writing
- Speaking
- Listening
- Study Skills

1.2 How would you assess your level in these skill areas before you started the course. Tick the appropriate box.

- | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------|--------------------------|--------------------------|--------------------------|
| | Less than adequate | Adequate | More than adequate |
| Reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Listening | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PTO

2. Learning Modes

During the course there was direct teaching, activity options and project work.

2.1 Indicate your opinion as to the amount of time that was spent on these different methods of learning. Tick the appropriate box.

Direct teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	too much	enough	not enough
Activity options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Indicate your opinion as to their usefulness. Tick the appropriate box.

Direct teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	not useful	useful	very useful
Activity options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Course Components

3.1 Indicate your opinion as to the amount of time that was spent on the following course components. Tick the appropriate box.

Think and Link	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	too much	enough	not enough
Language Laboratory Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video Sequences eg requests, expressing opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulations eg the Environment Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic Work eg Health, Rural- Urban Migration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-access Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-access Phonology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Indicate your opinion as to the usefulness of these components. Tick the appropriate box.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	not useful	useful	very useful
Think and Link	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Lab Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video Sequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SRA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-access Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-access Phonology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Trips

4.1 Indicate your opinion on the number of trips. Tick the appropriate box.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not enough	enough	too many

5. Post-course Needs and Language Assessment

5.1 After finishing the course which of the following skills do you think you need to improve. Number the boxes in order of priority.

Reading	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Speaking	<input type="checkbox"/>
Listening	<input type="checkbox"/>
Study Skills	<input type="checkbox"/>

5.2 How would you now assess your level in the following areas. Tick the appropriate box.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Less than adequate	Adequate	More than adequate
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What criticisms would you make of the course?

7. Are there any ways you can think of to improve the course for next year?

APPENDIX 2.2: EXPERIMENTS 1,2 AND 3

1. STUDY THESE SENTENCES. THEY ARE NOT IN LOGICAL ORDER.
PUT THEM INTO LOGICAL ORDER IN THE FORM OF AN ARTICLE.
YOUR ARTICLE SHOULD HAVE THREE PARAGRAPHS

They slowly ripen and turn yellow on their journey to other countries.

Those we buy in stores are in small bunches called hands.

The banana tree is not really a tree at all.

A bunch may have as many as 200 bananas.

The banana is grown in tropical countries and is an important food crop.

Its trunk consists of leaf stalks, not wood.

These are only small parts of the enormous bunches that grow on the banana trees.

The bananas we eat are cut from the tree before they are ripe and while the skins are still green.

The leaves and fibres from the plant are used for making roofing material and for mats, bags and baskets.

2. STUDY THESE NOTES FOR AN ESSAY ENTITLED 'TRANSPORT'. THEY ARE NOT IN LOGICAL ORDER. PUT THEM IN A LOGICAL ARRANGEMENT TO MAKE AN OUTLINE FOR THE ESSAY

cars

cheap, health; danger? pleasure only?

personal + business use

transport - vital: economy + leisure of country

cycling

commercial transport; convenience but bad roads, pollution

trains

convenient; expensive, pollution

transport of goods + people; less on roads; expensive?

all have advantages + disadvantages; plan system to suit needs of country

fast; expensive, energy:

air

3. STUDY THESE SENTENCES THEN DO THE FOLLOWING TASKS ON YOUR ANSWER SHEET:

3.1 ARRANGE THE SENTENCES IN A LOGICAL ORDER. WRITE ONLY THE LETTER OF EACH SENTENCE (eg A, D, F etc) ON YOUR ANSWER SHEET BUT MARK WITH A SLASH (/) WHERE EACH PARAGRAPH WOULD END.

3.2 WRITE DOWN THE LETTERS OF THE SENTENCES THAT YOU THINK GIVE THE MOST IMPORTANT POINTS AS A SUMMARY OF BOXING.

- A. A referee can also stop the fight if he feels that one boxer is badly hurt or can no longer defend himself.
- B. The Romans fought with metal guards on their hands, sometimes to the death.
- C. A heavyweight champion can win more than one million dollars from one fight.
- D. He is not allowed to punch his rival below the belt or on the back of the head or body.
- E. Professional boxing has become one of the highest paid sports.
- F. There are 8 weight divisions recognised by the world boxing authorities.
- G. He loses a fight if he cannot rise to his feet before the referee counts to ten.
- H. These are flyweight, bantam-weight, feather, light, welter, middle, light-heavy and heavyweight.
- I. Boxing is now an international sport practised in nearly every country.
- J. Professional/championship fights are scheduled for ten, twelve or fifteen rounds.
- K. In ancient times the Greeks held boxing matches.
- L. Bare-knuckle fighting, usually between servants, was a popular sport in England until the Marquis of Queensbury drew up certain rules of boxing.
- M. A modern boxer wears gloves weighing about 200 grams.
- N. A fight can also be won on points when one boxer has attacked more often and hit the target more often than his opponent.
- O. Amateur boxing matches are usually of three rounds.
- P. A fight can be won by a knockout when one boxer is knocked down by his opponent.

4. PLEASE WRITE NOTES ON EXACTLY HOW YOU TRIED TO SOLVE THESE PROBLEMS.

THANK YOU!

BRITISH COUNCIL/ODA COURSE 1980: EXPERIMENT 2

1. Read Passages (A) (B) and (C) Then study the text diagrams (X) (Y) and (Z). Choose a suitable diagram to note the main points of each passage. Write the main points of each passage in the spaces in the diagram you have chosen for it.

(A)

One of the ways of classifying the students on the 1980 British Council/ODA course is according to where they come from. In fact there are representatives from five major areas of the world in the group, namely Latin America, The Middle East, Africa, South Asia and the Far East.

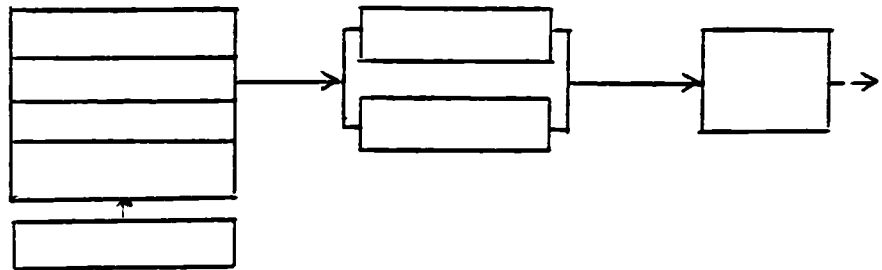
(B)

There is a definite system behind the design and implementation of the British Council/ODA course. The first task was to find out as much as possible about the learners in terms of their backgrounds, personality, learning style and language levels. This information, together with our analysis of what they would be expected to do on their university courses, allowed us to plan the components of this intensive language programme to train them in the English required for their social and study needs. The result should be students better equipped to face their immediate academic future.

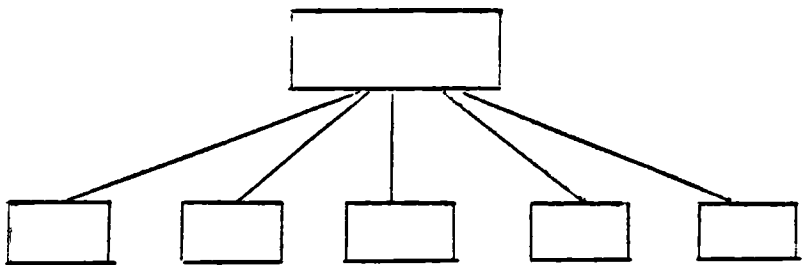
(C)

The first argument in favour of the presence in the UK of students from overseas is that their own countries can benefit from the transfer of expertise that, it is hoped, such studies should lead to. In addition, living and working in a new environment should broaden the mind, giving those who have left their home countries for a time a new, less narrow view of the world. One more reason why it is probably a good thing for a country to welcome visiting students is that its own people's knowledge of those from differing cultures should be deepened.

(X)



(Y)



(Z)

2. Read passages **J** and **K**. Note down the main points in each passage. Use text diagrams like X or Y or Z for the main points if it helps you.

J

There is a common pattern in the methods of research used in many fields of science. Investigations normally start because the researcher has a problem that he needs to solve. He then formulates a hypothesis, that is a provisional explanation of the problem based on observation. This hypothesis needs to be tested by further observation which should produce evidence to support or reject the provisional explanation. From this evidence conclusions may be drawn.

K

Milk is first received at the milk plant where three different operations are performed on it: grading, weighing and sampling. It is graded by examining it for abnormal odours and flavours. The milk is weighed by emptying it into a tank on scales. A sample of the milk is then taken and tested for butterfat.

The milk then flows to a clarifier whose purpose is to remove foreign material and sediment. The homogenized milk is then pasteurised to destroy all pathogenic bacteria. The pasteurised milk is cooled to 50 degrees Fahrenheit or below. The cooled milk is then ready for distribution.

MAIN POINTS OF PASSAGE

(J)

MAIN POINTS OF PASSAGE

(K)

BRITISH COUNCIL/ODA COURSE 1980

X3/1

Monday 18 August: 0930-1230: EXPERIMENT 3

Control Group (CG) Room 402 with teacher.

Experimental Group 2 (XG1) Room 305

Experimental Group 3 (XG2) Room 305 then to Room 302

Experimental Group 4 (XG3) Room 305 then to Room 204

AIMS: To absorb, note-make and write a group report on Urbanisation and Political Unrest

MATERIALS: ELTI TOPIC 7, pages 1 to 5 (overleaf)

APPROACH FOR CG: At teacher's discretion

APPROACH FOR XGs: Short plenary briefing then at groups' own discretion

EQUIPMENT: TR recording all activities in all rooms.

TIMING: 0930 - 1230 (+ or - coffee break) with groups to re-assemble in Room 305 at 1220 for feedback.

1. One feature of virtually all modernising nations is the growth of political demands as mass participation increases. The modernisation process, by increasing education, mass communication and urbanisation, creates conditions for mass political participation. Indeed, it is now commonly argued by most students of modernisation that political protest, violence and extremist political behaviour typically accompany modernisation. Discontent is often great not because a society is stagnant, but because it is changing.

2. One of the most dramatic changes in developing areas is the growth of urban centres as migrants move from the rural countryside to the cities. And a concomitant of urban growth is an increase in violence and political extremism. Since violence is characteristic of urban areas in many developing countries and urban areas are growing as a result of the rural influx, it is logically assumed that it is the migrants rather than 'native-born' city-dwellers who are responsible for urban political extremism and violence. Moreover, given the typical conditions under which migrants live in urban areas, this hypothesis easily gains credibility even in the absence of any empirical verification.

3. A typical and eloquent statement of this hypothesis is given by the wellknown English writer, Barbara Ward:

"All over the world, often long in advance of effective industrialisation, the unskilled poor are streaming away from subsistence agriculture to exchange the squalor of rural poverty for the even deeper miseries of the shanty-towns, favellas, and bidonvilles that, year by year, grow inexorably on the fringes of the developing cities. They...are the core of local despair and disaffection - filling the Jeunesse movements of the Congo, swelling the urban mobs of Rio, voting Communist in the ghastly alleys of Calcutta, everywhere undermining the all too frail structure of public order and thus retarding the economic development that can alone help their plight. Unchecked, disregarded, left to grow and fester, there is here enough explosive material to produce in the world at large the pattern of a bitter class conflict finding to an increasing degree a racial bias, erupting in guerrilla warfare, and threatening, ultimately, the security of the comfortable West."

4. The anti-social behaviour of migrants is thus assumed, and the explanations for their behaviour are typically drawn from socialisation theory. It is widely argued, for example, that villagers live under the social controls of their tribe, caste, kinsmen and village authorities and that as villagers move into the cities, often without their family, social controls break down and the migrant is prone to commit anti-social acts, become violent and support radical protest movements.

5. I have attempted to test the hypothesis that protest political behaviour in urban areas is a product of rural migration by looking at the characteristics of protest voters in the city of Calcutta. Calcutta provides us with a good case study, for it is a typical example of a city made up largely of migrants where political violence and extremism are commonplace.

6. Like many relatively 'new' cities in the developing areas (Calcutta grew in the nineteenth century as a centre for British commerce and as the capital of India), Calcutta has a high density. It has nearly three million people, plus another two and a half in the surrounding metropolitan region. It is - by almost any criteria - a centre of political extremism. In the 1962 elections the Communists won three out of four parliamentary seats (with 52 per cent of the vote) and eight out of twenty-six state assembly seats (with 32 per cent of the vote). Several Marxist left parties (not including the Socialists) won an additional 5.1 per cent of the vote in the state assembly elections. Moreover, the city is well known throughout the subcontinent as a centre of violence; mass demonstrations against high food prices or against increments in tram fares or for wage increases are a daily

.../2

occurrence and hardly a year has passed since India became independent that the city has escaped substantial political violence. In fact since the turn of the century Calcutta has been a centre for rebellious activities, first against British authority and in recent years against the Congress government. And in the most recent election of 1967 the Communists again scored a high vote, with a rather substantial number of voters turning to the pro-Peking section of the Communist movement.

7. Since the Congress Party was, until the 1967 elections, the governing party in the state of West Bengal (in which Calcutta is located), and since Congress is widely seen as an ideologically moderate party (and in Calcutta as a conservative party), we have analysed the vote against Congress as one measure of political discontent. And since the bulk of the opposition vote has been largely for the Communists and Marxist left parties, it is not unreasonable to describe the anti-Congress vote as a measure of political protest, if not political radicalism. In the city as a whole the vote for the Congress candidates for the state legislative assembly was 39.7 per cent in the election of 1952, 42.6 per cent in the election of 1957 and 47.2 per cent in the 1962 election.

8. In the absence of survey data which could specify how individuals actually voted, we have used the alternative, though less satisfying, technique of ecological correlation for determining who voted for and who voted against the Congress Party. We shall use these correlations to ascertain whether the anti-Congress vote came primarily from rural migrants to the city or from those born in the city.

9. Two-thirds of the population of Calcutta were born outside the city. These migrants fall into two distinct groups with quite different characteristics: (1) refugees who, shortly before or after partition, fled from East Pakistan because of communal disturbances, and (2) ordinary migrants from other portions of the state and other Indian states. Henceforth we shall use the terms refugees and migrants to refer to each of these two groups. Following a study by Sen, who proposes that those who entered the city after 1934 be classified as migrants and those who have lived in the city longer or been born in the city be classified as residents, we can divide the population of Calcutta as follows:

Residents	57
Refugees	17
Migrants	26
	<u>100</u>

HOW REFUGEES VOTE

10. When India was partitioned in 1947 into 2 successor states - Pakistan and India the state of Bengal was partitioned as well. The larger portion, predominantly Muslim went to Pakistan and the smaller, predominantly Hindu portion including Calcutta, went to India. Hindu minorities in Pakistan soon flocked to India, many of them to Calcutta while Muslim minorities fled to Pakistan.

11. Since the census reports list refugees by ward, it is possible to determine the percentage of refugees in each of the twenty-four state legislative assembly constituencies in Calcutta in 1952. When a rank order correlation is done for the 1952 elections - which took place soon after the population transfers - Congress vote and refugee vote correlated $r = -0.81$.

12. In other words, where the Congress vote was high, there were few refugees, and where refugees were numerous the Congress vote was low. In the six constituencies which Congress lost in 1952 with less than 30 per cent of the vote, the refugee population ranged from 12 to 41 per cent. Of the seven constituencies in which Congress won a majority, five had refugee populations of less than 10 per cent and the other two only slightly more.

.../3

13. We find virtually the same results in the elections after 1952. In the 1957 and 1962 elections the areas won by Congress had fewer refugees than those constituencies which they had lost. In the constituencies won by Congress in both elections refugees averaged 11 per cent, and in the areas with a low Congress vote refugees constituted 23 per cent. In only one constituency with a refugee population of more than 15 per cent (slightly less than the average of 17 per cent for the city as a whole) has Congress ever won a majority of votes.

14. The refugees, though migrants, are quite different from 'ordinary migrants'. Since they were forced to leave their homes in East Pakistan, they came with their families (there is almost an even sex ratio of men to women) and unlike ordinary migrants to urban centres, were completely cut off from their original homes. They left their homes not because they were attracted by the city's employment possibilities or urban amenities, but because they were forced to do so by communal disturbances. They were 'pushed', not 'pulled', into the city.

15. Compared to ordinary migrants, the refugees are better educated, more frequently from urban areas, and prefer white-collar jobs. Unemployment among them is three times that of ordinary migrants (12.2 per cent in 1957 compared to 4.3 per cent for ordinary migrants and 8.5 per cent for residents). But, of course, unlike the unemployed migrant, the unemployed refugee cannot return home.

HOW MIGRANTS VOTED

16. Excluding the refugees, approximately one-fourth or 26 per cent of Calcutta's population came to the city after 1934. More than one-third speak Bengali and came from other portions of West Bengal. Two-fifths are Hindi speakers from the nearby states of Bihar and Uttar Pradesh. A small number come from the state of Orissa, just south of Calcutta, and some are Muslims from other portions of Bengal or neighbouring states.

17. The census reports unfortunately do not tell us how migrants are distributed throughout the city and thus an indirect method must be used for ascertaining which constituencies are heavily settled by migrants. It is known and proven, however, that sex ratios (male to female) are higher among migrants than among residents or refugees. Among residents there are 1480 males per 1000 females and among refugees 1220 males per 1000 females, while among migrants the sex ratio varies, depending upon where the migrants are from, the 1900 to 18,500 males per 1000 females. For the city as a whole the sex ratio is 1.75. It seems valid to conclude therefore that the higher the sex ratio in any constituency, the greater the number of migrants. If constituencies are rank ordered on the basis of sex ratio, they range from 3.05 males per female to 1.20 males per female. The rank order correlation between sex ratio and Congress assembly vote in all 27 constituencies in 1957 was $r = +0.791$, and in 1962 $r = +0.794$. In short, a high sex ratio in a constituency, indicating a large number of migrants, correlates well with a high Congress vote. In fact there is not a single constituency in Calcutta with a ratio of 2.0, that is twice as many men as women, which failed to elect a Congressman in the 1962 elections, and constituencies lost by Congress typically have a sex ratio of 1.2 or 1.3, suggesting that constituencies with few migrants vote against Congress.

18. Of course it is possible that some third factor can explain the findings, but none of the obvious controls we tested, including percentage of voting turn-out, literacy and number of slum dwellers in the constituency, affect our findings. Nor have we been able to find any significant variations between migrants who come from rural areas of West Bengal as against migrants from other states. Our data suggest that in general migrants, wherever they come from, are more likely to vote for Congress than are either refugees from Pakistan or residents born in the city. In short, our study of voting behaviour in Calcutta does not provide evidence to support the commonly held hypothesis that migrants to urban centres are politically more extremist than city-born residents.

SOME THEORETICAL OBSERVATIONS

19. A simplistic theory of material deprivation would lead us to expect just the reverse of our findings. In virtually all respects, migrants are clearly worse off than the residents. A larger number of migrants live in single-member households than do original residents. They are less educated than residents. A larger proportion engage in unskilled manual work. A larger proportion of migrant earners (77 per cent) earn less than 100 rupees a month (about \$20 before devaluation) than residents (64 per cent) and correspondingly fewer migrants are in upper income level than residents. Finally, migrants are less adequately housed and a very substantial number actually live on the city pavements. Compared to residents, therefore, the migrants are poorly clothed, housed and educated and away from their families. The classic conditions of social disorganisation and of anomie exist. Yet they vote for the governing party.

20. Reference group theory may provide us with a somewhat more satisfactory explanation for the behaviour of the migrants. The demands of the migrant for urban services - for good housing, adequate water supply and educational facilities - are less than those of residents. Since deprivation is a comparative matter, we must remember that the migrant is likely to find many urban services - as bad as they objectively are - an improvement over what he has had in the countryside. And so long as his reference group is that of his family and friends in his native village, then his standards may continue for some time to be those of a villager. In short, to feel a sense of deprivation, the migrant needs to be socialised into urban life, and if his reference group continues to remain a non-urban group, his discontent is likely to be less. It should also be noted that objectively his need for adequate amenities (such as education for children) are less than for the resident urban dweller since he has often come without his family. Then too the unemployment rate among migrants is lower than for residents (5.9 per cent as compared to 8.5 per cent and, as we have noted earlier, the dissatisfied migrant - dissatisfied because he cannot find a job - need not vote against the government since he has the option of returning home to his village. Finally, the migrant often comes from rural areas where he has had more contact with Congress Party workers than with opposition party workers, and in so far as he voted Congress at home, he is likely to continue to do so in the city. The Congress Party organisation in Calcutta has been particularly active in organising and servicing migrants, and this too should be counted as a factor in reducing or at least controlling and channelling discontent among migrants

21. In short, there is neither a logical nor empirical reason to assume that migrant to cities are more violent or more prone to support extremist political groups or to oppose the government than are settled residents and many reasons to expect just the reverse. To be discontented with the city, one often has to be integrated into it. Moreover, the agency which socialises the rural migrant to city life - the local political party, for example, or some other political or social welfare organisation may reduce the violence and political disorganisation which we associate with political extremism. Perhaps the only sure conclusion that our data allow is that urban life does not automatically breed discontent among rural migrants.

22. To this conclusion we must add one caveat. It would be misleading to conclude from these findings that nothing in the rapid influx of rural migrants to an urban area need make the urban area more violent or more a centre of extremist political behaviour. For one thing, as the flow of migrants increases, typically there is a deterioration of services and a decrease in job opportunities for the residents, thereby increasing the dissatisfaction of the residents. And for another, as migration increases, the absolute number of residents is similarly increasing as migrants settle into the city, bring their families, or marry local residents.

.../5

23. Our analysis of Calcutta supports the proposition that cities in developing areas with a high urbanisation rate are characterised by violence and extremist political movements, but refutes the notion that these characteristics are prevalent among migrants. Our analysis does suggest that dissatisfaction is most prevalent among the city's residents. Limited though it is, this finding does bring into question a wide range of hypotheses, many of which have been widely accepted. Until survey data are available, ecological correlations of the type used here will be the best guide for studying the political behaviour of large groups. One case does not of course prove an hypothesis, nor disprove it either, but it does suggest that until we have comparative studies of other cities we ought to suspend our supposition that migrant populations are politically extreme.

SOURCE: From: Understanding Society: Open University Set Book for Social Sciences
Foundation Course, p 669-672. Pub. Macmillan for Open University Press 1970.

BRITISH COUNCIL/ODA COURSE 1980

FIND OUT HOW MUCH YOU REMEMBER FROM THE GROUP REPORT YOU WORKED ON LAST MONDAY.
COMPLETE THE FOLLOWING PASSAGE BY PUTTING ONE WORD IN EACH BLANK SPACE.

Modernisation nearly always brings with it increased political participation, and urbanisation is one of the characteristic parts of the process of modernisation in the developing world. Since violence is common in developing urban areas, it is often assumed that _____, that is people coming into the towns from rural areas, are responsible for that violence and for political _____. It is also assumed that it is because the villagers have lost the _____ controls of their villages and families that they behave in this way when they move into the towns.

The writer of the article tried to test the _____ that this type of political behaviour in urban areas is the result of rural-urban migration. He used Calcutta as his case study because it is well known as a centre of _____ against authority. Since the Congress Party may be considered a _____ party, it could be argued that comparing votes for and against the Congress Party would provide a valid way of comparing the politics of long-term residents and new residents in the city. But in Calcutta it is necessary to distinguish between two different groups of people born outside the city; The first are the _____, who have fled to Calcutta from other countries; the second are the _____, who come there from other parts of India itself.

In fact, the writer found that where there were a large number of _____, the vote for the Congress Party was nearly always low. On the other hand, there was a lot of evidence that migrants are more likely to vote _____ the Congress party. Thus the Calcutta case study did not _____ the belief that migrants in urban centres are politically more extreme than city-born residents, even though the migrants are nearly always less _____ than the residents. Perhaps this is because migrants from rural areas do not expect such good _____ as the city residents do.

The writer sees no _____ to assume that migrants are more violent than others. In fact he finds evidence that the longer-term _____ of the city are more dissatisfied than the migrants.

THANK YOU!

APPENDIX 2.3: MOTIVATION/ATTITUDE QUESTIONNAIRES 1, 2

A. I have enjoyed most English lessons here.

1	2	3	4	5
Very true of me	Partly or usually true of me	Cannot say, no opinion	Partly or usually untrue of me	Very untrue of me

B. My mind often wanders off the subject during English classes.

1	2	3	4	5
Very true of me	Partly or usually true of me	Cannot say, no opinion	Partly or usually untrue of me	Very untrue of me

C. I like being asked questions in English.

1	2	3	4	5
---	---	---	---	---

D. I take notes when I am studying English even when I haven't been asked to.

1	2	3	4	5
---	---	---	---	---

E. I have kept all the notes and written work I have done during this course.

1	2	3	4	5
---	---	---	---	---

F. I regularly re-read my notes and written work outside class.

1	2	3	4	5
---	---	---	---	---

G. I regularly do activity options outside the time-table.

1	2	3	4	5
---	---	---	---	---

H. I do my homework on the day that it is set.

1	2	3	4	5
---	---	---	---	---

I. I study English teaching books that are not part of the course.

1	2	3	4	5
---	---	---	---	---

J. I keep a special notebook for new words or expressions that I think I should learn.

1	2	3	4	5
---	---	---	---	---

K. I study the time-table and prepare for each day's learning activities.

1	2	3	4	5
---	---	---	---	---

L. I make my own study plan to make sure I know what I need to do each day.

1 2 3 4 5

M. I am unhappy if I get low scores on a test or exercise.

1 2 3 4 5

N. I revise carefully when I know I am going to be tested.

1 2 3 4 5

O. I read books in English on my specialist subject.

1	2	3	4	5
Very true of me	Partly or usually true of me	Cannot say, no opinion	Partly or usually untrue of me	Very untrue of me

P. I read an English newspaper everyday.

1 2 3 4 5

Q. I read English magazines regularly.

1 2 3 4 5

R. I go to the cinema or theatre regularly.

1 2 3 4 5

S. I watch television and listen to the radio a lot.

1 2 3 4 5

T. I have already been to museums and/or art galleries.

1 2 3 4 5

U. I often go sightseeing alone or with a friend or two.

1 2 3 4 5

V. I read English novels and/or stories.

1 2 3 4 5

W. I only talk to British people if I have to.

1 2 3 4 5

X. I have already made some British friends.

1 2 3 4 5

Y. I keep a diary in English.

1 2 3 4 5

Z. I think in English.

1 2 3 4 5

SECTION THREE

Please rate the British people and people of your own country on the following 7-point scales. Put an X in the appropriate place for your impressions of the British and an 0 for your own people, as in this example:

Tall ___: X: ___: 0: ___: ___: ___: Short

It is important that you make a separate and independent judgement of each item. Do not look back to check what you marked on earlier scales; try to keep your attention on the scale at hand. Work as rapidly as you can and do not worry or puzzle over individual items. It is your first impressions, the immediate 'feelings' about concepts, that are of interest. On the other hand, please do not be careless because we are very interested in your true impressions.

Remember that this questionnaire is in confidence.

- 1 Interesting ___: ___: ___: ___: ___: ___: ___: Boring
- 2 Prejudiced ___: ___: ___: ___: ___: ___: ___: Unprejudiced
- 3 Brave ___: ___: ___: ___: ___: ___: ___: Cowardly
- 4 Handsome ___: ___: ___: ___: ___: ___: ___: Ugly
- 5 Colourful ___: ___: ___: ___: ___: ___: ___: Colourless
- 6 Friendly ___: ___: ___: ___: ___: ___: ___: Unfriendly
- 7 Honest ___: ___: ___: ___: ___: ___: ___: Dishonest
- 8 Stupid ___: ___: ___: ___: ___: ___: ___: Clever
- 9 Kind ___: ___: ___: ___: ___: ___: ___: Cruel
- 10 Pleasant ___: ___: ___: ___: ___: ___: ___: Unpleasant
- 11 Polite ___: ___: ___: ___: ___: ___: ___: Impolite
- 12 Sincere ___: ___: ___: ___: ___: ___: ___: Insincere
- 13 Successful ___: ___: ___: ___: ___: ___: ___: Unsuccessful
- 14 Secure ___: ___: ___: ___: ___: ___: ___: Insecure
- 15 Dependable ___: ___: ___: ___: ___: ___: ___: Undependable
- 16 Permissive ___: ___: ___: ___: ___: ___: ___: Strict
- 17 Leader ___: ___: ___: ___: ___: ___: ___: Follower
- 18 Stable ___: ___: ___: ___: ___: ___: ___: Unstable
- 19 Mature ___: ___: ___: ___: ___: ___: ___: Immature

- 20. Happy _: _: _: _: _: _: _: Sad
- 21. Popular _: _: _: _: _: _: _: Unpopular
- 22. Hardworking _: _: _: _: _: _: _: Lazy
- 23. Ambitious _: _: _: _: _: _: _: Not ambitious

MANY THANKS!

A X 2.4: P OFILE 1 PRO FORMA

BRITISH COUNCIL A COURSE 19 0

NAME: COUNTRY: SEX: BORN:
MARRIED .. SINGLE .. ACCOMPANIED .. UNACCOMPANIED ..

P R O F I L E

All information in this profile derives from course pre- and post-
tests, continuous assessment and attitude/motivation research.

1. UNDERLYING LINGUISTIC COMPETENCE

GRAMMAR:

VOCABULARY:

SOCIO-CULTURAL KNOWLEDGE:

KNOWLEDGE OF THE STRUCTURE AND FUNCTION OF TEXT:

2. COMMUNICATIVE PERFORMANCE

GRAMMAR:

VOCABULARY:

ACCENT:

LISTENING COMPREHENSION:

READING COMPREHENSION:

FLUENCY:

APPROPRIACY:

STUDY-RELATED SKILLS:

ATTITUDE:

4. TEST RESULTS

	<u>Pre-Test</u>	<u>Rank Order</u>	<u>Post-Test</u>	<u>Rank Order</u>
<u>LANGUAGE PE E E TEST</u>				
<u>LECTURE & NOTE TAKING</u>				
<u>READING, NOT-MAKING & REPORT-WRITING</u>				
<u>ORAL INTERACTION</u>				
<u>FREE WRITING</u>				

<u>A R A D I G T F</u>	<u>Pre-Test</u>	<u>Rank Order</u>	<u>Post-Test</u>	<u>Rank Order</u>
------------------------	-----------------	-----------------------	------------------	-----------------------

I I E STYLE TEST Score = (Group Mean -)
 (Assessed using the
Group Embedded Figures Interrelation:
test (Witkin et al.1971))

APPEIDIX 3: FOLLOW-UP INTERVIEW DATA ELICITATION

APPEIDIX 3.1: TUTOR INTERVIEW DATA FORM

ODA STUDY FELLOW RESEARCH (RI/1) Receiving Institution.....

TUTOR INTERVIEW FORM

Date: Name:

Times: Position + Role:

Interviewer:

Re-Contact Ref: SF(s):
 (A) (B) (C)

.....

.....

		SF/Code	A	B	C
1.	<u>PROGRAMME IDENTITY</u>				
	(A)				
	(B)				
	(C)				
	LEVEL: (A) (B) (C)				
	LENGTH: (A) (B) (C)				
	EXTN? YES=1				
	No=2				
2.	<u>PROGRAMME RATIONALE</u> (Seek printed info re: nature, function, long-term objectives, assessment procedures, UKOS/UKS mix; seek course outline)				
3.	<u>CONSTRAINING FACTORS</u> (Seek facts or opinions on what may make actual programmes differ from stated rationale; no probes)				

DF	(A)	(B)	(C)
Spelling			
.....			
Punctuation			
.....			
Handwriting			
.....			
Layout			
.....			
.....			
.....			
.....			

General qualitative comment on writing expectations and SF performance (Probe especially for types of writing activities where expectations are highest; comparisons between expectations from UKOS compared with UKS.)

.....

7. STUDY TRAITS

(Seek specific examples where possible; discuss definitions). 3 = high 2 = average 1 = low

<u>Trait</u>	<u>Qualitative comment</u>	(A)	(B)	(C)
Specialist Subject Kn.			
.....			
Interest			
.....			
Conscientiousness			
.....			
Cooperativeness			
.....			
Work Habit Organisation			
.....			
Study Independence			
.....			
Creativity			
.....			
Academic Potential			
.....			
.....			

APPENDIX 3. : OTHER LANGUAGE ABILITY RATING FORM

ENGLISH ABILITY RATING

General ability in English.

(Put X in the appropriate box in column A and column B)

A	B
<input type="checkbox"/> completely adequate	<input type="checkbox"/> Shows native speaker ability.
	<input type="checkbox"/> Clearly a non-native speaker because of minor faults in English usage, but this does not handicap him/her in his/her studies.
<input type="checkbox"/> just adequate	<input type="checkbox"/> Makes many mistakes in English, but this constitutes only a minor handicap for him/her in his/her studies.
	<input type="checkbox"/> Shows many weaknesses in English usage but his/her English ability can be considered just adequate for his/her studies. A higher standard is desirable.
<input type="checkbox"/> not adequate	<input type="checkbox"/> Shows considerable deficiencies in English usage, which constitutes a handicap for him/her in his/her studies. A higher standard is necessary.
	<input type="checkbox"/> Shows very little ability in English and is well below a satisfactory standard.

Individual language skills

(Put X at an appropriate point along the scale for each skill)

	completely adequate	adequate	inadequate
Ability to understand spoken English	_____		
Ability to speak English	_____		
Ability to understand written English	_____		
Ability to write English	_____		

(from Holler 1932)

Comments:

A PENDIX 3.3: STUDENT INTERVIEW DATA FORM

STUDY FELLOWS RESEARCH (RI/2)

Date:
Time:
Interviewer:.....
Re-contact Ref:

Receiving Institution:.....
SF Name:
Course:
Department:
Accompaniment:

C. BASE LINE DATA

(Seek information not yet complete on base line data sheets;
 NB C₁, L₂ background (stages + proficiency), previous travel.)

.....

I. MAIN COURSE

(Discuss definitions; seek specific examples where possible.)

Very good = 4 good = 3 not good enough = 2 not good at all = 1

<u>Evaluation Criteria</u>	<u>Qualitative Comment (specific)</u>	Coding
Breadth of coverage	
Degree of specialisation	
Quality of content	
Theoretical content	
Practical content	
Suitability of level	
Up-to-dateness	
Relevance to your job	
Flexibility to your needs	

		Coding		
Relevance to your country			
Suitability for 'passing on'			
Organisation			
Time-tabling			
Teaching quality			
Teaching attitudes			
Active participation potential			
Self-access arrangements			
Facilities			
Equipment			
Feedback/assessment procedures			
Overall Expectations			
Overall Satisfaction			
Recommendability			
.....			
.....			

Qualitative Comment (general)

(Probe especially programme balance, UKCS/UKS mix, availability of guidance from staff, length/extension.)

.....

Overall Rating (Social language use)

Coding	Adequacy	Improvement
More than adequate =3		
adequate =2		
less than adequate =1		
Much improved =3		
slightly improved =2		
very little improved =1		
Listening		
Speaking		
Reading		
Writing		

7. PERSONAL LIFE

Friends

Close friends: seek definition, number and background
 ie. UK=5 UKS=4 CIS=3 CnS=2 Cn=1
 'Other' friends: same criteria

No.	5	4	3	2	1
Close friends					
Other friends					
Enough? Yes =3 not quite =2 No =1					
If 2 or 1, why no more?					
Definitely =1 partly =2 not at all =3					
pressure of work					
different outlook (UK)					
different outlook (non-UK)					
unfriendliness (UK)					
unfriendliness (non-UK)					
discrimination (UK)					
discrimination (non-UK)					
language					
shyness					
lack of arrangements					
location					
.....					
.....					

Private Activities

Seek non-academic activities not involving others.
 Hours per week + importance:
 Very important =3 important=2 quite important =1

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

Problems

Seek definition, specific examples and discuss 'overlap' with earlier responses.

The worst problem=4 a big problem=3 a bit of a problem=2
no problem=1 MA =0

- Missing family
- friends
- job
- climate
- food
- customs
- religion
- language
-
-
- Length of absence
- General loneliness
- Personal depression.....
- Loss of individuality
- Loss of confidence
- General shyness

- General strangeness of UK
- UK ignorance of your country
- UK lack of interest in your country
- UK hostility to your country
- General discrimination in UK
- Personal discrimination in UK
- Unfriendliness in UK

- General language problems
- General study problems
- Fear of failing course
- Lack of counselling

-
- Accommodation.
 - finding
 - location
 - space
 - privacy
 - facilities
 - furnishings
 - warmth
 - hygiene
 - neighbours.....
 - expense

 - Finance
 -

 - Health
 -

 - Administration RI:.....
 -
 - EC:.....
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