

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

**Sharif Moghaddam**

**B.A. (Honours) Allameh Tabatabaei University, Tehran**

**M.A. in TEFL Azad University (Central Branch), Tehran**

**Thesis submitted for the degree of Doctor of Philosophy**

**Discipline of Linguistics**

**Faculty of Humanities and Social Sciences**

**University of Adelaide**

**February 2010**

## Appendices

## Appendix A

### Letter of Introduction and Coding System

#### a. Letter of Introduction



**Project Participation Information** Centre for European Studies and General Linguistics  
 Faculty of Humanities and Social Science  
 Sharif Moghaddam, PhD Candidate  
 Napier 915  
 The University of Adelaide SA 5005  
 Phone: +61 8 8303 8227  
 Email: sharif.moghaddam@student.adelaide.edu.au

#### Dear Student,

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

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

#### Purpose of the Study

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

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

#### What is involved

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

The study will commence in February 2007 and will take approximately 4 to 5 months.

### **Possible benefits from the Study**

This study will contribute to knowledge of IELTS preparation practices.

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

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

### **Confidentiality**

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

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

### **Discomfort and Inconveniences**

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

### **Complaints**

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

### **Contacts**

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

Peter Mickan, PhD, the University of Adelaide, Australia  
Phone: 08 8303 3405

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

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

Yours truly,  
Sharif Moghaddam

## b. Coding System

### *i. The candidates' names and their codes*

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

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

### *ii. Codes in transcription*

- P Participant (if followed by a number it refers to a particular participant, e.g. P1)
- Ps Some of the participants
- PS All the participants
- R/L Researcher/Lecturer (**The Researcher was also the Lecturer/Instructor.**)

**Bold notes/narratives**

***Bold and italics Commentaries***

*iii. Note-takers' names and their codes*

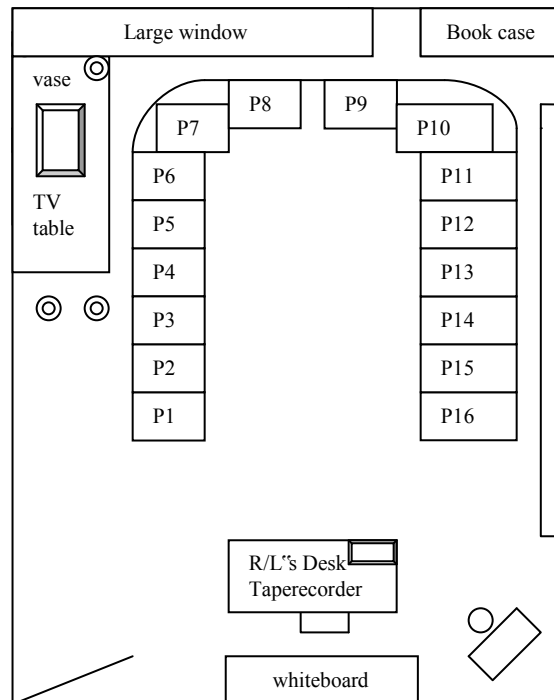
NT 1 Mr Iman Rasti

NT 2 Ms Zahra Ashegh

NT 3 Ms Sara Najabadi

**c. Classroom arrangement**

The map of the classroom



**d. Transcription Symbols (based on Atkinson & Heritage, 1984)**

- (.) micropause, (.2 second)
- (.5) Pause of .5 second
- : lengthened sound or syllable; more colons prolong the stretch
- cut-off, usually a glottal stop
- .hhh inbreath
- .hhh! strong inhalation
- hhh exhalation

- hhh! strong exhalation
- hah, huh, heh, hnh laughter; followed by (!) stronger laughter
- (hhh) breathiness within a word
  - . falling intonation
  - ? rising intonation
  - , continuing intonation
  - ?, rising intonation, weaker than (?)
  - ! animated intonation
  - = latched utterance
- [X] overlapping talk
- % X % quiet talk
- \* \* creaky voice
- ^ marked rising shift in pitch
- <X> talk slows down
- tch tongue click
- underlining emphasis
  - feature of interest
  - (X) transcription doubt, uncertainty
  - ((X)) nonvocal action, details of scene

## Appendix B

**Table 5.1. The list of the materials mainly utilized in the IELTS Academic preparation program as part of the language literacy learning opportunities**

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

**Table 5.2. The learning resources specified to the main language skills and sub skills and their aims and objectives as part of learning opportunities in the process of literacy development in the IELTS preparation program**

Skill Titles	Listening
	Descriptions
Materials used in the Preparation Program	„400 IELTS-based Listening tests“ and its supplementary namely „What to Say“ + commercially produced IELTS „Listening“ sample tests + mock tests + recommended use of extra tools for promoting „Listening“ skills out of side the classroom (e.g.; the Radio, TV, the Internet and some suggested CDs and DVDs, etc.)
Aims	Promotion of „Listening“ skills in general and elevation of IELTS „Listening“ test band score in specific
Language Literacy	To provide the candidates with an opportunity to get familiar and learn about the IELTS „Listening“ test design and features and also some hints and techniques as required to



Learning Objectives	elevate their IELTS „Listening“ band score. Also to provide them with opportunities to practice and learn continuous lengthy naturalistic conversations, (e.g.; conversations that native speakers of English normally use in their daily routines and issues).
Remarks	These materials consisted of two books and two cassettes or CDs, but no DVDs. Also, commercially published Cambridge IELTS 1 & 2 & 3 and Insight into IELTS Extra were utilized. These materials included one book and two cassettes or CDs each, except for the last one which consisted of one book and one cassette.
<b>Skill</b>	<b>Speaking</b>
<b>Titles</b>	<b>Descriptions</b>
Materials used in the Preparation Program	„Pair Work 1 & 2“ and „For and Against“ + commercially produced IELTS „Speaking“ sample tests + mock tests + recommended materials or opportunities to use outside of the classroom (e.g.; native speakers or native like speakers or people with good knowledge of English among friends or colleagues), also by chatting with English native speakers by utilizing the Internet
Aims	To improve the participants“ problematic areas in terms of their general „Speaking“ skills and to promote their preparedness for the IELTS Speaking test
Language Literacy Learning Objectives	Informing and directing the candidates to carry out guided pair and group interactions. And also, to provide the candidates with an opportunity to get familiar and learn „Phatic“ conversations and „Planned & Unplanned“ conversations. Also to familiarize the candidates with the design and nature and features of the IELTS Speaking test.
Remarks	„Pair Work 1 & 2“ comprised two books only. The content level ranged from „Lower Intermediate“ to „Upper Intermediate“. They consisted a range of „Role plays“, „Jig saws“, „Monologues“ and „Dialogues“, etc. „For and Against“ was used for „Group discussions“. The purpose of using this material was to provide the candidates with an opportunity to get familiar with the idea of argumentations, their styles and designs, and to learn how to conduct an argument for and against an issue. Also, the candidates had an opportunity to upgrade their vocabulary power.
<b>Skill</b>	<b>Reading</b>
<b>Titles</b>	<b>Descriptions</b>
Materials used in the Preparation Program	„Developing Reading Skills (Intermediate)“ and „Developing Reading Skills (Advanced)“ + commercially published IELTS Reading sample tests + recommended extra materials to promote „Reading“ skills outside of the classroom (e.g.; different origin English newspapers and/or magazines and/or journals such as; „Newsweek“, „Time“, „Daily Telegraph“, etc. + extra commercially produced IELTS „Academic Reading“ sample test
Aims	Promotion of the participants“ „Reading“ skills in general and the elevation of the participants“ IELTS „Reading“ test band score

Language Literacy Learning Objectives	To inform the candidates about lengthy texts and the IELTS „Reading“ test types. They were also used to promote the participants“ reading speed and to provide them with an opportunity to experience ‘ <i>Skimming</i> ’ and ‘ <i>Scanning</i> ’ techniques in „Reading“ so that they can use them in doing the IELTS „Reading“ test to get their required band score. And also, to enrich the participants“ knowledge of semantics and syntax and then to scaffold them on learning the basic skills they need to know in order to reach their ZPD to answer the questions in the IELTS „Reading“ test.
Remarks	These materials are two books only. They encompass a range of Reading texts at Intermediate and Advanced levels along side with different kinds of „Missing“, „Matching“, „True/False“, „Sentence Completion“, „Sentence Order“, „Topics for discussion and Composition“, and „Parts of Speech“. These materials are usually used as part of the syllabus and classroom practices for the first and second year of under graduate English learning students at university level in Iran.
<b>Skill</b>	<b>Writing</b>
<b>Titles</b>	<b>Description</b>
Materials used in the Preparation Program	„Practical Writer with Readings“, and „Academic Writing Course“ + commercially produced IELTS „Writing“ sample tests + some recommended commercially and academically published sources for promoting „Writing“ skills for the IELTS (e.g. Academic Writing Practice for IELTS by: McCarter)
Aims	Promotion of the participants“ „Writing“ skills in general and elevation of their IELTS-based „Academic Writing“ band score in specific
Language Literacy Learning Objectives	To provide the participants with an opportunity to learn „Academic“ terms and genres with regard to „Academic Writing“ such as; „Essay“, „Report“, „Exposition“, „Proposition“, „Argumentation“, etc.
Remarks	These materials were two books only. They are normally used as part of the curriculum and syllabus for „Advanced English Writing“ courses at university level in the country where the study was conducted.
<b>Sub skill</b>	<b>Pronunciation</b>
<b>Titles</b>	<b>Descriptions</b>
Materials used in the Preparation Program	„English Pronunciation in Use“ + „Speaking Clearly“ + recommended extra sources for practice outside of the classroom (e.g.; „Three or Tree“, „Ship or Sheep“. Or, encouraging the candidates to listen carefully to origin English TV or satellite programs and making notes of any problems or difficulties to be negotiated or discussed in the classroom
Aims	To provide the candidates with a remedial opportunity to improve their phonological problematic areas
Language	To provide the candidates with an opportunity to learn such terms as „Stress“, „Pitch“,

Literacy Learning Objectives	„Assimilation“, Dissimilation“ in order to improve the participants“ understanding and concept of the importance of „pronunciation“, „intonation“, „landing of the words“ and the ways in which they can influence mutual understanding between a non-native speaker and a native speaker if they are well regarded, or in reverse if they are disregarded, (e.g. Appendix D, p. 23, ll. 3-8). And, to improve the participants“ sense of hearing in terms of English „Phones“, „Tones“ and „Sounds“, and also to promote the participants“ pronunciation and „Listening“ power for isolated sentences and/or short conversations in natural way to promote their „Speaking“ ability and confidence. And, to improve the participants“ „Speaking“ skills in terms of single sentences and short sentences and later on long dialogues in natural way. Ultimately, to help the participants elevate their oral IELTS band score.
Remarks	„English Pronunciation in Use“ comprised one book and two cassettes. „Speaking Clearly“ included one book and two cassettes. It seems noteworthy to mention here that, lack of native-like („pronunciation“ and „intonation“ and „landing of the words“) was one of the serious problematic areas of the candidates in the program. Nevertheless, the candidates could be considered as a sample of the whole population of English learners in the country where the research was carried out.
<b>Sub skill</b>	<b>Grammar</b>
<b>Titles</b>	<b>Descriptions</b>
Materials used in the Preparation Program	„English Grammar in Use“ + practices on grammar exercises outside of the classroom as selected and assigned by the instructor
Aims	to promote the participants“ knowledge of „English Grammar“ and syntax
Language Literacy Learning Objectives	To invigorate and improve the participants“ understanding and knowledge of English grammar semi traditionally and mostly deductively, and more importantly to provide them with an opportunity to learn the concept of syntax and its application in their language use at an „Intermediate“ and/or „Advanced“ level. For example, the R/L says, “For „Reading“, you have some materials. One is „Grammar in Use.“ I“ll work on your „Traditional Grammar“.” (Appendix D, p. 20, ll. 25-26)
Remarks	This material is a single book at „Intermediate“ and „Upper Intermediate“ level. It was used in a semi traditional way. That is the instructor partially taught some parts deductively. But, if he could illicit from the candidates some of their previous knowledge about „English Grammar“, then based on that he would try to direct the candidates to find the „grammatical rules“ inductively. This material was mutually used in both „Reading“ classes and in „Writing“ classes. That is, if a lesson was taught in a „Reading“ session, the related practices were examined in the „Writing“ class in the

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

### Segments of listening instructional practices

Table 5.3, App. B shows segments of practices portion of „Listening“ sessions on doing IELTS-based „Listening“ test practices. In the table, first the sources of the practices have been introduced. The practices done either in the classroom or outside of the classroom were overwhelmingly based on these sources. Then, the focus of the practices has been clarified. Next, the outcomes or the production of the practices done in the classroom and or outside of the classroom based on their focus has been described one by one. The description of the outcomes is both based on the observation and the documents collected from the participants“ written activities, and also based on the comparison of the results of their accredited mock tests. (It should be noted that the same pattern is followed for the other skills too.)

**Table 5.3. Segments of listening instructional practices**

Practice/Activity	Focus/Preparation	Expected outcomes/Production/Literacy development
English Pronunciation in Use (Phonological issues)	<ul style="list-style-type: none"> <li>* Pronunciation</li> <li>* Intonation</li> <li>* Landing of the words (i.e.; Assimilation and Dissimilation)</li> </ul>	<ul style="list-style-type: none"> <li>* Familiarization of the participants with and learning those phones/sounds, which are present in „English“, but they are absent in „Farsi“ and vice versa. (e.g.; ð &amp; θ, etc.)</li> <li>* Familiarization of the participants with and learning those phones/sounds, which are apparently present in both „English“ and „Farsi“ and in the surface they seem to be the same but with considerable differences in deep structure in terms of their place of articulation and the resulting real sound (e.g.; v &amp; w or t &amp; d, etc.)</li> <li>* Familiarization with and learning the significant change(s) in meaning-making as the result of a change in intonation (e.g.; see Appendix D, p. 46, ll. 2-29).</li> <li>* Familiarization with and learning the important change(s) in the meaning-making as the result of the words (e.g.; see Appendix D, pp. 37-38, ll. 1-33)</li> </ul>
„400 IELTS-based tests“ and „What to Say“	<ul style="list-style-type: none"> <li>* Simulation of the IELTS Listening tests</li> <li>* Listening to realistic native speakers“ moderate and lengthy conversations</li> <li>* Authenticity</li> </ul>	<ul style="list-style-type: none"> <li>* Familiarization with the nature of the native speakers daily routine conversations</li> <li>* Familiarization with some differences in terms of vocabulary and pronunciation between some different varieties of English (e.g.; American English vs. British English)</li> <li>* Adaptation and adoption of the participants“ sense of hearing to native speakers“ lengthy conversations</li> <li>* Learning „Listening“ comprehension</li> </ul>
„Cambridge IELTS 1 & 2 & 3“ and „Insight into IELTS Extra“	<ul style="list-style-type: none"> <li>* IELTS-based Listening tests</li> <li>* Resemblance of realities</li> <li>* Instruction of the techniques</li> </ul>	<ul style="list-style-type: none"> <li>* Familiarization with and learning about the nature and feature(s) of the IELTS „Listening“ tests</li> <li>* Learning and applying techniques in doing <i>IELTS expected</i> „Listening“ tests</li> <li>* Elevation of the participants“ IELTS „Listening“ band scores based on the comparison between their results in their three accredited mock exams and their final official IELTS Exam</li> </ul>

### Segments of reading instructional practices

Table 5.4, App. B shows segments of practices portion of „Reading“ sessions on doing IELTS-based „Reading“ test practices as follows. It might be noteworthy here to draw the reader’s attention to the point that the ultimate goal of the instructional practices was the preparedness

of the participants to succeed in elevating their „Reading“ band score to the universities“ requirements.

**Table 5.4. Segments of reading instructional practices**

Practice/Activity	Focus/Preparation	Expected outcomes/Production/Literacy development
Developing Reading Skills (Advanced and Intermediate)	<ul style="list-style-type: none"> <li>* Reading lengthy texts</li> <li>* Fast Reading</li> <li>* Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>* Confidence in dealing with lengthy texts</li> <li>* Learning techniques of fast reading (e.g.; surveying, skimming, windowing and scanning)</li> <li>* Learning techniques of comprehending and taking the gist out of the text</li> <li>* Promotion of the participants“ speed of reading to some extent</li> </ul>
504 absolutely essential words	<ul style="list-style-type: none"> <li>* Vocabulary power And appropriateness</li> <li>* Semantically issues (different meanings of words and their parts of speech/word awareness)</li> </ul>	<ul style="list-style-type: none"> <li>* Awareness of homonyms</li> <li>* Awareness of the vast and sometimes distant varieties of the meaning and synonyms of a single word</li> <li>* Awareness of situating the meaning of a word in the context</li> <li>* Promotion in applying appropriate vocabularies in written skills to some extent</li> </ul>
English Grammar in Use	<ul style="list-style-type: none"> <li>* Different arguments in terms of traditional grammar</li> <li>* Syntax and syntactical issues</li> </ul>	<ul style="list-style-type: none"> <li>* Awareness of difference between grammatically correctness and syntactically correctness</li> <li>* Learning the concept of cohesion in context of a sentence</li> <li>* Awareness of the role of the grammatical particles or lexico-grammar (e.g. an adverb or preposition that occurs as part of a multiword verb, etc.), and application of this knowledge in decoding the accurate meaning, hence finding the best probable answers to the questions and elevating their IELTS „Reading“ band scores</li> </ul>
„Cambridge IELTS 1 & 2 & 3“ and „Insight into IELTS Extra“	<ul style="list-style-type: none"> <li>* Familiarization with different IELTS-based test types</li> <li>* Techniques of doing IELTS Reading tests</li> </ul>	<ul style="list-style-type: none"> <li>* Awareness of the features of the IELTS „Reading“ texts</li> <li>* Awareness of the IELTS-based „Reading“ tests</li> <li>* Promotion of the participants“ confidence and ability in doing different IELTS-based Reading tests</li> <li>* Elevation of the participants“ „Reading“ test band scores based on the comparison of the results of their accredited mock tests in the three stages after every 20 sessions and their results of their official IELTS Exam</li> </ul>

## Segments of speaking classroom practices

Table 5.5, App. B below shows speaking class tasks in order to prepare the candidates for their IELTS speaking test in particular, and to promote their speaking skills in general.

**Table 5.5. Segments of speaking classroom practices**

<b>Practices/Activities</b>	<b>Focus/Preparation</b>	<b>Literacy development based on the data (cf. Chapter 5)</b>
Pair Work (e.g.; Phatic conversation, speech act, short talk, jig saw, short talks or conversations, predicted and unpredicted conversations...)	<ul style="list-style-type: none"> <li>* Short pair talks</li> <li>* Promotion of fluency</li> <li>* Promotion of native-like talk</li> <li>* Familiarity with some street talks/Slangs</li> <li>* Creative conversations</li> </ul>	<ul style="list-style-type: none"> <li>* Promotion of the candidates' expert knowledge in speaking English in the classroom with the instructor and with each other</li> <li>* Promotion and improvement of the candidates' oral literacies (e.g.; App. E, Field-notes, by „NT 2“, 08/04/2007, p. 308, ll. 15-18)</li> <li>* Improvement of the candidates' fluency and native-like speaking to some extent</li> </ul>
Group work (e.g.; preparing lengthy texts on certain seen contentious issues for Small Group Discussions)	<ul style="list-style-type: none"> <li>* Creative argumentations</li> <li>* Discussing for and against topics</li> <li>* Critical and logical thinking</li> </ul>	<ul style="list-style-type: none"> <li>* Construction of the candidates' argumentative literacies in order to discuss a variety of topics of some contentious nature to some extent</li> <li>* Further improvement of the candidates' fluency</li> <li>* Promotion of the participants' advanced vocabulary power to some extent</li> <li>* Learning the concept of the critical thinking and discussing and its difference from quarrelling</li> </ul>
Speaking Clearly (single phones, single words, phrases, clauses, sentences, short conversations, realistic talks)	<ul style="list-style-type: none"> <li>* Phonological issues</li> <li>* Native-like speaking</li> <li>* Exposure to realistic routine speaking</li> </ul>	<ul style="list-style-type: none"> <li>* Learning about some important phonological issues and improving problematic areas</li> <li>* Improvement and promotion of the candidates' native-like speaking skills</li> <li>* Learning the everyday English native speaking (e.g. by watching satellite and TV English programs and commercially produced CDs and or DVDs)</li> </ul>
Oral presentations	<ul style="list-style-type: none"> <li>* Experience and elevation of the candidates' confidence to speak before audience</li> </ul>	<ul style="list-style-type: none"> <li>* Promotion of the candidates' confidence relatively to speak before audience (i.e. participants in the classroom)</li> <li>* Complying with elementary rules of oral presentations</li> <li>* Ability to talk for 4-5 minutes on seen and unseen topics before audience (i.e. participants in the classroom)</li> </ul>

	(e.g. class) * Elementary rules of oral presentation	
„Cambridge IELTS 1 & 2 & 3“ and „Insight into IELTS Extra“	* Preparation of the participants for the <i>IELTS-expected</i> Speaking Test	* The candidates“ knowledge about the nature and features of the <i>IELTS-expected</i> Speaking Tests * Elevation of the candidates“ confidence and ability to carry out an IELTS-based Speaking Test suitable for a band score 6-7, (e.g. some of the participants“ official IELTS results after concluding the program) N.B.: These outcomes might as well be considered as some results of „washback/backwash“ effect in test development/design

### Segments of writing classroom practices

Table 5.6, App. B shows classroom practices used for the development of writing literacies. The aim here was to promote the students“ writing literacies to a level suitable for the IELTS (Academic Version) examination.

**Table 5.6. Segments of writing classroom practices**

Practices/Activities	Focus/Preparation	Literacy development based on the data (cf. Chapter 6)
English Grammar in Use	* Grammar invigoration * Grammar appropriateness * Syntactical and pragmatically issues	* Learning how to form and structure grammatically and syntactically appropriate clauses * Learning how to select appropriate grammatical forms to carry a specified meaning and or concept to allow a logical flow and to establish an appropriate communication between the writer and a likely reader
Academic Writing Course	* Objective Writing * Genre type * Appearance and content of the writing	* Learning different genres and styles of writing, (e.g.; process, procedure, comparison, contrast, cause and effect, classification, formal, informal) * Learning how to develop different types of writing of around 150 words
Practical Writer with Readings	* Argumentative Text * Cohesiveness * Paragraph Writing * logic and flow of	* Awareness of differences between „Argumentative Writing“ and „Objective Writing“ * Awareness of differences between „Description“ and „Explanation“



	the paragraphs	* Learning how to develop different argumentative genres (e.g.; exposition and discussion) of around 250 words
„Cambridge IELTS 1 & 2 & 3“ and „Insight into IELTS Extra“	<ul style="list-style-type: none"> <li>* Nature and features of IELTS-based writing</li> <li>* Task-based writing</li> <li>* Analysis of prompts/rubrics</li> <li>* Analysis of the participants“ home work and class work writing</li> </ul>	<ul style="list-style-type: none"> <li>* Familiarization with the nature and features of different IELTS-based Writing</li> <li>* Learning about the <i>IELTS expected writing</i> tasks</li> <li>* Learning how to analyze a prompt/rubric and highlight the key constituents, (e.g.; the writer’s point of view or thesis, sub issues, scope)</li> <li>* Learning how to develop a discussion for and against an idea</li> <li>* Promotion of the participants“ <i>IELTS Expected</i> writing ability and elevation of their IELTS writing band score as evident from the comparison of the result of their accredited mock IELTS tests and their official IELTS examination results</li> </ul>

## Appendix C

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

**File 1, CD 1**

**Thursday, 15/03/2007**

**Time: 15:00-19:00**

### **Induction of the Research Project Instructions**

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

PS: Thank you.

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

Project participation information

The University of Adelaide

Center for European Studies and General Linguistics

Faculty of Humanities and Social Sciences

Sharif Moghaddam PhD Candidate

My name is Sharif Moghaddam. I am undertaking a research project as part of my PhD degree in the Faculty of Humanities and Social Sciences, Centre for European Studies. My project title is „IELTS Preparation Academic Practices and investigation into Academic Literacy Development“. This information sheet will help you to make a decision about participating in this project. You may discuss it with other people before making a decision to sign the form. It is important to keep this sheet to remind yourself about what we are doing. Also, a copy of this signed consent form will be given to you. Purpose of the study (consent form), today is 15

1 of March. I was supposed to start it from February but as you know it is getting  
2 closer to „Noruz“, the New Year, and then term was finished and we had to recruit  
3 new participants and actually we are about 2, 3 weeks behind our schedule. So,  
4 today is 15<sup>th</sup> of March that we are actually starting or beginning the research  
5 project. Okay? Thank you for listening. Now, if you don't have any questions,  
6 please write your names here ... (**The researcher is collecting the consent**  
7 **forms...**) Now, we are starting the course also the research. Okay?

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

## Appendix D

### Introduction of the IELTS Preparation Materials to the Participants

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

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

#### a. Oral skills

i. Listening

ii. Speaking

#### b. Written skills

i. Reading

ii. Writing

Now, you’ve a bag of books and cassettes, all of you. Okay? These are going to be divided for different purposes. So, for „Listening“, you’ve got:

„English pronunciation in use“

Also, „400 IELTS Listening Questions“ plus „What to Say“

„IELTS Cambridge 1, 2,...“ and so on

So, when you’ve „Listening Classes“ bring with yourself „English Pronunciation in Use“ with the cassettes, because we have to play cassettes and also „400 IELTS Listening Questions“. You must bring two books and two cassettes, because we will do activities on them in the classroom. Also, you will do some tests. You will write the answers in the accompanying book. Then, we go through it in the class and we will discuss and analyse all the answers and questions and „Whys and Hows“. Also, you will bring with yourself the IELTS books, because we also have tests in each „Listening Class“. We will devote one hour for pronunciation practices and the listening of different tests. And, one hour will be devoted to IELTS materials. We will

1 do a test and then we will analyze that test together. Okay? We will check the answers  
 2 and choices that you have actually paid attention to in the test, (Alright? Okay?), so  
 3 from now on for „Listening Classes“ just bring this material with you, (Okay?), the  
 4 books and cassettes. Do not forget and do not... Yes please? **(A participant asks a**  
 5 **question).**

6 2 P5: Will we use all the books?

7 3 R/L: We will start one, (Okay?), we will finish one, (Okay?), „Listening“ materials,  
 8 „Reading material“. When it is finished we put it away and we use IELTS 2, 3... Okay?  
 9 Any more questions? No? For „Speaking“ we use: 1. „Pair work 1 & 2“. I encourage  
 10 you to buy a book called „For and Against“ that I forgot to write it in the list. It is a  
 11 very tiny book full of vocabularies and good discussions. „For and Against“ may be  
 12 this evening or next week you buy it. Okay? It will greatly help you to develop your  
 13 vocabulary knowledge and how to discuss. It is a very good book. I encourage you to  
 14 buy it and bring it with you to the classroom. Also, I will give you two pictures to  
 15 discuss in the class. So, when we have „Speaking Classes“, first of all I will give you  
 16 some works on „Pair Work“, so in pairs you will work. You“ll converse together. Then,  
 17 we will also have group discussion. May be we will divide the class in 2, 3 or 4 groups.  
 18 Then, I will give you a topic to discuss. And also, I will ask you to come and give short  
 19 presentations in front of the classroom.

20  
 21 So, I“ll write a topic and I“ll give you 1 or 2 minutes to think and you have to speak for  
 22 your friends or your classmates for may be 2 or 3 minutes ..., and then you answer the  
 23 questions. Your friends may have different ideas, so they will ask. Okay? So, please do  
 24 buy this „For and Against“ and bring it to the classroom. For „Reading“, you have some  
 25 materials. One is „Grammar in Use.“ I“ll work on your „Traditional Grammar“. We just  
 26 do for your academic or general purposes for your language purposes. You should  
 27 know some grammar. Ha? We will do the homework in the book and you will bring it  
 28 to the classroom next session that you have „Reading“. Then, we will check all the  
 29 answers. We will discuss all of them. Ok? Then, you have two other books named  
 30 „Developing Reading Skills“, „Intermediate and Advanced“. We will start with  
 31 „Intermediate“, they are full of exercises. When it is finished, then we will go to the

1 „Advanced“ one. Alright? Of course, I should make a very important note here that our  
 2 classes are actually integrated as you might remember that I told all of you that we will  
 3 not work in isolation. The skills are integrated that means when we are doing  
 4 „Listening“ it is not actually ...it doesn't mean that just focusing on „Listening“. No, we  
 5 will have all discussions, „Reading“, „Writing“, but the main focus is on „Listening“.

6  
 7 The same thing is about „Speaking“, „Reading“...So, when you are doing the „Reading“  
 8 process you will have discussion on the texts. Ok? We will have talks. I will ask you to  
 9 talk and discuss the passage in the classroom. (Ha? Okay?) So, all the time, all the time  
 10 all the four skills will be active. We will not let any skill to be passive and forgotten.  
 11 But, in any class the main focus is on one skill, but the rest are not forgotten. Then, you  
 12 have a book called „504“. This is for your empowering writing vocabulary. It's a very  
 13 good book again. It has a lot of good sentences, good paragraphs to discuss, to develop  
 14 ideas, actually opinions. Okay? Then, I'll ask you to read them in the class and discuss  
 15 them, and then I'll ask you to make sentences in the classroom or as homework at  
 16 home. Okay?

17  
 18 And then, you have got „Writing“. For „Writing“ you have „English Grammar in Use“  
 19 in common between your „Writing“ and „Reading“ Classes. Okay? So, whenever you  
 20 hear „Reading“ and „Writing“ please bring your „English Grammar in Use“ book.  
 21 Okay? So, may be, for example, in „Reading Class“, I'll teach you one part of the  
 22 grammar, then I will assign you some practices or exercises to do at home and the next  
 23 session, which is only „Writing“, then we will check the exercises and your works.  
 24 Okay? Good. And then, you have another book called „Academic Writing Course“.  
 25 And then, you have another one called „Practical Writer with Readings“. Okay? So, up  
 26 to this point, you know in which class which of these materials is used. Any question  
 27 this for? Anybody? „Speaking Clearly“? I just missed it here in your „Speaking  
 28 Classes“, because it is about „Speaking Clearly“. Anything else? **(One of the**  
 29 **participants asks of the R/L about a good dictionary to be used. “It's up to you”,**  
 30 **answers the R/L).**

31 4 P12: Would you introduce a good dictionary?

1     5    R/L:    You can use „Oxford Advanced Learners“. Or, you can use „CDs“. You can  
 2     use „Google“, „Internet“, whatever is accessible for you. You can use „Talking  
 3     Dictionaries“. They have got pronunciation. One of the points that I should draw your  
 4     attention to is, that, actually, not knowing a word does not make any difference with  
 5     knowing a word without its pronunciation. Because, if you, for example pronounce a  
 6     word wrongly it means that you cannot communicate. So, just knowing the spelling or  
 7     meaning of a word is not sufficient. You must also know the correct pronunciation of  
 8     the words. Umm? And, in your oral communication it will be useless. So, please bear  
 9     in mind to learn the correct pronunciation. Of course, there are different  
 10    pronunciations, American, British, Australian and they are... Sometimes, the  
 11    difference is eye-catching. Uhh? So, it is good to know about these different  
 12    pronunciations and try to keep the image in mind? Okay? Alright? Any problems? No  
 13    questions? Yes, please. **(One of the participants asks if they can record the**  
 14    **activities in the classroom).**

15    6    P7:     Can we record?

16    7    R/L:     I told you in all the classes you can bring digital voice recorder and record all  
 17    the activities, „Speaking, Pronunciation“ in the classroom and then listen to them at any  
 18    convenient time. There is a book “How to Teach... .” This is a mother book. I refer you  
 19    to all 4 skills and if something is unclear you can refer to it for different skills. Okay!  
 20    This is actually a mother book. Anything else? No? So, I just wrap up this part. I gave  
 21    you an idea of what is happening to skills.

22

### 23                                   **Instructions on the order of the 4 skills in the classroom**

24    8    R/L:     The order that I have „Listening“, „Speaking“, „Reading“ and „Writing“ is  
 25    something that happens naturally. You know all the activities start with „Listening“,  
 26    when you were a baby. The process of learning a language the first skill is „Listening.“  
 27    New baby can only listen. It cannot speak, it cannot read, write. So, after a while he  
 28    starts speaking „babaa a dadada...“, like that. And then, we“ll read books or novels for  
 29    them. Then, they start. They draw lines. So, the process of learning is like this when  
 30    we do not know a language. It is as if you are a newly born baby. If we do not know  
 31    „Chinese“ there is no difference between us and the illiterate people and a Chinese

1 baby. Is there any difference? No. So, the language that we do not know makes us  
 2 resemble to newly born babies in those languages. Okay? So, we are going to follow  
 3 this order. Now, the important aspect for learning a language, well, is a „Correct  
 4 Pronunciation“. So, as you know, you must try hard to learn „Correct Pronunciation“.  
 5 „Correct Pronunciation“ is important. By the use of these materials that I have  
 6 encouraged you to buy, you will be able to work on your own. And then, it is „Correct  
 7 Intonation“ and „Correct Landing of the Words.“ One of the important aspects in oral  
 8 skills is the „Landing of the Words“. You have got used to saying words in isolation,  
 9 gap, space, you know? For example, may be you say this –book-(di:s bŭk) is. In the  
 10 real life situation they do not say, (di:s). It’s a „Landing“. So, if your sense of hearing is  
 11 not adapted to that, when a native speaker says, “thistudy” it may seem to you strange  
 12 or odd or not decodable. Okay?

13  
 14 So, we must learn them. And then, it is the matter of „Assimilation“ and  
 15 „Dissimilation“. The actual voice of sound symbols may change at the end. So, when  
 16 you say, “ten boxes”, together it sounds, “temboxiz”. In most languages it is the same.  
 17 For example, in „Farsi“ when you have „sound adjacent“ you have „m“ sound,  
 18 „Shanbeh“but we say, “Shambe”. And, there are some other words in which the sound  
 19 changes. For example, /j/ to /g/...Okay? For example, we say, “wouj you” or  
 20 “dishyear”. So, these are ...we must be careful ... and I encourage you to listen to read  
 21 sounds in native voices through your satellite or different radio stations, that they have  
 22 got a lot of English sounds. And then, there are some other aspects of the language.  
 23 They are not used that much in America, but they are used in Australia. Or, for  
 24 example may be some words, for example in British we say, “Hello” in American we  
 25 say, “Hi” in Australian we say, “Hey”. And, may be it sounds rude to you because we  
 26 say, “Hey” for something which is bad. And, there are other things may be you have  
 27 never heard of. For example, if you want something, which is not important in British  
 28 you say, “Never mind” in Australia they say, “No worries”. Or, say, “Thank you.”  
 29 Good! So, these are actually, aspects for „Oral Skills“ and for „Written Skills“ they are  
 30 three aspects for „Written Skills“:

31 a. Semantics





1 paragraph. Are you ready? Other parts of semantics are „Parts of Speech“, which are  
 2 „noun, verb, adjective, adverb and preposition“. Okay? That means when you are  
 3 learning a word, you have to know the parts of speech of it. We will discuss these parts  
 4 in the next classes. This was just a general view of what we are going to do in the  
 5 class. Any questions?

6 11 PS: No.

7 12 R/L: So, would you please develop a paragraph based on this topic: „Mountain  
 8 climbing is joyful“, you have about 5 minutes or so. On a piece of paper and I  
 9 encourage you to use A4 size paper and the plain one. **(The researcher distributes**  
 10 **some paper)**. So, please start developing your „Writing“. **(Participants are writing.**  
 11 **One of the participants asks a question but the instructor doesn't answer).**

12 13 P6: Can we use any paper?

13 14 R/L: Okay, time is finished, stop writing. Do not forget to write your name and date.  
 14 And, I am going to ask you to read one by one. And, please everybody listen carefully  
 15 to what your friends have written. **(One participant reads).**

16 15 R/L: If you want to speak in a, say, session like this in a class you“ll dress properly.  
 17 How would you dress? In a meeting with others you try to have a good appearance and  
 18 speak about things which make sense and meaning. Okay? So, because „Writing“ is  
 19 „YOU“, you must transfer this appearance in your „Writing“. There are two major  
 20 aspects in your „Writing“:

21 a. Appearance

22 b. Content

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

24 1. Margin

25 2. Format

26 3. Punctuations

27 4. Limitations

28 5. Orthography

29 And, the Content

30 1. Semantics and Syntax

31 2. Cohesion and Coherence

- 1           3. Variety
- 2           4. Deviation
- 3           5. Be (Logical / unbiased & truthful)

4           Now, I will explain what's margin. You have to put a blank space on each side, **(The**  
 5           **instructor is now checking the 'Writings')**. So, the first step in „Writing“ is  
 6           observing margin. What's format? It's ...when you write about something may be in  
 7           the form of an essay, there are three main parts: one is introduction, main body,  
 8           conclusion (closing). These parts have in fact some more detailed subsets that we will  
 9           discuss later in the next session. So, you will not be overloaded this session. What are  
 10          punctuations? And, why do we use them? They help in meaning making. If we do not  
 11          use punctuations, there will be ambiguity or confusion.

12  
 13          Writing is to make better concept and prevent confusion or misunderstandings and  
 14          that's why we use punctuations. And, what are they? Punctuations are: „Comma“, „Full  
 15          stop“, „Question mark“, „Exclamation mark“, „Colon“, „Semicolon“, „Quotation  
 16          marks/Inverted commas“, „Brackets“, etc. It is important especially in plagiarism, when  
 17          you want to quote somebody. Of course, there are more, but I think this far they are  
 18          enough. In „Academic Writing“ they normally use this much. Any questions? Next is  
 19          „Limitations“, you are limited by time and length of writing, (100ws/15mins,  
 20          150ws/20mins & 200ws/30mins & 250ws/40mins). So, you are expected to write in this  
 21          range and limitations. **(One of the participants asks a question).**

22  
 23          „Orthography“, when you develop a piece of „Writing“ you must be careful with  
 24          spelling. It may make confusion. As you know, there are the words in English which  
 25          are pronounced in the same way but the spelling is different (homonyms). „Plain“ and  
 26          „Plane“ are different but they are pronounced in the same way. Then, is  
 27          „Capitalization“. In „Farsi“, which is your mother tongue, there is no capitalization, in  
 28          English, it is very important. The first letter of the first word should be capitalized,  
 29          proper nouns, or name of days of the week, month, seasons,...sometimes for some  
 30          reasons you use capital or small letters. „Tidiness“, rub it out when it is wrong. Do not  
 31          make it dirty.

1 „Handwriting“, I am sensitive to handwriting. Do you agree? (Doctors?) Yes, mostly. I  
 2 don't expect you to be artist, but try to write in a way that's legible. Okay? Later on,  
 3 we will talk about topic. By „semantics“ and „syntax“, you must be quite sensitive to  
 4 vocabulary and words. This is already important to carry meaning. That's why a word  
 5 may have 1, 10 or 100 meanings. Try to learn all different meanings to see what the  
 6 most suitable meaning of the word should be used for a reader not to be misled, the  
 7 most suitable vocabulary to develop your opinions. So, you must learn as many  
 8 vocabularies as you can. One of the things that is important in computer, in „tools“  
 9 there is a dictionary, „thesaurus“, you can use the synonyms when you want to write an  
 10 e-mail, for example. You have to store them in your mind.

11  
 12 „Syntax“, is the arrangement of grammar, the structure of the sentence. „504 absolutely  
 13 Essential Words“, is a good book at your stage to empower your vocabulary. So, we  
 14 will use in our „Reading Classes“, and „English Grammar in Use“ to empower your  
 15 „syntax“. What is „Cohesion“ and „Coherence“? There should be a logical structural  
 16 link between the building blocks of your sentences. „Coherence“ is a logical link  
 17 between the sentences and the meaning embedded in your sentences. It may be vague  
 18 now, later on I will explain there two aspects of „Writing“. Most people seem to have  
 19 problem on „Cohesive Writing“. This is the area in which we work a lot. I can give you  
 20 a sentence which doesn't have „cohesion“:

21 Mary is a teacher.

22 Mary is a bachelor.

23 Are these correct?

24 16 PS: Yes.

25 17 R/L: Do you agree? Because, „bachelor“ refers to a single man, so „Mary“ cannot be a  
 26 bachelor. So, it is wrong. „Unity“ and „Variety“. When you write about „Mountain  
 27 climbing is joyful“, you should only write about „Mountain climbing“ not other sports.  
 28 By „Variety“ we mean you should use different words not repeat the words. Of course,  
 29 I will teach you how to link your sentences in your „Writing“ later.

30

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

22  
 23 **N.B.: (Files 6 and 7 of CD 1 are 'P 6, P 7 and P 11's Speaking Test 1', see**  
 24 **appendices)**

25  
 26 **File 8, CD 1**

27 **Friday, 16/03/2007**

28 **Time: 09:00-13:30**

29  
 30 **Reading and Elaboration on Semantically and Syntactical Issues**

31 18 R/L: Good morning.

- 1 19 P/S: Good morning.
- 2 20 R/L: Thank you, thank you. Now, if you would just let me I'll turn this camera on so  
3 we can be video recorded. Alright, thank you. So, just a reminder, would you please  
4 from now on try to be on time for the class. Okay? Because today was exceptional,  
5 (yeah?) from now on, I will start the class right at the time. Okay? So, please try to be  
6 here on time. Okay? Good. *(The „R/L“ tries to remind „PS“ of punctuality and its*  
7 *importance).*
- 8 21 R/L: We are going to start with „Reading“, Yeah? **(The lecturer writes a sentence**  
9 **on the whiteboard. The sentence is; ‘Mary is in fast to day.’ and invites the ‘PS’ to**  
10 **read the sentence).**
- 11 22 R/L: Now, would you read this sentence please, everybody? **(The ‘PS’ in chore**  
12 **read out the sentence).**
- 13 23 R/L: Okay, now, what does it mean? *(The „R/L“ draws the participants“ attention to*  
14 *the meaning).* „Mary is in fast today.“, you can say in Farsi. What does it mean in  
15 Farsi? **(The ‘R/L’ asks the participants one by one to translate the sentence into**  
16 **Farsi).**
- 17 24 R/L: P1, what does it mean in Farsi?
- 18 25 P1: „Mary emrooz ajaleh darad.“ = „Mary is in hurry today.“ **(Some of the**  
19 **participants repeat the same translation).**
- 20 26 R/L: P12, what does it mean? **(The ‘R/L’ asks of another participant).**
- 21 27 Ps: „Mary dokhtare chaboki hast.“ = „Mary is a nimble girl.“ **(The ‘R/L’ invites the**  
22 **rest of the participants to suggest their translations. The rest of the participants**  
23 **repeat the first translation, “Mary emrooz ajale darad.”= “Mary is in a hurry**  
24 **today.”)**
- 25 28 R/L: P10, what does it mean? **(‘P10’ translates the same as above.)**
- 26 29 R/L: So, this is what you all think. Right the reason that you all translate it, as you  
27 said. And, found synonyms for „Fast“ as „In hurry“ or „To be in hurry“ is because of  
28 what we are going to start as „Semantics“. *(So, in this way, the „R/L“ was trying to*  
29 *draw the participants’ attention to „Semantics“).* If you might recall, in the previous  
30 session, we said that the „Semantics“ mainly refers to the different meanings a word  
31 may carry and „The parts of speech“. You remember different meanings and parts of

1 speech? That is a word may be „Adjective“, „Noun“, „Verb“, „Adverb“, „Preposition“,  
 2 (Okay?) now, for example; „Apple“. To what does „Apple“ refer?

3 30 PS: A kind of fruit.

4 31 R/L: A kind of fruit or fruit tree? What else?

5 32 P9: A kind of computer.

6 33 R/L: Good, see, so, that we say, “Language is a living entity.” Ha, is because there  
 7 are changes happening in the language in terms of „Form and Meaning“. Okay? As  
 8 time goes on words may lose their „Meanings“ or their usage, or they may have more  
 9 usage or meanings may gain more meanings. Okay? So, if you go back say to half a  
 10 century ago, „Apple“ was just used for referring to a fruit or a fruit tree. Yeah? But,  
 11 today „Apple“ not only refers to the fruit tree, but also to a brand of computer. Ha? But,  
 12 more precisely it actually is a kind of „Teaching method in language“. See, so in terms  
 13 of parts of speech, may be in all different meanings it is only a „Noun“ Okay? But, now  
 14 let's check the different forms of this word that I first wrote it for you „Fast“. So, you  
 15 said, “To be in a hurry.” Hum? Okay? But, there are other meanings and other parts of  
 16 speech for „Fast“. „Fast“, can be „Verb“, „Noun“, „Adjective“, and „Adverb“. How? As  
 17 adverb it means to be in a hurry, or for example in Farsi way say (ba soraat, ba shetab,  
 18 be tonde) = horridly = quickly. Okay? As adjective it can mean (saria = quick). As  
 19 noun it means „Roozeh“ that means you don't eat things from dawn to dusk. Yeah?  
 20 And, as verb means, „Roozeh boodan“ or „Roozeh gereftan“, (Okay?), „To be in fast.“,  
 21 or „To go in fast.“ So, I can say, “Marry is in fast today.” “Marry fasts in Ramedan.”,  
 22 “Marry is a fast runner.”, “Marry runs fast.” Okay? So, I used „Fast“ in different parts  
 23 of speech in different sentences. So, if you may recall, I asked you to try to learn and  
 24 memorize as many meanings as possible from different words that you're learning and  
 25 also their parts of speech. Yeah? This is why, because if for example you see this  
 26 sentence and you don't know these different meanings and different parts of speech  
 27 you will have may be a misunderstanding, misinterpret, misconception of a sentence.  
 28 Okay? So, you cannot have a right communication process. Okay? And, that's why  
 29 some people, ah, when facing a prompt or a topic because of not knowing the exact  
 30 meaning or appropriate meaning or part of speech of a word in a topic or in a sentence  
 31 they will misinterpret it, mistranslate it. Okay? And, then what happens? Deviation

- 1 happens. Okay? Deviation happens, when you cannot translate or interpret a clause, a  
 2 sentence as it should be. Okay? As a result, deviation happens. For example, when you  
 3 say „Fast“ means to be in a hurry, so your mind is all, ha, dragged to doing something  
 4 horridly, ha **(The ‘PS’ feed back and confirm the ‘R/L’ by saying ‘yeah’.)** Be in a  
 5 rush, something like that, so the opposite thing happens when we move from „Farsi“  
 6 into „English“. For example, (Baz kardan) what words do we have in English?
- 7 34 PS: Open.
- 8 35 R/L: Open, okay? So, we, now, I’ll make some sentences in „Farsi“ and I would like  
 9 you to translate them into „English“, okay? كتاب و بازك ه. ؛
- 10 36 PS: Open the book.
- 11 37 R/L: Open the book. **(The ‘R/L’ confirms by repeating the sentence).** Okay?
- 12 38 R/L: Dar ro baz kon. ؛ دو بازكه.
- 13 39 PS: Open the door.
- 14 40 R/L: Cheshmeto baz kon. ؛ چشمې بازك ه.
- 15 41 R/L: OK. Tanabo baz kon. ؛ طنابو بازك ه.
- 16 42 Ps: Open the rope.
- 17 43 Ps: No. We can’t.
- 18 44 R/L: Dokmato baz kon. ؛ دکمته بازك ه.
- 19 45 PS: ((X)). **(The ‘PS’ Shrug). (The ‘PS’ were surprised and silent at this stage.**  
 20 **They were looking strangely and hopelessly at the ‘R/L’ and at each other using**  
 21 **meta linguistics and body language to pass their message to each other, because**  
 22 **they did not know what to do).**
- 23 46 R/L: Kamarbandeto baz kon. ؛ کمربنډې بازك ه.
- 24 47 Ps: Open your belt.
- 25 48 Ps: No, it can’t be.
- 26 49 R/L: Zipeto baz kon. ؛ زيپې بازك ه.
- 27 50 PS: % X %. **(The ‘PS’ start murmuring and arguing about the meaning).**
- 28 51 R/L: Geraro baz kon. ؛ گره و بازك ه. **(The ‘PS’ murmur and make some**  
 29 **suggestions).**
- 30 52 R/L: Ghofloo baz kon. ؛ فلو بازك ه.
- 31 53 Ps: Open the lock.



- 1 54 R/L: شیرو بازک ه. ؛ Shiroo baz kon.
- 2 55 Ps: Open the milk. **(The ‘R/L’ elaborates on a Farsi word. The word is ‘sheer’).**  
 3 What does „sheer“ mean? There are different meanings for „sheer“, (e.g. „milk“, „lion“,  
 4 „tap“, „faucet“). Ha? What is meant by „sheer“?
- 5 56 PS: Hah, huh, heh, hnh. **(In this way participants showed their surprise and  
 6 confirmation of their lack of knowledge in that regard).**
- 7 57 R/L: You see, so if you think of (baz kardan = بازکردن) only as „open“, there are  
 8 sentences that you cannot use open, and then it“ll tend to be more complicated or  
 9 complex where there are other meanings in other words too. For example, when you  
 10 say „sheer“, „sheer“ is not only „tap“ or „faucet“. Ha? It may be „lion“. It may be „milk“.  
 11 Hum? See, as we go on and on the text gets more complex and complicated. Hu? So,  
 12 you must be very careful and you must think of context of your sentence. This is how  
 13 misinterpretation happens. This is how deviation happens. Hum? When I want to write,  
 14 if you’re doing „Reading“ and you are not mastering your vocabulary, then you cannot  
 15 understand. What is the message of the passage? (Hu?) What is the gist of the text?  
 16 Right? Now, what other equivalences do we have for (baz kardan = بازکردن) ( ? I“ll  
 17 write down for you. **(The ‘R/L’ writes on the whiteboard, ‘untie’, ‘unlock’,**  
 18 **‘unwrap’, ‘undo’, ‘disclose’, ‘clear’, ‘reveal’, ‘disassemble’, ‘decode’ and**  
 19 **‘dismantle’. And then, reads them out for the participants to draw their attention**  
 20 **to the importance of different meanings and parts of speech of a ward and how to**  
 21 **select an appropriate vocabulary to fit in a context of a clause or a text).**
- 22 58 R/L: „Untie“, „unlock“, ... (Ha? Okay?), and some more. For example; for „button“,  
 23 you say, “Undo buttons.” you do not say, “Open buttons.” Okay? If, for example a  
 24 rope is tied, tied up, (Okay?) you say, “Untie it.”, “Untie the rope.” Or, for example if  
 25 you have got a gift in a box may be (Okay?) you unwrap it. You don’t open it. Or, for  
 26 example in a discussion may be you disclose something. (Okay?) If you have setup, for  
 27 example a tent (Hum?) you have mantled it. You dismantle it. (Okay?) The password  
 28 is decoded. You decode it, and so on and so forth. Correct? Question? Any question?  
 29 For example, you want to disclose something to inform people about it, (Okay?) you  
 30 reveal a secret may be. You make clear something. Okay? So, I encourage you to be  
 31 more curious about words, their meanings and their parts of speech from now on that

1 you are studying. Yeah? When you come to some words try to find as many meaning  
 2 as you can, as many parts of speech as you can. Alright? To help you overcome this  
 3 difficultly. Okay? I suggested a book named „504“ that’ll help you greatly to help you  
 4 learn as many suitable and essential words as possible. Yeah? Okay? And also we’ll  
 5 use „For and Against“ this tiny little book will help you greatly in improving your  
 6 vocabulary. **(The ‘R/L’ suggests some resources to help improve the participants’**  
 7 **vocabulary power).**

8 59 R/L: Now, next to discuss is about your „syntax“, „the arrangement of grammar“. I’ll  
 9 write down some sentences and we’ll discuss and analyze them together to see what do  
 10 they mean to you and how do you make meaning, concept of these sentences and then  
 11 tell me based on your best knowledge, which ones may seem wrong or right to you.  
 12 Okay? **(The ‘R/L’ writes down six sentences on the whiteboard and reads them**  
 13 **out to the participants. The sentences are as follows):**

- 14 1. I will visit my friend tomorrow.
- 15 2. I am going to visit my friend tomorrow.
- 16 3. I am visiting my friend tomorrow.
- 17 4. I visit my friend tomorrow.
- 18 5. She always makes mistakes.
- 19 6. She is always making mistakes.

20 60 R/L: Alright, „P4“ just tell me whether or not they are all correct or wrong. Or,  
 21 which ones are correct, which ones are wrong. I’ll tick if you say, “Right or Correct”  
 22 and I’ll cross, if you say, “Wrong.” **(The ‘R/L’ invites all participants to comment.**  
 23 **Except for one participant who selects sentence # 4 as wrong and doesn’t**  
 24 **comment on sentence # 6, the rest comment that sentences # 1, 2 and 5 are**  
 25 **correct, but sentences # 3, 4 and 6 are wrong. In this way the „R/L“ engages the**  
 26 **participants in thinking about syntax and construction of context).**

27 61 R/L: Okay, alright, anybody left, so, this is what you know about language, right?  
 28 This is what you have learnt. Okay? Based on your knowledge and what you’ve learnt,  
 29 you’ll definitely judge the sentence in the text. Yes? So, if you face sentences like  
 30 these in a text, (Hum?) and based on your judgment that these are wrong what will you  
 31 think about the text? (Hum?) You’ve received a text, a paragraph, a passage, (Yeah?)

1 in that passage, in that paragraph, in that text, (Yeah?) you'll see these kinds of  
 2 sentences and to the best of your knowledge you'll judge them as wrong or false,  
 3 wrong sentences. So, what will you think about that text? May be in the conversation,  
 4 so if something is wrong, can we use something wrong in our conversation?

5 62 PS: No. **(A participant argues, "this situation may happen." The 'R/L' argues  
 6 back).**

7 63 R/L: Yeah, but we are talking about educated people. This is an academic class may  
 8 be non-educated people, illiterate people; they use the language wrongly. Right?  
 9 However, ahhh, it doesn't seem likely that they make mistakes in their mother  
 10 language, may be in terms of grammar, or for example shortening sentence. Or,  
 11 clauses, you know deviating things but not big mistakes like these for example. Hum?  
 12 So, it shows that if we go further, there will be some other cases in the language which  
 13 may seem wrong to you. Or, may be you've been taught that they are wrong. That  
 14 means you don't recognize a part of the language. We are talking about English  
 15 language, (Hum?) your judgment (Okay?) on these six sentences which are the very  
 16 basic sentences of the grammar. I mean we don't have anything very strange. (Hum?)  
 17 What tense is the first sentence?

18 64 PS: „Simple future tense.“

19 65 R/L: **(Confirming).** „Simple Future Tense.“ Hum? The second one?

20 66 PS: „Present continuous.“

21 67 R/L: **(Confirming).** „Present Continuous.“ The forth ones?

22 68 PS: „Simple present.“

23 69 R/L: **(Confirming).** „Simple Present.“ The first one?

24 70 PS: „the simple present.“ **(The 'R/L' points to the next couple of sentences).**

25 71 R/L: The second one?

26 72 PS: „The present continuous.“

27 73 R/L: So, we have not touched the complicated parts of the language, (Hum?) the very  
 28 simple basic parts of the language. Yeah? And, this is what you judge them, or how  
 29 you judge them. Okay? Now, I should tell you that all these forms are correct, are  
 30 right. Okay? The problem is in the process of learning language. You have not been  
 31 acquainted with the all aspects of the language, of the grammar. Okay? You have not

1           been familiarized. You have not been taught. And, that we mean English language you  
2           have learnt some parts. Or, you have learnt it partially. You have not learnt all of it, the  
3           whole idea. Okay? This can be counted as one of the reasons for the shortcoming of  
4           your language. That's why most of you when you were talking individually to me, you  
5           said that, "We have gone to English classes, (Hum?), for years and years, for ten years,  
6           15 years or may be 20 years." Yet, according to yourselves, ahh, you have problems in  
7           using your language. It is problematic; you cannot use it as you should. You cannot,  
8           ah, make meaning you cannot get a correct and complete concept. Yes? And, ah,...you  
9           feel disable in the use of your language. Yes? Now, as you might remember in the  
10          previous session. I said sometimes the sentences are correct or wrong in terms of their  
11          grammar or structure. But, the other important aspect is that sometimes a sentences  
12          may be correct it in terms of grammar or structure, yet it is wrong in terms of context,  
13          (Hum?), and meaning making. Yes? Remember of the sentences that we discussed last  
14          session. Okay? „Marry is a teacher.“, „Marry is a bachelor.“ Grammatically speaking  
15          they were both correct. Hum? But, it is in terms of syntax, „Marry is a bachelor“ cannot  
16          be counted as a correct sentence because they cannot, ha, join. „Marry“ as a female the  
17          bachelor that we said in the meaning refers to a single man. Okay? So, they cannot  
18          stick together. Alright? Now, the other important thing is to know when and how and  
19          why to use these sentences. As you can see they all refer to something happening in the  
20          future, „Tomorrow“, and may be one of the reasons that you can see that number 3 and  
21          4 as wrong sentences was the adverb of time which is referring to the future. Hum?  
22          „Tomorrow“, Yeah? Because, based on your knowledge and your learning, you thought  
23          to yourself that "I am visiting" is present continuous, so it cannot come whit the future,  
24          (Hum?), adverb of time. Yeah? And also, you have been taught that, "I visit my  
25          friend." is simple present. Hum? And, it cannot go with the adverb of time in the  
26          future. So, you judge them as wrong. Yeah? Am I right? Yeah? Okay. This is because  
27          of the fact that tenses can be used for different purposes. They are not just for carrying  
28          one purpose. Sometimes, they can be used for carrying different purposes in different  
29          parts of the time. May be they can refer to present or a future. Yeah? But, then again  
30          you must know, for example when you say, "I will visit my friend tomorrow." what

- 1 kind of an action can it be in terms of modalities, Probabilities? Yeah? How probable  
 2 is that you visit your friend. Is it very much probable or, no probability?
- 3 74 PS: No, probability.
- 4 75 R/L: No probability? And, that the meaning of „will“ itself hum? Sometimes „will“ is  
 5 used as an auxiliary verb to refer to an action in the future. Yeah? But, sometimes we  
 6 use it to show a strong promise, “I will do something.” *(The „R/L“ puts a significant*  
 7 *stress on the word „will“ in the sentence to demonstrate the role of the word „will“ in*  
 8 *carrying the concept of a promise).* I will buy this. Hum? You say, for example to  
 9 your son or daughter or friend or whatever when you want to say strongly you are  
 10 going to do something. Yeah? “I will.” Hum? And, then use of, „To be going to“. “I am  
 11 going to visit...”, when and how and why do we may use it? Hum? You have a plan in  
 12 mind. But, then it is not a mutual plan. It is an individual plan. You make a decision.  
 13 Okay? You say, “I am going to visit my friend.” But, saying, I am going to visit my  
 14 friend’s. Hum? Does it necessarily mean that your friend knows that you are going to  
 15 visit him or her? No. This is your decision, you say, “I am going to go to Australia next  
 16 year.” Hum? This is your decision. This is what you have decided to do. But, may be  
 17 for many different reasons you cannot, (Hum?) make this wish to come true. Yeah?  
 18 And then, you say, “I am visiting my friend tomorrow.” When and how and why do we  
 19 use it?
- 20 76 Ps: It’s a sentence for present.
- 21 77 R/L: Yes, but for example in this case?
- 22 78 PS: % X %.
- 23 79 R/L: You know the use of present continuous to show an action in the future is used  
 24 when there is a mutual agreement, see? That means you and your friend both have an  
 25 agreed to visit. Yeah? So, in comparison with number 2 remember we said that in this  
 26 case this is your individual decision. Right? This is your individual decision, you have  
 27 made this decision. Your partner, your friend, is not informed. In the third sentence,  
 28 however it shows that there is a mutual agreement. So, here we can make a better  
 29 concept. Yes? When you know the reason of using a part of your grammar or structure,  
 30 (Ha?), then you can decide and pick up, (Ha?), the appropriate forms of grammar.  
 31 Okay? So, if you want to transfer this concept to your listener, to your reader in case of

- 1 interpretation, (Yeah?), that your partner your friend knows is informed about a  
 2 meeting you've already agreed upon, you've already talked about it, (Okay?) Then,  
 3 what form of grammar is more suitable? Should we use number one, two or three?
- 4 80 PS: Number three.
- 5 81 R/L: Now, you learnt it. But, an hour ago you didn't know that. Yeah? So, for  
 6 example for this session that we are now holding, (Ha?), which one is the most suitable  
 7 if you were to talk about this session with your husband or wife or friend or whatever?  
 8 Yeah?
- 9 82 PS: Number 3.
- 10 83 R/L: Why? Because last evening we agreed, we all agreed to hold this session this  
 11 morning, Yeah? Is that correct? Good but, if you use this one, „number 2“, it doesn't. It  
 12 doesn't carry the same meaning, the same concept. Yeah? What about number 4? I  
 13 visit my friend tomorrow. It is used when something happens as a routine. For  
 14 example, from now on we agreed to have English classes on Fridays. Yeah? So, it's  
 15 going to be a routine. Yeah? That means for a period of may be 4 or 5 months or 3  
 16 months or whatever, (Ha?), every Friday we will gather here, (Ha?) to run a class, an  
 17 IELTS preparative class or program, (Hum?) from 9 o'clock to 1 o'clock four hours a  
 18 day. Yeah? Okay. So, if you want to show that something is happening repeatedly in  
 19 the future, then you routinely do that action. Then, the most suitable form of language  
 20 is „Simple present tense“. Now, I will talk in length about these parts of your grammar.  
 21 Yeah? And, we will have a lot of exercises about them, (Okay?) to learn how and why  
 22 to use something in the language, to use a part of your grammar or vocabulary so on  
 23 and so forth. Okay? That was actually, just a hint to draw your attention to what  
 24 underpins your weaknesses in the language, your misconcepts in the language. Okay?  
 25 It was just a touch, you know, slight, little touch to see why. Okay? And in Farsi we  
 26 say, (خود حقيقت قبول بخوان از بي ه م جمل), “khod hadis-e mofasal b-e-khan az in mojmelm.”  
 27 (A sample can witness a whole). Hum? Yeah? Then, we will go to the whole area of  
 28 grammar and vocabulary and so on so forth. You'll see that you can sort out the  
 29 problems and how you can overcome all that things. Okay? So, from today on I will  
 30 teach you, ah, aspects of your grammar then you will do the exercises in your „English  
 31 Grammar in Use“ book. This is this one. **(The ‘R/L’ shows the book to the ‘PS’).**

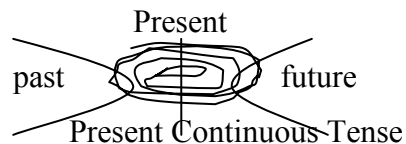
1 Okay? Then, we will check the answers in the classroom and we will discuss them and  
 2 analyze them, okay, to see your improvements and your viewpoints. Right? Now, let's  
 3 start with the „Simple“, opps, „Present Continuous Tense“. Any questions this far?

4 84 PS: No.

5 85 R/L: No question? You can make notes if you wish. You can write down if you wish.

6 Okay? So, I'll start with the „Present Continuous Tense“. The formula of the „Present  
 7 Continuous Tense“ as you might know is: Subject, so „S“ stands for subject plus  
 8 derivations of verb „To be“ for this purpose, „am, is, are“ plus „Verb“ plus „ING“,  
 9 „Object“ plus „Adverbs“. **(Then, the 'R/L' wrote on the whiteboard; 'S.+am/is/are**  
 10 **+V.+ING+O.+adv. of P.+adv. of T.)**. Then, I will talk about the usage, the usage of  
 11 this tense. This tense is used as follows:

12  
 13 1-It is used to talk about an action which happens at or around the time of happening.  
 14 For example, now I am teaching you English. You are learning English. I am speaking.  
 15 You are listening. Yeah? You are writing. I am standing. You are sitting. Yeah? So, all  
 16 these actions happen at the time of speaking about them. In fact, if we divide the  
 17 occurrence of time like this, this is past, this is present and this is future. **(The 'R/L'**  
 18 **drew the following diagram on the whiteboard).**



19  
 20  
 21  
 22  
 23  
 24 86 R/L: So, the action happens in such an area. Okay? That means it is covering a part  
 25 of past and future. Because „Present“ is a boundary between „Past“ and „Future“, (Ha?),  
 26 When I say something, when it is finished, it goes in the past. And, when I haven't talk  
 27 about something, it is in the future. Ha?

28 2- This tense is used to talk about a mutual agreement to do an action in the future. For  
 29 example, I am visiting my friend tomorrow.

30

1 3- This tense is also used to talk about an action which doesn't necessarily happen at  
 2 the time of speaking about it. Example, they are building a house over there. (*The*  
 3 *„R/L“ repeats some parts of the sentences so that nobody would miss a part of the*  
 4 *sentences as examples*).

5  
 6 87 R/L: Okay? So, may be there is no action happening at this time, but we can see, ha,  
 7 the evidence, because of the action happening. To build a house is not in a very short  
 8 time. Ha? It takes time. We need a lot of time to build a building. So, every day they  
 9 are coming here and they work for 10 hours or 8 hours, (Okay?), to finish some parts,  
 10 and then, the next day, and then the next day. Okay? See at the time of speaking  
 11 nobody is working but we can see that something is in continues process of happening,  
 12 building of a house. Yeah? All right, so what I expect of you is that you go through the  
 13 lesson yourself in this book, „English Grammar in Use“.

14  
 15 Alright? And, do the exercise on page 3. I don't know whether any of you have got the  
 16 book. There are exercises on page 3 using a pencil, (Okay?), do all the exercises in the  
 17 book. The next session we will discuss them and if you have any questions or any  
 18 misunderstanding, then you can put it up or put it forward. Questions? The other book  
 19 that we are going to use today, and I am going to show you how to use it and how we  
 20 are going to do this book, so please bring out „The Developing Reading Skills“, the  
 21 green one. For this book, you are going to do a couple of different activities. Some  
 22 activities will be done right in the class now. I mean this session that we have „Reading  
 23 skills“. You will have some parts to do at home, some homework to do at home. And,  
 24 bring them to the classroom. And then, we will discuss them. And, you'll have some  
 25 written activities and some spoken activities. Some of them will take place right now  
 26 in the classroom, some of them you'll prepare them at home and then bring them in the  
 27 classroom the next session that you are coming. Okay? Good.

28  
 29 Open your books please. The first lesson says, “Motherhood in changing world,  
 30 women in Ghana”. Right? Another purpose of using this book is to help you improve  
 31 your speed in reading. Okay? To be a fast reader, and also to familiarize yourself with



1 lengthy texts or passages, „Reading passages“. Because, in the IELTS exam as you  
 2 know in the „Reading“ you have lengthy passages that you must try to comprehend and  
 3 try to understand them and answer to some questions. Okay? So, it very closely relates  
 4 to this purpose. Then, you have some exercises in the next pages, ah, because of the  
 5 shortage of time we cannot actually do all the exercises in the classroom. So, some of  
 6 them will be left actually to you to do them. But, if you had any problems any  
 7 misunderstandings any difficulties in any special parts raise it in the next session.  
 8 Alright? So, nothing will be missed out. And then, ah, if you go for example to pages 8  
 9 and 9 of this lesson there are some parts of speech, they are written in blacken bold  
 10 letters. You see them? The task is to memorize all of them.

11  
 12 Okay? You‘ll do the exercises in the book in the blank spaces using a pencil, so you  
 13 can erase them if they are wrong. Ha? But, I will ask all the parts of speech. You  
 14 know? Next session, for example, I will say, “Okay P1”. I will say for example,  
 15 „Active.“ Then, you must say, „Actively“, „Activity“, (Ha?), all these things. So, ah, you  
 16 can overcome some of your problems in terms of semantics and vocabulary that we  
 17 discussed earlier. Right? And then, you have topics for discussion and composition. Go  
 18 to page 10 please. I will choose one of these topics and I will expect of you to develop  
 19 a written work, „Writing“ no less than 200 words. Okay? And, you‘d better allot  
 20 yourself about 30 to 35 minutes. Okay? And, try to use all of the rules and conditions,  
 21 ah, regulations for the „Writing“ that I taught you partly last night, last evening. You  
 22 remember? We‘ll have some more in the coming sessions. Okay? So, you have, ah, a  
 23 variety of activities with each lesson of this book. Is everything clear to you? No  
 24 problems? No misunderstanding? „P13“, is that clear to you? You got it?

25 88 PS: % X %. (**‘P13’ was unclear about the written tasks based on the topics so**  
 26 **the ‘R/L’ explained more to make him understand**).

27 89 R/L: I will choose one of these topics for discussion and composition. I will choose  
 28 one of them, and then you‘ll develop a „Writing“ based on that topic. Okay? And, the  
 29 length of „Writing“ should not be less than 200 words, minimum 200 words. Okay?  
 30 (**One of the participants asked whether or not to do the task at home? The ‘R/L’**

1 **explained they should do it at home).** This is your homework. Then, you'll bring  
 2 them to the class. Then, we'll discuss them.

3  
 4 Okay? And, I'll put corrections on your mistakes. Correct? Now, for the time being, I  
 5 will give you about 10 minutes time to start with to read these texts in two pages.  
 6 Okay? Then, I'll ask you one by one to speak about it. Alright? You have 10 minutes  
 7 to read it. Keep important things in mind. Okay? Then, we will do two activities. First  
 8 of all, I'll ask each of you some questions. For example, may be a „False or True“  
 9 question, a number, a figure. Okay? And, if you say something is true or false, you  
 10 must also say the reason. Why you think it is, „False“. Yeah? Then, I'll ask you to  
 11 speak about the text individually. So, as I told you already our classes are, „Integrated“.

12  
 13 When we say „Reading“ it is not only „Reading“, you must read and speak and discuss  
 14 and listen and write. Okay? Any questions? So, 10 minutes, do a „Silent Reading“. It is  
 15 a „Silent Reading“. Just read in your heart for yourself. Then, we will discuss. Right?  
 16 Please, okay. **(The ‘PS’ get busy doing their ‘Silent Reading’ and the ‘R/L’**  
 17 **observes them. As soon as the allotted time is up the ‘R/L’ announces the end of**  
 18 **the allotted time).** 10 minutes finished. Now, let's have a discussion. **At this stage the**  
 19 **‘R/L’ asked the participants one by one different questions about the text as he**  
 20 **had explained. The participants gave their answers, which were sometimes**  
 21 **correct, but sometimes incorrect. *In this ways oral skills were activated.* And, when**  
 22 **an answer seemed incorrect, the ‘R/L’ tried to engage all participants in a**  
 23 **discussion to bring convincing evidence from the text to prove that whether or not**  
 24 **the answer could be false or true. Also, written skills were integrated with oral**  
 25 **skills. That is the ‘R/L’ involved all participants in ‘Speaking’ and ‘Listening’ by**  
 26 **opening up a discussion and talk about the text. Then, The ‘R/L’ invited the**  
 27 **participants to elaborate on the ‘Reading text’. Each and every participant was to**  
 28 **speak 2 or 3 minutes about the text. They were to speak out as much as they could**  
 29 **remember from the text using their own words. The ‘R/L’ didn't expect of the**  
 30 **participants to present a verbatim oral report of the text. The participants did so.**

31

1       **The ‘R/L’ assigned some homework. The participants were to memorize some ten**  
2       **vocabularies with their different parts of speech making a list of about 60 to 65**  
3       **words in average. The ‘R/L’ also assigned the participants to develop a ‘Writing’**  
4       **of no less than 200 words in 30-35 minutes on a selected topic from the book**  
5       **named ‘Developing Reading Skills - Intermediate’. The ‘R/L’ invited the**  
6       **participants to take out another book named ‘504 Absolutely Essential Words’.**  
7       *The purpose of using this book in the syllabus of the IELTS academic preparation*  
8       *program was to enhance the participants’ vocabulary power and to help the*  
9       *participants improve their „Writing skills“.*

11       **The ‘R/L’ explained that there were 42 lessons in the book and hoped to be able to**  
12       **finish the book in the course. He said that there were 12 vocabularies in each**  
13       **lesson. He would firstly read out the vocabularies for the participants, so that they**  
14       **could get familiar with the pronunciation. Then, he would read them out once**  
15       **more and they would repeat after him. Next, he would ask them one by one to**  
16       **read out the vocabularies to check the correct pronunciation. After, each**  
17       **participant would read one sentences to bring this part of the lesson to an end.**  
18       **Then, as part of their class work, participants were to develop 12 single sentences**  
19       **using one of the practiced vocabularies in each sentence. The time allotted for this**  
20       **was about 6-7 minutes.**

22       **There was also a short text ‘about 150 words’. After vocabularies the participants**  
23       **were to read the text silently in about 2 minutes. Then, they were to talk about**  
24       **that text as much as they could in no more than 2-3 minutes, so that every**  
25       **participant could have an opportunity to practice his/her ‘Speaking skills’. The**  
26       **‘R/L’ also informed the participants about some homework based on the book.**  
27       **The participants were to develop a ‘Writing’ based on the idea taken from the**  
28       **text or making up a ‘Writing’ on their own discursion of no less than 150 words.**  
29       **However, they were to develop their ‘Writing’ in a way to use the 12 vocabularies**  
30       **in the lesson appropriately in their ‘Writing’, (The 12 vocabularies were;**  
31       **‘Abandon’, ‘Keen’, ‘jealous’, ‘data’, ‘tact’, ‘oath’, ‘hardship’, ‘gallant’, ‘vacant’,**

1       **'bachelor', 'qualify', 'wholesale'). Moreover, they were to develop 12 single**  
 2       **sentences using each of the 12 vocabularies in one sentence. There were also some**  
 3       **other exercises in the book such as 'Fill in the blanks' to be done as part of the**  
 4       **homework by the participants. At the end of his informative talk, the 'R/L' teased**  
 5       **one of the participants who was nagging on the volume of homework which was**  
 6       **going to disturb their NORUZ, 'the New Year' holiday and they all laughed.**

7  
 8       **Lastly, the 'R/L' began practicing the lesson as he had explained. Then, he asked**  
 9       **them to develop 12 sentences. Some participants had some queries and asked the**  
 10       **'R/L' for more explanations. The 'R/L' explained and the participants seemed**  
 11       **happy with the responds. After about 6 minutes of allotted time to develop 12**  
 12       **sentences, the 'R/L' checked the number of sentences, the participants had**  
 13       **developed. The average of class was about 6 sentences. So, none of the**  
 14       **participants had succeeded to develop the 12 sentences. The 'R/L' invited the**  
 15       **participants to read out the sentences. Occasionally, the 'R/L' error corrected the**  
 16       **participant's 'pronunciation, intonation and landing of the words'. And, if any of**  
 17       **the participants had difficulty in reading any of the words or phrases, the 'R/L'**  
 18       **helped them overcome their difficulty. The 'R/L' invited them to read out their**  
 19       **sentences. The participants read out their sentences and the 'R/L' checked them.**  
 20       **In case of any mistakes, the 'R/L' corrected them.**

21  
 22       **The 'R/L' invited the participants to read the text. Each participant was to read**  
 23       **one sentence so that every participant had an opportunity to share the text. Then,**  
 24       **he allotted 2 minutes for 'Silent Reading' and the participants were to talk about**  
 25       **the text after the time was elapsed. *In this way participant „Speaking skills“ could***  
 26       ***be activated throughout „Reading“ activities.* Meanwhile, when one participant was**  
 27       **speaking about the text the rest of the participants were practicing their**  
 28       **'Listening skills'. The time for 'Reading' session was over. And, the 'R/L'**  
 29       **announced a 15 minute break. In the break time, some of the participants who**  
 30       **had questions or queries, came to the 'R/L' and asked their questions of him. The**  
 31       **'R/L' answered and elaborated on the subject matters. After the break, the**

1 participants and the 'R/L' negotiated to set days and class time for the  
2 forthcoming sessions. As there were some holidays ahead, they were trying to set  
3 the class time on everybody's satisfaction. So, they voted and agreed to have class  
4 on Fridays from 09:00 AM to 01:30 PM and on Sundays from 05:00 PM to 09:30  
5 PM 'including breaks'. Then, the 'Speaking' class began. The R/L said that they  
6 would start the 'Speaking' session with a book named 'Pair Work'. 'Pair Work'  
7 is a two volume book. 'Pair work 1' is for lower intermediate level. 'Pair Work 2'  
8 is for upper intermediate. So, the lecturer invited them to open their 'Pair Work  
9 One'.

10  
11 The 'R/L' explained to the participants about 'Pair Work'. He said that 'Pair  
12 Work' meant that two people would engage in different oral activities such as:  
13 'Get to know each other', 'Role plays', 'Asking and giving opinions', 'Talking  
14 about people and places', etc. in this way participants' 'Speaking' and 'Listening'  
15 skills could be activated. While the participants were engaged in their 'Pair  
16 Work', the 'R/L' was walking among them, pausing and listening to each pair. In  
17 case of any errors, the 'R/L' error corrected. The 'R/L' also told the participants  
18 that they needed to do some individual tasks such as; homework and class work.  
19 He showed them how to do homework and class work based on 'Pair Work'. And,  
20 he asked the participants to bring their homework to the class and accompanied  
21 with their handouts give them to the 'R/L'.

22  
23 The participants were divided into 'A' and 'B' groups. Eight pairs of participants  
24 were formed. Those participants who were to play the role of 'A' were to ask  
25 questions. And, those participants who were to play the role of 'B' were to answer  
26 the questions. After finishing all the questions, the roles were changed. That is  
27 participants who were 'A' answered. When doing the activities, if the participants  
28 had any question, problem or query, they asked the 'R/L', who elaborated on any  
29 matter and tried to answer the participants' questions as far as they felt happy.  
30 After the questions and answers were finished, the 'R/L' invited the participants  
31 to develop a report based on the answers they had received as part of their class

1 works. Then, he asked them one by one to read out their reports. While reading  
2 out reports, there were oral interactions between the lecturer and any of the  
3 participants who were reading out their report. Sometimes, they discussed some  
4 subject matters and sometimes other participants took part in their interactions  
5 and shared ideas.

6 ‘For and Against’ was the name of the next book to be used in ‘Speaking’ class.  
7 The ‘R/L’ instructed the way to use the book in the classroom.

8  
9 He told the participants that there were 30 topics discussed in the book. The  
10 participants were to read one of the arguments in each session of ‘Speaking’  
11 classes in ten minutes as part of their class work. Then, each participant was to  
12 talk about the text for about two minutes. Next, the ‘R/L’ formed four groups of  
13 four. Each group was divided into two sub groups. One sub group was to play a  
14 role as ‘for’ the topic. The other sub group was to play a role as ‘Against’ the  
15 topic. The ‘R/L’ walked among the groups passing and listening to the arguments  
16 of each group for one to two minutes. When necessary, the ‘R/L’ error corrected  
17 or answered to the participants’ questions and queries. Every now and then, the  
18 ‘R/L’ tried to encourage the participants by using tempting clauses to heat up  
19 their discussions. He also encouraged them to take turn and not let one person to  
20 talk all the way long. After one or two minutes, discussion was heated up between  
21 different groups. Seeing groups deeply, seriously and naturally engaged in their  
22 discussion was quite exciting. Since the time was elapsed, the ‘R/L’ stopped group  
23 discussions and invited the participants to turn back to their seats. He asked for  
24 their comments on the activity. The participants too seemed to be happy and  
25 excited for doing such activity.

26  
27 The last part of the ‘Speaking’ session was to practice on another material named,  
28 ‘Speaking clearly’. ‘Speaking clearly’ was a set of a book and two cassettes. The  
29 focus of the practices was on correct pronunciation, correct intonation and  
30 correct landing of the words. The participants were to look at the practices in  
31 their books, listen to the cassette and repeat. After each part was finished, the

1        **'R/L' stopped the cassette and invited the participants one by one to repeat that**  
 2        **part so that the „R/L“ could check the participants“ improvement in their**  
 3        **pronunciation and intonation, etc. As part of their homework also class work, the**  
 4        **'R/L' asked the participants to find a topic as they wished and prepare themselves**  
 5        **to deliver a short speech as an 'Oral presentation' in the next 'Speaking' session.**  
 6        **The 'R/L' advised the participants to repeat those practiced parts again and again**  
 7        **at home and take the most advantage of 'Speaking Clearly'. The 'R/L' was**  
 8        **instructing every now and then on how to do the exercises effectively. At the end**  
 9        **of each part, the 'R/L' stopped the cassette and asked the participants whether or**  
 10       **not they had been able to complete the task, or how much they had succeeded to**  
 11       **do. Then, he invited some of the participants to read out their exercises. When the**  
 12       **participants were reading out their exercises, if needed the 'R/L' error corrected**  
 13       **the participants' errors.**

14  
 15       **The 'R/L' elaborated on every single problematic area as much as he could.**  
 16       **Basically, the classes were student centre. The 'R/L' also advised the participants**  
 17       **to take the advantage of 'wasted away time' the amount of daily time which is**  
 18       **normally wasted away by being kept and delayed in traffic jams, etc. An average**  
 19       **person usually wastes away about 3-4 hours of their daily time in traffic jams in**  
 20       **Tehran. The 'R/L' suggested the participants to buy digital voice recorders and**  
 21       **listen to the English voice when kept in traffic jams. The 'R/L' also gave some**  
 22       **ideas on how to use the materials most effectively at home. At the end of the**  
 23       **session, he wished the participant a pleasant evening and holiday.**

24  
 25       ***In the beginning sessions of the IELTS academic preparation program, nearly, all***  
 26       ***the instructions, lessons, activities, class works and homework were basically about***  
 27       ***and around „General English“. The „R/L“s attempt was to orient and direct the***  
 28       ***participants towards the correct use of „English grammar“ and a general sense and***  
 29       ***concept of „semantics“, „syntax“ and „pragmatics“. The English language is not***  
 30       ***taken as a serious matter in the curriculum of „Elementary Schooling“, „Secondary***  
 31       ***Schooling“ and even „Tertiary Education“ in the „Iranian Education System“. The***

1        *English language is looked upon as a foreign language. Unless there is a must the*  
 2        *Iranians do not have to/need to use English at all. So, except for some individuals*  
 3        *who have an interest or an obligation in learning English, the Iranians have no*  
 4        *motive to learn it. Therefore, English grammar is taught partially, (e.g. the published*  
 5        *books by the „Ministry of Education for the English lessons in the duration of*  
 6        *„Elementary and Secondary Schooling“). As a result, when the need arises (i.e.*  
 7        *furthering education at an English-medium university as an instance), students face*  
 8        *the devil. So, the instructors have to devote adequate time to justify and rectify the*  
 9        *participants“ grammar and vocabulary to overcome the shortcomings in the*  
 10       *preparation programs. The reason for taking these measures is to prepare the*  
 11       *participants for making sense and meaning with written and spoken texts ahead of*  
 12       *them in the IELTS Exam.*

13  
 14    **File 9, CD 1**

15    **Sunday, 18/03/2007**

16    **Time: 17:00-21:30**

17                            **Instructions on Listening and Phonology**

18    90    R/L:    Wrong pronunciation of a word can ruin your sentence. Okay? The meaning  
 19           will be problematic and you cannot carry on with your communication. Because, to a  
 20           native speaker it seems very odd and strange if you say, “I prəzənt dis prəzənt tō ü.” It  
 21           is not decodable. They cannot make meaning out of these sentences. So, you will  
 22           jeopardize your communication. The communication will be cut. Because, they cannot  
 23           make meaning, it does not make meaning. It does not make sense. Yeah? So,  
 24           sometimes a word may have different pronunciations in each pronunciation will be a  
 25           different part of speech, „prəzənt“ and „prizənt“. Okay? This is the phonetic way of  
 26           writing pronunciations. And, you must try to learn them and use them. So, when you  
 27           learn these things and know how to use them in terms of phonology, then by referring  
 28           to your dictionaries you can learn more about the differences in pronunciations, hence  
 29           the difference in parts of speech. So, some people may say, “I prizənt dis prizənt tō ü.”  
 30           This is wrong. Or, “I prəzənt dis prəzənt tō ü.” This is wrong too. But, “I prizənt ðis  
 31           prəzənt tō ü.” This is the correct way of saying this sentence. Okay? (*In this way, the*



1 *'R/L "was trying to draw participants" attention to the importance of pronunciation.*  
 2 *He elaborated well on tangible examples. He worked on simple and easy to*  
 3 *understand examples so that the participants could easily make sense and logically*  
 4 *internalize the path way to native like pronunciation).*

5 91 R/L: Now, in the middle of lesson (pause 3 secs.) you asked me a question. Okay?  
 6 So, read it please. *(The „PS“ are confused and uncertain about the correct*  
 7 *pronunciation of „Desert“: They pronounce it differently such as; ‘dəzərt’, ‘dizərt’,*  
 8 *‘disərt’, etc).*

9 92 R/L: Okay? So, you didn't pronounce it the same way. Hu? You pronounce it  
 10 differently. Some of you said; “dəzərt”. Some of you said; “dizərt”. So, which one is  
 11 correct, „dəzərt“ or „dizərt“?

12 93 PS: % X %. **(The ‘PS’ say different things! One of the participants says, “in the**  
 13 **restaurant it is ‘dəzərt’”).**

14 94 R/L: So, one problem added. „P12“ added one problem.

15 95 Ps: Hah, huh, heh, hnh. **(The ‘R/L’ writes on the whiteboard ‘Dessert’).**

16 96 R/L: What is this? **(The ‘R/L’ asks of the ‘PS’ showing the word ‘Dessert’**  
 17 **written on the whiteboard).**

18 97 Ps: % X %. **(They say different things).**

19 98 R/L: So, which one is correct. Here we have three different pronunciations; „dəzərt“,  
 20 „dizərt“, „disərt“. Yeah? So, what is correct? So, now you can recall and remember  
 21 what I said in the very beginning sessions about the pronunciation. Okay? It is your  
 22 responsibility to find out about these things. Alright? Because, there are very many  
 23 words in English, we cannot have all of them in the class. You can use your  
 24 dictionaries and the phonology, phonetic signs. Yes? Try to find about the parts of  
 25 speech. As you might remember, I said words may have different parts of speech.  
 26 Okay? As „P12“ said. It depends on the part of speech. So, this has two pronunciations  
 27 „dizərt“, okay and „dəzərt“. **(The ‘R/L’ writes different pronunciations on the**  
 28 **whiteboard using the phonetic signs).**

29 99 R/L: So, what part of speech is „dizərt“? Hum.

30 100 P4: Verb.

31 101 R/L: And, what part of speech is „dəzərt“?

- 1 102 Ps: Noun.
- 2 103 R/L: Noun, alright, and this one? **(The ‘R/L’ shows ‘Dessert’ written on the**  
 3 **whiteboard).**
- 4 104 Ps: „dizət“
- 5 105 R/L: „dizət“, and what part of speech is it?
- 6 106 Ps: Noun.
- 7 107 R/L: Noun, so you can see things happen in the language, different dictations,  
 8 different spellings the same pronunciation, different parts of speech **(The ‘R/L’ refers**  
 9 **to ‘Desert’ and ‘Dessert’).** (Hum?), a bit tricky (Yeah?), different dictations the same  
 10 pronunciations, different parts of speech. How can we realize? How can we  
 11 understand?
- 12 108 P8: The context!
- 13 109 R/L: Alright? The context, yes you must pay attention to the context. So, things  
 14 happen in the language. Okay? „dizət“ is verb, provided the spelling is „D E S E R T“,  
 15 „dizət“ is noun provided it is „D E S S E R T“. So, not always double „S“ means „S“ or  
 16 „s“ sound, sometimes double „S“ may be „z“ sound. Okay? And, sometimes one „S“  
 17 may be „s“ sound in some of words (Okay? Hum?), here in the pronunciation of „d“,  
 18 stress is on the first syllab, so „dizət“. If the pronunciation is for a noun, the second,  
 19 “dɒzət“, „dizət“, „dɒzət“, „dizət“. Okay? **(The ‘R/L’ checks different pronunciations**  
 20 **by referring them to their written forms on the whiteboard).**
- 21
- 22 So, you can see there are a lot of things to pay attention to, „Spelling“, „Pronunciation“,  
 23 „Intonation“, „Stress“ and all these things play roles in forming a language, specially  
 24 when it is oral, „Spoken“ forms. Okay? Now, let’s have a quick look at your  
 25 „Pronunciation in Use“. Ha? Questions? Problems? English pronunciation, we don’t  
 26 have that much time for that. Just some words may be. In terms of oral skills in your  
 27 „Listening“ and „Speaking“ that you sometimes face failure in your communications,  
 28 one the aspects is correct pronunciation.
- 29
- 30 Okay? So, you must try hard to overcome your problematic areas in pronunciation. It  
 31 doesn’t make that much difference if you do not know a word at all, or you

1 pronounce it wrongly. Okay? So, as I already said it to you in the previous sessions, I  
 2 said, “May be you know one thousand words, but when it comes to oral skills you  
 3 jeopardize your communication, they are useless.” Why? Because, the pronunciation is  
 4 not as it should be. May be you can use them in your written skills, you can read them  
 5 in the text. You can write them. Okay? But, when it comes to the other skills, oral  
 6 skills, they are not very much beneficial to you. Alright? Good. To overcome this  
 7 problem, I have introduced to you a book and cassettes, named „English Pronunciation  
 8 in Use“. Plus this, I have introduced to you a book and 2 cassettes named „Speaking  
 9 Clearly“, which is used in your „Speaking“ classes and English pronunciation you are  
 10 going to use it from today on in your Listening“ classes. Then, is the matter of correct  
 11 intonation. Now, please read it P12. **(The ‘R/L’ had written on the whiteboard, “I’ll**  
 12 **seeyou.” and was asking the participants in turn to read out the sentence. In so**  
 13 **doing, the „R/L“ was trying to draw the participants” attention to different meaning-**  
 14 **making of the same sentence by changing intonation. So, different participants**  
 15 **were reading the sentence. “I will see you.”; “I will see you.”; “I will see you.” All**  
 16 **the participants did not read the sentence with the same intonation. So, the ‘R/L’**  
 17 **asked, “Did you pay attention to any difference? Did you all say the same? Some**  
 18 **participants said no, I will see you.”).**

19 110 R/L: Just, just, sorry. Did you pay attention to any difference?

20 111 PS: % X %.

21 112 R/L: Did any body of you say it differently?

22 113 R/L: „P2“, you say it again. **(„P2” had pronounced the sentence differently. So, the**  
 23 **„R/L” invites him to repeat the sentence in his way).**

24 114 P2: I’ll see you. **(He says the sentence with a rising tone at the end).**

25 115 R/L: What is the difference?

26 116 Ps: % X %.

27 117 R/L: Does it change the meaning? In the way he says.

28 118 Ps: Yeah.

29 119 R/L: It changes. Hum. So, what is the difference in the meaning that you make  
 30 between the way he said it and way, for example „P1” said it. „P1” say it again please.

31 120 P1: I’ll see you. **(With falling tone at the end).**

- 1 121 P2: I'll see you. **(With rising tone at the end).**
- 2 122 R/L: What's the difference?
- 3 123 P1: I think, I mean that, "I will see that person."
- 4 124 R/L: Hum, and what about „P4's" and the rest of you? Okay, to make things easier,  
5 let's translate it into Farsi. What is the Farsi equivalence for this sentence, in general  
6 natural speaking?
- 7 125 PS: % X %. **(The 'R/L' invites the 'PS' to repeat louder).**
- 8 126 PS: "mibinamet."
- 9 127 R/L: Yes. **(The 'R/L' writes the Farsi sentence on the whiteboard).**
- 10 128 R/L: Now, my question is, „If you're supposed to say the Farsi equivalence, in how  
11 many different ways do you use it in your daily activities and commendation with  
12 people? „P7", in what different ways would you say the...? Or, how have you used it in  
13 your life? Please.
- 14 129 P7: % X %.
- 15 130 R/L: Ahhhu, Louder. **(P7' keeps quiet and thinks. The 'PS' utter the Farsi  
16 sentence in different ways by changing their tone and intonation to make different  
17 meanings and concepts and connotations. The 'R/L' confirms and persuades them  
18 to continue in this way).**
- 19 131 R/L: Yeah. What else? **(One of the participants interprets the rising tone of the  
20 sentence as threatening. Some participants and the 'R/L' laugh at the way he  
21 interprets and in this way he amuses all the participants in the classroom)!**
- 22 132 R/L: laughingly, Yeah, Yeah, Okay? So, we can say. I mean the word is the same  
23 thing. The written form is the same, but when it comes to saying, to oral. By the  
24 change of intonation and stress, you can change the meaning. Ha! You can normally  
25 say, "mibinamet." **(The 'R/L' says the Farsi version with a falling tone at the end  
26 of the sentence).** (mibinamet) is a form of information, declaration, that you are going  
27 to see somebody. But, what did you say? **(The 'R/L' points to the participant who  
28 uttered the sentence with a rising tone at the beginning and falling toward the end  
29 of the sentence explaining it as a question from).** Okay? So, when you say,  
30 "mibinamet?" in fact, it means, „Will I see you?" And, the way you say „mibinamet"  
31 rising, falling and then rising again at the end. What does it mean? "poosteto"

mikanam.” “I will peel your skin off.”, „i.e., A verbal threatening“. So, by the change in intonation you can change the meaning. This is what happens in using your language. This is how you say, “I will see you.”, “I will see you.”, “I will see you.” (The ‘R/L’ utters the same sentence but changing the intonation to change the meaning. *In doing so, the „R/L” tries to scaffold the participants to make different senses by changing the intonation to understand fully the role and importance of intonation in meaning-making. The „PS’ smile and laugh and confirm their teacher by nodding heads, etc).*

133 R/L: By changing intonation, so you must be careful when using your language! Okay? To say a word, a phrase, a clause, (Okay?), to correct and right in intonation. And, you must know that another aspect that you are going to use in the „English Pronunciation in Use“ is learning how to use correct intonation, where to put stress. Okay? A little change in the stress from one syllab to another syllab can change the meaning, can also change the part of speech. Okay? Good. The other thing is „Landing of the worlds“. (The ‘R/L’ writes on the whiteboard, ‘Bus station’).

Okay. Let’s start from „P7“. (‘P7’ reads, “b^s-ə-stäšən.” The ‘R/L’ asks of all the participants to read out the phrase loudly. *In this way, the „R/L” tries to make participants’ mental activity ready for the differences in meaning-making by not considering the „Landing of the words”, also the importance of this aspect in improving their „Listening” and „Speaking” skills. Except for one of the participants, the rest have almost the same manner of uttering the phrase. They all insert a ‘Schwa’ between ‘Bus’ and ‘Station’ sounding like ‘b^s-ə-stäšən’. The one who probably had noticed it elsewhere or learnt it through his twin brother who has been a student of the ‘R/L’ about two years ago, utters ‘b^stäšən’ without a ‘schwa’ in between ‘bus’ and ‘station’. So, the ‘R/L’ asks of all the participants to confirm if they notice any difference between this participant’s ways of saying with the rest. The ‘PS’ confirm the difference. *For deep understanding and eliminating any doubt, the ‘R/L’ selects one of the participants’ to compare and contrast the two forms of utterances. ‘P7’ is the one, who as with the rest of the participants uses a schwa in between the phrase. But, ‘P12’ is the**

- 1           **one who utters correctly. So, the ‘R/L’ invites both of them to repeat in turn**  
 2           **several times loudly the way they say ‘Bus station’. In so doing, the „R/L” tries to**  
 3           **crystal clear the difference. The „PS” seem happy and pleased).**
- 4   134   R/L: Okay? Pay attention to the difference. So, which one is correct „b^s-ə-stäšən”, or  
 5           „b^stäšən”?
- 6   135   PS:   **(Chorally)**, „b^stäšən”.
- 7   136   R/L: Why? If you say, “b^s-ə-stäšən” you are putting a schwa here. Ha? **(The ‘R/L’**  
 8           **puts a ‘schwa’ in between the two words written on the whiteboard, a ‘schwa’ and**  
 9           **then reads out, “b^s-ə-stäšən.” Ham).** The native speaker doesn’t say, “b^s-ə-  
 10           stäšən.” They say, “b^stäšən.” So, another, another aspect that you fail in the  
 11           „Listening” is this. One of the major problematic areas that you are feeling weak or  
 12           unable in decoding „Listening” in the exam is the matter of „Landing of the words”. As  
 13           I said to you already „Listening” is not difficult. You do not have any complicated or  
 14           complex aspect of language in „Listening”. Okay? It is very normal or lower  
 15           intermediate part of the language in terms of grammar or aspects of language. Your  
 16           main problem or weakness is that you have problem with „Correct Pronunciation”. You  
 17           have problems with „Correct Intonation”. And, you have problems with „Correct  
 18           Landing of the words”. If you try and overcome these problematic areas, so you will  
 19           overcome your problems in „Listening”. Okay? Because, if two native speakers are  
 20           communicating and one says to the other, “I’ll meet you at the bus station and you  
 21           have internalized „b^s-ə-stäšən.” so „b^stäšən.” seems to you an unknown word or  
 22           phrase. Okay? And, you will get confused. You don’t know what it is being talked  
 23           about. So, you will miss this part. Yeah? And, you will not be able to answer the rest of  
 24           the questions with regard to this „bus station”. Right? Good. **(The ‘R/L’ writes**  
 25           **another phrase on the whiteboard ‘Police station’ and invites one of the**  
 26           **participants to read it out).**
- 27   137   R/L: Now, read it „P2”.
- 28   138   P2:   p`ölis-əstäšən.
- 29   139   R/L: Okay. Now, there is another problem. First of all, although I noted the „Landing  
 30           of the words”, some of you paid attention some of you still had not. And, it is the  
 31           matter of pronunciation with this. It is not stressed at „p”. **(The ‘R/L’ writes on the**

1 **whiteboard in phonetic signs the different ways the ‘PS’ pronounce the phrase.**  
 2 **Some pronounce it with a strong or heavy stress on letter ‘P’ for ‘Police’, so the**  
 3 **‘R/L’ elaborates on this part and says to the ‘PS’ that ‘P’ is not stressed and it**  
 4 **seems as if it is not pronounced. Instead stress is on letter ‘L’ followed by short ‘I**  
 5 **not long ‘i’).**

6 140 R/L: So, „P“ is wæk and followed by „ə“ not „ö“. And, stress is on „L“; „pəlistäšən and  
 7 if you want to use the phonetic signs, **(The ‘R/L’ writes some of the phonetic signs**  
 8 **on the whiteboard and reads out the phrases by the use of phonetic signs)**

9 „b^stäšən.“ and „pəlistäšən . Okay? You must try and get yourself familiar with these  
 10 signs. Okay? When the sound of the last part of the first word is the same as the first  
 11 sound of the second word, you land it. Okay? You make them one. Alright? We are  
 12 talking about the sound. The sound of „C“ is „s“ and the sound of „S“ is „s“ Okay?

13 **(The ‘R/L’ shows ‘CE’ in ‘Police’ and ‘S’ in ‘Station’ and compares ‘b^stäšən’**  
 14 **and ‘pəlistäšən in terms of their sounds and phonetic signs not in terms of**  
 15 **letters. “‘b^stäšən’ and ‘pəlistäšən’.” he utters). Alright? (The ‘R/L’ writes on the**  
 16 **whiteboard, “I want to go.” and asks one of the participants to read it out). Now,**  
 17 **read it, please. (But, this time the participant reads it in American slang, “I wanna**  
 18 **gə.”). Okay, of course. You stepped a bit further now. Okay? Yeah, alright, so if we**  
 19 **want to write in this form of phonetic signs it will be something like this. (The ‘R/L’**  
 20 **writes the phonetic signs for ‘I want to go’ on the whiteboard, “I wântägö.” And**  
 21 **then, reads it out for the participants).**

22 141 R/L: What you say, “I wanna gə.” is very American and very slang. So, we do not  
 23 say, “I wânt tü gö.” Again we landed these two **(The ‘R/L’ points to letter ‘T’) and**  
 24 **formed this (The ‘R/L’ points to the written form in phonetics and reads, “I**  
 25 **wântägö.”). So, my main purpose of putting forward these aspects was to draw your**  
 26 **attention to some of the reasons that you are feeling weak in „Listening“, all of you.**  
 27 **And, if you might remember you all had a very low band in your „Listening“.** If I give  
 28 the transcriptions of that „Listening“ test to all of you, only in 10 or 15 minutes you will  
 29 be able to answer to all the questions may be correctly. Okay? And, may be your band  
 30 score will jump from 2 & 3 to 8 & 9, as simple as that. The only reason behind that low  
 31 band score in fact goes to these aspects. And, there were in fact, cases that you

1 couldn't decode, or realize pronunciation that you could not realize. Also, there were  
 2 some aspects of „Landing of the words“. Right? IELTS is an authentic test that means  
 3 the forming parts of a test are taken from natural activities, in the natural settings. For  
 4 example, now that I am lecturing you in this classroom, it can be recorded and used as  
 5 part of a „Listening“ test. If for example you as students in a university in Australia are  
 6 participating in a lecture or in tutorial for example tutoring class or session or meeting,  
 7 the interactions between you and your tutor and what the lecturer says, or may be, for  
 8 example, it is in induction for example program or orientation programs, what the  
 9 people speak about can be used in forming a part of your „Listening“ test. A news  
 10 broadcasted from TV or the radio, can be used to from a part of your „Listening“ test.  
 11 A presentation in a class can be used to from as a part of your „Listening“ test. So,  
 12 things are natural and authentic. That means you must be able to understand and  
 13 decode what a lecturer says. Of course, I should tell you that lecturers in the real  
 14 situation do not speak as slow as I am speaking now. I am trying to lower my tone and  
 15 lower the speed, (Okay?) so that there is not risk of misunderstanding. But, later on I  
 16 will try to catch up with the normal speed. Okay? Good. Any questions, any problems  
 17 this far? **(One of the participants, 'P12' asks a question).**

18 142 R/L: Yes, „P12“.

19 143 P12: Sorry, sometimes I heard, I and a, “I wanna gö.” Or, “I wanna gə.”

20 144 R/L: Yeah, Yeah ...it happens. It is not the matter of which is correct. It is the matter  
 21 of variety. Okay? There are different varieties of English; „British“, „Australian“, „New  
 22 Zealander“, „Canadian“ and „American“. Okay? As I said to you, for example, ahh...  
 23 many words are spoken quite differently in Australian variety. They say, “fais” instead  
 24 of „fäs” for „Face“, (Okay?) or “baitš” instead of “bitš” for „Beach. **(One of the  
 25 participants says, “Die” instead of “Day”).**

26 145 R/L: Yes, „Dai“ not „Die“. “Good dai.” (Okay?) instead of, “Good day.” and “Hey”  
 27 instead of “Hi”. Hum? The difference is quite noticeable. Okay? And, in the  
 28 „Listening“ test of IELTS, you may experience different varieties. So, sometimes may  
 29 be the speaker is...an American can communicate with an Australian. Yeah, or may be  
 30 there is a talk between 3-4 people, one of them is British, one of them may be Indian,  
 31 or for example from China or Japan or Iran or whatever. Okay?



1  
2 So, in a group conversation you may hear different varieties of English, (Yeah?)  
3 because it is International English Testing System, anyway, Yeah? Any more  
4 questions? Now, how you are going to use the materials in the „Listening“ class to  
5 ha... help you improve your pronunciation in use, okay? And, „Speaking Clearly“) to  
6 help empower your natural ah... way of „Listening“.

7  
8 We are using „What to Say“ and „400 IELTS“. Okay? That means we will start with  
9 some lessons in the “English Pronunciation in Use“ and then, we will do a test. We will  
10 use this book **(The ‘R/L’ shows the book named ‘What to Say’ and ‘400 IELTS**  
11 **based listening tests’ to the ‘PS’ and continues)**. These books have 20 tests for each  
12 lesson that you will do in the classroom. And then, we will use this book as a  
13 transcription. **(The ‘R/L’ shows the book named ‘What to Say’)**. And, we will  
14 analyse your test. And then, we will go and use the tests. So, we will try may be to do  
15 one test in one or two sessions, and then we will analyse the test. Because, there are  
16 some points that I must analyse and explain to you when and how, for example a  
17 change in intonation changes the meaning, and how we can transfer our feelings  
18 through changes in intonation and pronunciation. Okay? Alright.

19  
20 Now, would you please open your „English Pronunciation in Use“? And, can I have the  
21 first cassette please? **(The ‘PS’ get busy opening their plastic bags and take out**  
22 **their book, and cassettes from their bags)**. So, open your books please. Listen to the  
23 cassette and... Yeah? **(A participant asks whether or not the book is accompanied**  
24 **with cassettes. The ‘R/L’ answers, “Yes, it is. It is with two cassettes.”; “It is**  
25 **either accompanied with cassettes or CDs.”)**. Okay? So, you must have a cassette or  
26 CD to repeat them at home. Okay? Because in the class is not enough. Okay? In the  
27 class you are practicing to solve problems and if you have any questions, do ask your  
28 questions. But, to improve your pronunciation and intonation you must try to go  
29 through them again and again at home and if you can use mp3, (Okay?) and use it in  
30 the town or traffic or whatever. Now, look at the book, listen to the cassette and repeat  
31 please. **(The ‘R/L’ plays the cassette and invites the ‘PS’ to repeat after the**

- 1 **cassette. After about one minute, when the cassette reaches to the contrast**  
 2 **between the words ‘Wine’ and ‘Vine’ the ‘R/L’ stops the cassette and writes on**  
 3 **the whiteboard, ‘Wine’ and invites the ‘PS’ to read it out).**
- 4 146 R/L: Okay, „P11“; what is it?
- 5 147 P11: “vine.”
- 6 148 PS: “vine.” (*They read “vine” because the sound of „w“ is absent in the Farsi*  
 7 *language).*
- 8 149 R/L: Okay. So, what you say is this. (**The ‘R/L’ writes, ‘Vine’ on the whiteboard**  
 9 **and draws the participants’ attention to the difference between ‘Wine’ and ‘Vine’**  
 10 **in terms of pronunciation. *Because, the sound of „w“ which is bilabial with rounded***  
 11 ***lips is absent in Farsi. So, Farsi speakers pronounce „w“ as „v“.*** The pronunciation  
 12 that you and may be the rest of you are using as “vine” brings a different imagination  
 13 in the mind of the native speakers. If you go to a shop, and ask the shop assistance for  
 14 some „Vine“ what will you get? Hum?
- 15 150 P2: Alcoholic drink.
- 16 151 R/L: Alcoholic drink? (**“Will he get alcoholic drink if he asks the shop assistance**  
 17 **for some vine?” the ‘R/L’ asks the rest of the participants).** Hum? (**One of the**  
 18 **female participants murmurs something. Then, the ‘R/L’ asks one of the note-**  
 19 **takers, who is the ex-student of the ‘R/L’ and knows the differences, to comment.**  
 20 **This person, which will be identified as ‘NT1’ here after’, is observant in the class**  
 21 **in the session. He is supposed to take some field notes).** „NT1“, if our friend goes to  
 22 a shop in Australia and asks for some vine, what he may get?
- 23 152 NT1: A tree!
- 24 153 R/L: A tree. Okay? If you say, “I want some vine.” you will not get alcoholic drink.  
 25 (**Says the ‘R/L’ to the participant).** What would you get? Hum? A tree of grapes!
- 26 154 P2: % X %.
- 27 155 R/L: Yeah, you mean the first one. (**The ‘R/L’ points to wine).** This is what you  
 28 mean. This is the reason of this discussion. Okay? This is the difference of what  
 29 happens in the mind of the native speakers. When you think, as a non-native speaker  
 30 you think that your pronunciation is correct. Okay? So, „Wine“ vs. „Vine“ (**The ‘R/L’**  
 31 **emphasis on the bilabial sound of ‘w’ and labiodental sound of ‘v’).** If you say,

1 “Vine.” you will not get alcoholic drink. Okay? You will get grapes tree. And then,  
 2 you have to take it home, hum, plant it (**Participants, laughter**) and wait for the years,  
 3 (Okay?) to produce grapes then produce wine, alcoholic drink yourself. (**Laughing**  
 4 **and participants’ laughter**). Okay? So, you will not have instant joy of drinking  
 5 alcoholic drink, ha...? (**The ‘PS’ murmur and laugh**). Yeah. You have to wait for a  
 6 long time. Okay? This is what happens in pronunciation. Okay? ... (**Unreadable**  
 7 **because of some participants’ coughing**) There are aspects. Some, if the native  
 8 speakers hears „vine“ he or she will never imagine a bottle of alcoholic drink. Okay?  
 9 These aspects are considered and used in your „Listening“. They know. The test  
 10 designers know through research the problematic areas in terms of the pronunciation of  
 11 single phones, and different words in different languages, which phones are absent in  
 12 which languages, and then they take the advantages and produce „Listening test. Okay?  
 13 As you know, for example the Arabs cannot say „p“. Instead of „Pepsi“ they say,  
 14 “Bibsi”. Okay? So, instead of „Pup“ they say “Bob”. And „Bob“ is the name of the  
 15 person, and „Pup“ is a place, (Okay?) and instead of „Park“ they say, “Bark”. And, what  
 16 is the difference between „Park“ and „Bark“? Okay? (**Some of the participants**  
 17 **murmur. “I am barking my car.” says the ‘R/L’ laughingly, Okay, Participants’**  
 18 **laughter**). It is quite difference from I am parking my car. Japanese and Chinese, for  
 19 example, ah... pronounce „L“ and „R“ hum, differently. Instead of „Le“ they say „Re“.  
 20 So, instead of fly they say fry. Instead of say, “The bird is flying.” they say, „The bild  
 21 is frying.” Yeah? So, if in a test, for example the speaker says: “It is frying.” Okay?  
 22 The Japanese may answer or choose among the answers „flying“. (**The ‘R/L’ writes on**  
 23 **the whiteboard ‘Fry’ vs. ‘Fly’**). Because, to a Japanese „frying“ in hearing is „flying“  
 24 in writing, (Okay?) so, all of you repeat „vine“ vs. „wine“.

25 156 PS: Wine, vine

26 157 R/L: Louder

27 158 PS: Vine

28 159 R/L: „w“ is a bilabial phone, (Okay?) round lips, „wine“, „wine“ all of you. (**The ‘PS’**  
 29 **and the ‘R/L’ together and chorally repeat loudly ‘wine’**).

- 1 160 R/L: „v“ is a labiodental, labiodental phone, (Okay?) so you must bite your lower lip  
 2 with your upper teeth. Okay? So, what is it? **(The ‘R/L’ shows the word ‘Vine’**  
 3 **written on the whiteboard).**
- 4 161 PS: „vine“ **(The ‘R/L’ also repeats loudly for a couple of times ‘vine’, ‘wine’. In**  
 5 **this way the „R/L“ scaffolds the participants’ pronunciation).**
- 6 162 R/L: None of these two sounds are present in the Farsi language. In the Farsi  
 7 language we don’t say „w“, we don’t say „v“. Okay? We say something in between.  
 8 **(The ‘R/L’ utters a sound whose place of articulation is in the point of upper teeth**  
 9 **touching the inner lower lip and repeats the sound for a couple of times).** Because,  
 10 „w“ is Arabic or English, it is absent in Farsi. Okay? And then, „v“ is English, it is  
 11 absent in Farsi. So, it is your own responsibility, (Okay?) to realize these differences  
 12 and work on them. You must put time, (Okay?) you must spend time. Work them out.  
 13 Find them and work on them, practice and practice and practice, (Okay?) very little  
 14 difference, (Right?), „Wine“ and „Vine“, „p“ and „b“. Okay? Generally speaking, these  
 15 are some of the phones that we have problems. I mean Farsi people, Farsi speakers  
 16 (Okay?) have problems. **(The ‘R/L’ writes some letters such as ‘A’, ‘E’, ‘I’, ‘R’,**  
 17 **‘W’, ‘V’, ‘ð’, ‘θ’, etc. on the whiteboard).** Now, „P8“, what is it? **(The ‘R/L’ writes**  
 18 **letter ‘A’ on the whiteboard. Farsi speakers normally pronounce it „ä“ instead of**  
 19 **„ā“, so it can cause confusion in distinguishing between letter „A“ instead of letter**  
 20 **„R“)**
- 21 163 PS: “ā”
- 22 164 R/L: This one. **(The ‘R/L’ points to letter ‘A’ written on the whiteboard.**  
 23 **Accidentally, the participants who probably has already studied the difference,**  
 24 **pronounces letter „A“ correctly).** Okay. If you want to go and buy this sort of paper,  
 25 **(The ‘R/L’ shows an ‘A4’ size paper to the ‘PS’)** what do you ask your shop keeper  
 26 in Tehran to give you? What is the name of this paper in „Farsi“? Hum?
- 27 165 PS: „ä“ chahar.
- 28 166 R/L: „ä“ chahar. **(The ‘R/L’ repeats what he hears, then speaks some words in**  
 29 **Farsi to help the participants understand what he means).** Have you ever said, “ā  
 30 4.” Of course „ächar“ is a tool. Yeah? So, this or, for example for vitamins, what kind  
 31 of vitamins do you use, in Farsi what do you say? If you go to a drugstore what do you

- 1 say? (**All the participants say, “Vitamin ä.” The ‘R/L’ repeats what he hears and**  
 2 **then continues**). Do you ever say to the drugstore “Vitamin ā,” or have you ever said,  
 3 Vitamin ā?”
- 4 167 PS: No.
- 5 168 R/L: No. So, this (**The ‘R/L’ points to letter ‘A’ on the whiteboard**), this with the  
 6 sound „ä“ is in your mind not „ā“. Of course, letter „A“ has got five different sounds,  
 7 (Okay)? Such as; „ā“, „ā“, „ə“, „æ“, and „ö“. Hum? For example, in a word such as; „Cat“  
 8 you say, “„æ“, kæt“” Or, in a word such as „Car“ you say, “„ä“, kä”, Okay? But, in a  
 9 word such as „Plate“ you say, “„ā“, plāt“” Or, sometimes „ə“ for example in „Sugar“  
 10 you say, “„ə“”. Hum? Okay? It has different sounds. But, the main sound is „ā“, so „ā“  
 11 and this? (**The ‘R/L’ points to letter ‘I’**).
- 12 169 PS: Ī.
- 13 170 R/L: And this? (**The ‘R/L’ points to letter ‘E’**).
- 14 171 PS: Ę.
- 15 172 R/L: And this? (**The ‘R/L’ points to letter ‘R’**).
- 16 173 PS: är.
- 17 174 R/L: Wrong! Native speakers never say „är“. Okay? This is „ä“. So, the sound of this  
 18 letter (**The ‘R/L’ points to letter ‘R’ on the whiteboard**) in your mind is confused  
 19 with the sound of this letter (**The ‘R/L’ points to letter ‘A’ on the whiteboard**). So,  
 20 if, if a name is spelt out (Okay? Right? Hum?), and it has a combination of these  
 21 letters, (**The ‘R/L’ points to letters ‘R’ and ‘A’ on the whiteboard**) because you are  
 22 not familiar with the correct pronunciation of these letters, you will write them  
 23 differently. Okay? So, this is one of the major problematic areas in writing words  
 24 correctly. And, people in dealing with IELTS „Listening“ test normally miss 2 or 3  
 25 very simple questions just for the reason that you do not know the right pronunciation  
 26 of these letters. And, normally there are 2 or 3 of these names or words used in your  
 27 „Listening“ test. Okay? So, be careful. The other phones that are mistaken are for  
 28 example „C-T“ & „D-P“ & „P-B“, „J and G“, „L, R, O“, „M-N“, „K-G“. Okay? These are  
 29 my own experiences in teaching IELTS for more than 16 years now. I have noticed in  
 30 different tests that test-takers normally make mistakes with these combinations of  
 31 phones. They get confused with sounds „ā“, „ei“, „ai“, „ä“, „C-T“, „D-P“, „P-B“, „J, G“,

1 „L-R-O“ specially at the end of the words and „K-G“ and „G“ with the sound of „jæ“.  
 2 Okay? Now, write them down. Write them down, please. Because, latter on when it  
 3 comes to your test, I’ll draw your attention to these problem. Okay? And, I will show  
 4 you that mostly, for example in a question where „j“ and „g“ are used, normally you  
 5 write „j“ instead of „g“. Or, many of you will get confused between „k“ and „g“ and  
 6 majority of you will get confused with the „ā“ especially and „ă“. Okay? If you learn  
 7 just this part, you will increase by one band in your IELTS „Listening“ test, as simple  
 8 as that. This can upgrade you by one band in your IELTS listening tests, (Okay?)  
 9 because, normally you miss about 4-5 questions for this. Okay? Alright? Any  
 10 questions? No problems? Now, please look at your book and listen to the rest of the  
 11 cassette. **(The ‘R/L’ plays the cassette of ‘English Pronunciation in Use’).** Look,  
 12 listen and repeat please. **(The cassette plays and words or phrases are said).**  
 13 175 R/L: Repeat please, repeat aloud. **(The ‘PS’ repeat after the cassette).** Repeat  
 14 please, repeat aloud. **(The ‘PS’ repeat louder).**  
 15 176 R/L: „æ“, „æ“. Repeat louder please. Repeat louder. **(The ‘PS’ try to repeat louder.**  
 16 **Sometimes, they get confused and miss the words).**  
 17 177 R/L: Repeat louder, please.

18  
 19 **File 1, CD 2**

20 **Tuesday, 27/03/2007**

21 **Time: 17:00 – 19:00**

22 **Listening**

23 178 R/L: „English Pronunciation in use“, „English Pronunciation in Use“ please“. **(This is**  
 24 **the beginning of the ‘Listening’ class. The ‘R/L’ invites the participants to take**  
 25 **out one of their learning materials, which is a book accompanied with two**  
 26 **cassettes named ‘English Pronunciation in Use’. The purpose of using this**  
 27 **material in the preparation program is to promote the participants’**  
 28 **‘Pronunciation’, Intonation’ and ‘Landing of the words’).** And, let’s start with „9“,  
 29 „number 9“ to have a reminder, a refresh. Ready everybody? Okay? Now, look, listen  
 30 and repeat. **(The ‘R/L’ plays the cassette. The ‘PS’ listen to the cassette, look at**  
 31 **their books and repeat).** Repeat, please. I am not hearing everybody repeating. Okay?

1 Please, repeat when listening, look, listen and repeat, (Right?) class together, start  
2 repeating from „A9b“, „A9b“ page 40. Did you find it? (The ‘R/L’ begins repeating  
3 the single words and invites the participants to repeat each word after him. *The*  
4 *aim of this practice is to improve the participants’ pronunciation.*

5  
6 After doing practice on some words, the ‘R/L’ invites the participants to repeat.  
7 The ‘R/L’ corrects the participants’ errors. He also elaborates on the difference  
8 made in the meaning and concepts of the words as the result of a subtle change in  
9 the pronunciation of the words. He explains that a little change in the pitch or  
10 length of the sound, for example can change the whole meaning. Then, he  
11 elaborates on the words ‘Full’ and ‘Fool’ as an example and reasons why there  
12 should be emphasis on correct pronunciation. He utters some sentences as  
13 examples. He says to the participants to imagine that they have sat at a dining  
14 table, and, they want to say, “I am full.” but because of an error in the  
15 pronunciation, they sound as saying, “I am fool.” So, the participants carry on  
16 repeating the words one by one. And, the ‘R/L’ continues correcting their errors.  
17 After, everybody has repeated, the ‘R/L’ plays the cassette to continue the lesson.  
18 The ‘R/L’ invites the participants to repeat while listening, then he elaborates on  
19 the pronunciation of the words ‘Come’, ‘Calm’ and ‘Comb’. He writes them on  
20 the whiteboard and says to the participants not to pronounce letter ‘L’ in ‘Calm’  
21 and letter ‘B’ in Comb’. The ‘R/L’ continues in this way by correcting more of the  
22 participants’ errors. For instance, ‘Climb’, ‘Receipt’, etc. He says to the  
23 participants to omit ‘b’ sound in ‘Climb’ and ‘p’ sound in ‘Receipt’. The ‘R/L’  
24 repeatedly, invites the participants to repeat. The participants do not seem willing  
25 to repeat what they hear. So, every now and then, the ‘R/L’ has to invite their  
26 participation in repeating what they hear. The cassette continues and the  
27 participants repeat after the cassette as much as they can. Another exercise is to  
28 write down the ‘Missing words’ while listening to the cassette. *The aim of this part,*  
29 *which resembles some parts of the IELTS „Listening“ test, is to familiarize and*  
30 *prepare the participants with the test type in the exam.* The ‘R/L’ assigns the  
31 participants to continue practicing the lessons at home as part of their homework.

1           **Next, the participants do 20 questions ‘Listening’ test from a listening material**  
 2           **named ‘What to Say’ and the accompanying test book named ‘400 IELTS based**  
 3           **Listening tests’. The ‘Listening’ tests resemble the IELTS ‘Listening’ test. The**  
 4           **procedure of doing this test is as follows: First, the ‘R/L’ allots the participants**  
 5           **about 2 minutes time to go through the questions and some suggested answers.**  
 6           **Second, he plays the cassette for the participants to do the test.**

7  
 8           **Third, he invites the participants one by one to read out the questions and their**  
 9           **answers, ‘Each of them one question’. Then, he plays the cassette for that part**  
 10           **and checks the correct answer with the information provided by the cassette. He**  
 11           **continues in this way to bring the test to an end. Next, he asks the participants to**  
 12           **count the number of their total answers and the number of their correct answers.**  
 13           **He also invites the participants to compare the number of their correct answers**  
 14           **with the previous tests to see whether or not they have made any progress.**  
 15           **Furthermore, he invites the participants to repeat useful expressions after the**  
 16           **cassette. The ‘R/L’ himself accompanies the participants to motivate them. He**  
 17           **also explains the difference between the British and American pronunciation of**  
 18           **some words in the text. In addition, he invites the participants to readout the**  
 19           **transcript and all the related information provided for the tested unit. He invites**  
 20           **each participant to read a sentence to bring the whole unit to an end. Moreover,**  
 21           **he allots the participants about 5 minutes to read the main text silently. Finally,**  
 22           **he invites each participant to report whatever they have understood orally. *In***  
 23           ***doing so, the „R/L“ tries to integrate all four skills).***

24   179   R/L: Have you all brought your „IELTS Cambridge 1“ with you?

25   180   PS:   % X %. **(Some of the ‘PS’ have not brought their books with them).**

26   181   R/L: I asked you before the „Noruz“ to bring your „IELTS 1“ with you every time you  
 27           come to the class. Every time you come to the class you must bring your „I ELTS 1“  
 28           with you, every time that you come. Have you all brought it with you? Everybody?  
 29           Yes? Okay?

30   182   Ps:   % X %. No...!



- 1 183 R/L: I told you, I said to you, “from now on please bring your „Cambridge IELTS 1“  
 2 with you.” (Okay?), every time that you come to the class, because we are going to use  
 3 it in the class. Okay? Now, we are going to do the first test from the book. Okay? Can I  
 4 have your cassette please? **(Except for a couple of the ‘PS’, the rest have their**  
 5 **IELTS 1 on them. So, they open their books to test one. Those who haven’t**  
 6 **brought their books have to look at the books of the other ‘PS’ sitting next to**  
 7 **them. Or, just take some notes on their note books. The ‘R/L’ takes the cassette**  
 8 **from one of the ‘PS’ and plays it.)** When we have „Listening“ classes, you will do  
 9 one test (Okay?) in one session and then in one session we will analyze it. Okay? So,  
 10 from now on, every time that you come to the class bring „IELTS 1“ with yourself.  
 11 Because, we are going to use it in all your skills, right? When it is finished we will go  
 12 to „IELTS 2“ and then three. Okay? So, this time we will play the first test. Next time,  
 13 we will analyze the test and I’ll give you the hints. Okay?
- 14 184 Ps: % X %. **(The ‘R/L’ sets the cassette and tells the ‘PS’ to listen to the cassette**  
 15 **and answer the questions. *The tests in „Cambridge IELTS 1, 2 & 3“ are specimens,***  
 16 ***which resemble the real IELTS test and some of them have already appeared in***  
 17 ***some real IELTS exams).***
- 18 185 R/L: This test resembles your real IELTS „Listening“ test. Use a pencil and write your  
 19 answers in the book. Next session I will analyze them for you. **(The ‘R/L’ plays the**  
 20 **cassette).** Is it clear to all of you?
- 21 186 PS: % X %. Yes. **(The ‘PS’ begin taking the test. The length of the test is about**  
 22 **20 minutes. As soon as the test is over the ‘R/L’ announces the end of the allotted**  
 23 **time).**
- 24 187 R/L: Okay, test is finished. Please, do not touch your test. Do not go through it again.  
 25 Right? Leave it as it is. Bring it to the classroom next session, and we will analyze it  
 26 together. I will give you the hints. Okay? Then, we will count how many correct  
 27 answers you have had. Right? And, the first thing we are going to do next session is  
 28 analyzing this test. So, please be on time in the classroom. And, do not forget to bring  
 29 your books. Always bring it with you. Any questions, problems? Now, you can enjoy  
 30 your 20 minute break. Okay? **(The ‘PS’ are given 20 minutes break to take a rest**  
 31 **and be ready for the next 2 hour session).** *(In general, the instructions and talks*

1 *were mostly about „General English“ in the first 5 – 6 sessions. However, the focus*  
 2 *was mainly on „correct pronunciation“, „correct intonation“ and „correct landing of*  
 3 *the words“. The RL’s main attempt was to draw the participants’ attention to the*  
 4 *importance of these sub skills in promoting their oral skills, hence improving their*  
 5 *oral band scores in the IELTS Exam. Nonetheless, in some occasions, the role of*  
 6 *„Listening“ and „Speaking“ in tutorials and lectures as part of the university study*  
 7 *was just mentioned. Also, in these sessions, the instructions aimed at familiarizing*  
 8 *the test-takers with the concepts of „semantics“, „syntax“, „pragmatics“, „cohesion“*  
 9 *and „coherence“ and their role in promoting the development of both „written“ and*  
 10 *„spoken“ texts).*

11  
 12 **File 2, CD 2**

13 **Friday, 27/03/2007**

14 **Time: 17:00-19:00**

15 **Listening**

16 188 R/L: Okay. Finished everybody? Finished everybody?... I explain about „P5’s“  
 17 question ... whenever you see „que“ pronounce it „k“ like „Cheque“ or „Parque“. For  
 18 example the British spelling for „Parque“ is (P.A.R.Q.U.E). **(The ‘R/L’ writes**  
 19 **‘Cheque’ and ‘Parque’ on the whiteboard and explains that ‘que’ sounds ‘k’).**  
 20 But, in American English they write it like this, „Check“ & „Park“. **(The ‘R/L’ writes**  
 21 **‘Check’ and ‘Park’ on the whiteboard).** And, for „gue“ say „g“, for example,  
 22 „Colleague“. Okay? Anymore questions?

23 189 PS: No.

24 190 R/L: Now, I want to talk about this test, starting with „P5“. So, close your books  
 25 everybody. Close your books everybody. Now, I would like you please to speak about  
 26 this text for 2 or 3 minutes as much as you have understood. I do not want you to  
 27 repeat the exact words or sentences verbatim or word for word. Okay? Just say your  
 28 own understanding. Okay? *(In this way the „R/L“ encourages the „PS“ to talk about a*  
 29 *seen text one by one to empower their oral ability. Meanwhile, the „R/L“ error*  
 30 *corrects when needed. For example, one of the „PS“ says, “Seven thirty o“dock.”*  
 31 *The „R/L“ corrects him by recasting and says, “Don“t use clock with minutes. It is*

1 *just for round hours, for example; 1 o'clock, 2 o'clock, etc*). Okay? For example, we  
 2 do not say, "One and 30 minutes o'clock." Okay?

3  
 4 **Tuesday, 27/03/2007**

5 **Time: 19:20-21:20**

6 **Reading**

7 191 R/L: Okay, it seems as if every body is in the class, (Yeah?) and the time is to start  
 8 our „Reading“ class now. I asked you to develop a „Writing“ based on the topic that I  
 9 assigned you. Now, would you bring your „Writings“, Please? Do not forget to write  
 10 your name and date it and hand it to me please.

11 192 Ps: % X %.

12 193 R/L: „Writing“ based on „Developing Reading Skills“. You remember I asked you to  
 13 develop „Writing“? Okay? You must give me today. **(The ‘R/L’ goes to every**  
 14 **participant to make sure whether or not they have written their name on their**  
 15 **paper and dated it. And then, collects their writings)**. So, please develop your  
 16 „Writings“ and assignments on the plain A4 size papers. Do not give me different sizes  
 17 and different color papers like this (Okay?), **(The ‘R/L’ shows one of the writings,**  
 18 **which is on a color paper, to the ‘PS’.)**, everybody uniform on A4 size papers. Okay?  
 19 Good.

20 194 P12: I haven't brought my „Writing“.

21 195 R/L: Why not?

22 196 P12: I'll bring if tomorrow.

23 197 R/L: So, bring if tomorrow. Okay? Do not forget to bring your assignments  
 24 tomorrow. So, those people who have not done their homework bring with you  
 25 tomorrow. But, from now on try to be tidy and disciplinized. And, always do your  
 26 homework. Okay? Thank you very much! Because, if you do not do your homework.  
 27 You will not make progress. Alright? Thank you very much. **(While the ‘R/L’ is**  
 28 **speaking and advising the ‘PS’ to be timely and do all their homework and**  
 29 **assignments, some of the PS, who have done their homework hand them to the**  
 30 **‘R/L’)**. Anybody left? Alright... and also I asked you to develop 12 sentences for the  
 31 12 newly learnt vocabulary from „504“. Have you done that? **(The new vocabularies**

- 1            **were; ‘Abandon’, ‘Keen’, ‘Jealous’, ‘Tact’, ‘Oath’, ‘Vacant’, ‘Hardship’,**  
 2            **‘Gallant’, ‘Unaccustomed’, ‘Bachelor’, ‘Qualify’ and ‘Wholesale’.)**
- 3    198    Ps:    Yes.
- 4    199    R/L:    Okay, give it to me please. And, also I asked you to develop a written work of  
 5            no less than 150 words. Something like the paragraph in „504“. Thank you. **(Some ‘PS’**  
 6            **give their homework and assignments to the ‘R/L’).** Have you done that too? **(Some**  
 7            **of the PS have not done their homework, either because of the New Year holidays**  
 8            **or for some other reasons).** It seems that some of you have not paid attention to do  
 9            your homework. Ha?
- 10   200    Ps:    % X %.
- 11   201    R/L:    Now, did you all understand me? Okay? In every session, every session that you  
 12            have „Reading“, you must develop 12 sentences for the 12 newly learnt vocabulary in  
 13            your „504“. In every session that you have „Reading“, you must develop two pieces of  
 14            „Writing“ tasks, something parallel to the paragraph that is at the end of each lesson  
 15            from the book „504“. And, one „Writing“ task based on the topic that I have assigned  
 16            you from the book „Developing Reading Skills“. Am I clear?
- 17   202    Ps:    % X %. Yes.
- 18   203    R/L:    I didn“t hear. Am I clear? **(The ‘R/L’ raises his tone).**
- 19   204    PS:    Yes. **(Loudly).**
- 20   205    R/L:    Did you understand?
- 21   206    PS:    Yes. Yes.
- 22   207    R/L:    Okay? 12 sentences, 2 pieces of „Writing“, (Yes?) every time that you are  
 23            coming to „Reading“ class. Okay? And, then of course you have your „Writing“  
 24            assignments for the „Writing“ class apart from this. Okay? Good. So, if you haven“t  
 25            done it, do it tomorrow. Alright? Now, would you please open your „504“? We are  
 26            going to learn a new lesson. So, go to lesson 2 everybody. But, I also assigned you  
 27            another homework as far as I remember. There was, you were supposed to do an  
 28            exercise at home. Have you done it?
- 29   208    Ps:    Yes.
- 30   209    R/L:    The „Missing words“ and the „Matching ones“. Have you done that?
- 31   210    Ps:    Yes.

- 1 211 R/L: Now, let's check your answers please. **(A participant has a query about**  
 2 **matching a word with a picture and asks the 'R/L' to help).**
- 3 212 P12: How can we match this picture with a word? **(The picture is at the end of**  
 4 **lesson one of the book named '504'. The picture is the pictorial description of only**  
 5 **one of the 12 newly learnt vocabularies. *The purpose of this matching is to test and***  
 6 ***see whether or not the learners can make an imaginary sense of the vocabularies***  
 7 ***they memorize.)***
- 8 213 R/L: Okay, you must suggest a word from this list which is suitable for the picture.  
 9 Okay, what word is suitable? **(The 'R/L' asks of all the 'PS'. Some of them suggest**  
 10 **'Vacant', which is the correct answer).** Okay, „Vacant“. All right, so what word do  
 11 you suggest for No1, page 3? **(In this part the 'PS' are supposed to practice on a**  
 12 **'Missing word'. The 'R/L' reads the first part of the sentence, "As I ..." and the**  
 13 **'PS' read out their suggested answers. 'Data' is the right word to fill out the gap.**  
 14 **So, the 'R/L' confirms it).** As I looked at all the data... No2... **(In so doing, the 'PS'**  
 15 **all together check all the answers and correct the errors. The 'R/L' reads out the**  
 16 **part of the sentence before the blank space. The 'PS' put forward their**  
 17 **suggestions. The 'R/L' confirms the right answer. Those who have not succeeded**  
 18 **to find the appropriate word will have an opportunity to correct their errors. The**  
 19 **next practice is 'Matching'. In this practice the 'R/L' reads out a word, or a**  
 20 **phrase the 'PS' suggest an equivalent. The 'R/L' confirms the correct suggestions.**  
 21 ***In this way the „PS“ would have an opportunity to realize and find out about the***  
 22 ***degree of their own improvement in English as a result of doing such practices.***  
 23 ***Explanation on doing written activities, both as part of the „class work“ and***  
 24 ***„Homework“, and promotion of vocabulary power and „Reading“and „Writing“***  
 25 ***techniques and skills could assist the participants in coping with the academic study***  
 26 ***to some extent. )***
- 27
- 28 Okay. Now, listen every body to me for next lesson, first I will read the new  
 29 vocabularies and you listen to me for the sake of pronunciation. Then, you repeat after  
 30 me. **(In this part of practices the 'R/L' reads out new vocabularies. *The reason***  
 31 ***that „RL“ reads out the vocabularies first is because of his concern about the „PS“s“***

1 *wrong pronunciation. He does not want the wrong pronunciations to be fossilized in*  
 2 *the participants' minds. Then, he gives the 'PS' an opportunity to repeat after him*  
 3 *in the second run. And, in an extra run he gives each participant an opportunity*  
 4 *to read out all the 12 new vocabularies and corrects every individual participant's*  
 5 *errors. Finally, he gives an opportunity to all the 'PS' to read the sentences one by*  
 6 *one to experience how the new words are used in different sentences based on*  
 7 *their different meanings. Meanwhile, the 'R/L' corrects the 'PS's' pronunciation,*  
 8 *intonation and landing of the word's errors. Each lesson also consists of a text*  
 9 *which is about 150 words length. The 'R/L' gives an opportunity to the 'PS' to*  
 10 *read the text silently in two minutes and then report it orally. In this way, the*  
 11 *„R/L“ tries to scaffold the „PS“ to make sense of different aspects of language. First,*  
 12 *he gives them an opportunity to practice and promote their „Reading“ skills in*  
 13 *different ways. For example, they are given an opportunity to promote their*  
 14 *„Reading speed“, because they are limited to read a text which is about 150 words or*  
 15 *so in only two minutes, and then talk about it orally in the classroom. Second, they*  
 16 *are given an opportunity to practice techniques such as „Skimming“ and „Scanning“:*  
 17 *As known, being fast readers and know how to utilize „Skimming“ and „Scanning“*  
 18 *are very crucial in doing a successful IELTS „Reading“ test and also doing*  
 19 *successfully in university study.*

20  
 21 **So, all the 'PS' read the text silently in 2 minutes and each 'PS' talks about the**  
 22 **text as much as they have understood and remembered for one or two minutes.**  
 23 ***In doing so, the „PS“ are also given another opportunity to promote and improve***  
 24 ***their oral skills, which are integrated with their written skills. In addition, every***  
 25 **now and then the 'R/L' asks of the 'PS' some questions to make sure whether or**  
 26 **not the 'PS' have made sense of the text and also asks questions about the**  
 27 **synonym and antonym of some words. The next practice in the 'Reading' class is**  
 28 **working on a material called 'Developing Reading skills'. This book consists of 12**  
 29 **lessons. Each lesson consists of a text, some different drills and exercises, for**  
 30 **example; 'Missing words', 'Matching', 'fill in the blanks', some topics for**  
 31 **composition and discussion, etc. First, the 'R/L' gives the participants an**

1 opportunity to read the text silently in about 5 minutes. Second, he asks of the  
 2 'PS' some questions based on the type of questions in the IELTS 'Reading' test.  
 3 For example, he invites the participants to suggest a topic for the text or he asks  
 4 them some 'True/False/Not Given' or 'Yes/No/Not Given' questions, etc.  
 5 The 'R/L' also gives each 'PS' an opportunity to talk about the text as much as  
 6 they have understood and can remember for 1 or 2 minutes. *Again in such a way*  
 7 *the „R/L“ tries to provide the participants with an opportunity to get familiar with the*  
 8 *nature and features of the IELTS „Reading“ test. Also, he gives them an*  
 9 opportunity to promote and improve their written and oral skills. Each lesson  
 10 also consists of a part, which is about 'parts of speech'. In this part there are ten  
 11 vocabularies with their different parts of speech.

12  
 13 The participants' task is to memorize all the words as a part of their homework.  
 14 The 'R/L' invites each 'PS' to recite them in the next 'Reading' class. *In this way*  
 15 *the „R/L“ tries to provide the „PS“ with an opportunity to empower their vocabulary*  
 16 *ability as part of their language skills. Moreover, the 'R/L' assigns the 'PS' one of*  
 17 *the topics from the list of the topics for composition and discussion. The*  
 18 *participants' task is to develop a 'Writing' of no less the 200 words in about 30-35*  
 19 *minutes as part of their homework. This is another opportunity that the „R/L“*  
 20 *provides the „PS“ with. The aim is to familiarize the „PS“ with different kinds of*  
 21 *topics, which are suited to the IELTS „Writing“ tasks and the university study. The*  
 22 *'PS' are supposed to hand their 'Writings' to the 'R/L' in the next 'Writing' class.*  
 23 *The 'R/L' will check their 'Writings', error correct and feedback on them. Next*  
 24 *to be practiced is another material named 'English Grammar in Use'.*

25 214 R/L: „English Grammar in Use“. Ready every body? „English Grammar in Use“  
 26 please, I hope that every body has done the exercises in the book. Yes? (The  
 27 procedure in utilizing 'English Grammar in Use' is as follows: First, the 'R/L'  
 28 nominates an argument, for example a tense (as an instance, 'The Simple Present  
 29 Tense'). Second, he writes the structure or the formula of that tense on the  
 30 whiteboard. Third, he elaborates on the usages of that tense. Next, he draws a  
 31 diagram on the board to depict the connections of that particular tense in terms of

1           **‘Past’, ‘Present’ and ‘Future’ (see page 21). Then, he points out special or**  
 2           **specified features or exceptions in relation to that tense. Moreover, he makes**  
 3           **some examples on the whiteboard. Finally, he assigns the ‘PS’ to do all the**  
 4           **exercises about the elaborated lessons as part of their homework. In the following**  
 5           **‘Reading’ or ‘Writing’ classes the ‘PS’ would read out all the exercises one by one**  
 6           **and , the ‘R/L’ error corrects them to bring each argument to an end. The ‘R/L’**  
 7           **corrects the participants’ different errors, be they grammatical, syntactical,**  
 8           **semantically or phonological errors. For example, a participant has a query about**  
 9           **‘Get on’. The ‘R/L’ elaborates on different meanings that ‘Get on’ carries such**  
 10           **as; ‘To cope’, ‘To progress’ and ‘To embark’. And, he makes at least a sentence**  
 11           **for each meaning. After, the ‘R/L’ explains about the procedure of IELTS**  
 12           **‘Reading’ test).**

13   215   R/L:   Would you like to have some talks about „Reading“ for IELTS?

14   216   PS:    Yes.

15   217   R/L:   Alright, as I have already told you, in „Reading“ for IELTS, you don’t need to  
 16           read everything. It is reading comprehension. You must be a fast reader. And, you  
 17           must pay attention to the questions. Different types of questions that you may face in  
 18           the IELTS exam are like these: I will list them for you. You will get normally; a „List  
 19           of Headings“, „True/False“ questions, „Cloze Type Test“, „Matching“, „Missing words“,  
 20           „Fill in the blanks“ and „Multiple Choice Questions“. Okay? **(The ‘R/L’ writes on the**  
 21           **whiteboard whatever he explains. He answers the participants’ queries).** These are  
 22           the typical questions in the IELTS „Reading“ test. Of course, there are subtests. For  
 23           example, „Cloze Type Test“ is in different forms. „Matching“ is in different forms.  
 24           „Missing words“ is in different forms. We will practice. Okay? Now, I will start  
 25           discussing about „List of Headings“ and will tell you how it comes, what is the form.  
 26           Right?... **(The ‘R/L’ writes some notes about ‘List of headings’ on the whiteboard).**  
 27           In the „List of Headings“, you will normally get some paragraphs. May be in a  
 28           „Reading passage“ there are 5 or 6 paragraphs. Okay? Then, you will receive a  
 29           suggested „List of Headings“, nearly twice as much. For example, if there are 6  
 30           paragraphs, may be you will get 10-12 different choices. Right? **(The ‘R/L’ draws a**  
 31           **table on the whiteboard and makes 10 choices as an example).** (Okay? Right?), for



1 six paragraphs. Your task is to read the paragraphs and find out the most suitable  
 2 „Topic“ or „Heading“ for that paragraph. Okay? Imagine that I have assigned you, for  
 3 example to write five different „Writings“ based on five different topics. Alright? So, I  
 4 have written say five different topics on five different pieces of paper like this, and  
 5 asked you to take them home and develop five „Writing“ tasks. Right? But, you have  
 6 forgotten to stick the topics on the „Writings“. Okay? And, there is no topic on your  
 7 „Writings“. Now, besides these five topics, I have five other topics and they have all  
 8 mixed. So, we do not know which topic is related to which of the developed  
 9 „Writings“. Okay? So, how can we understand, okay, that which of these topics go with  
 10 which of those „Writings“? How can we understand that „P4“, if you were to do that,  
 11 what would you do to understand and to, for example, to relate, or stick the suitable  
 12 topic to that „Writing“? What would you do?

13 218 P4: I will see the topic.

14 219 R/L: But, there is no topic. You have just „Writing“, but you have missed the topic.  
 15 Okay? How can you realize (Okay?) and find out the suitable topic to that „Writing“  
 16 from this mixture of topics that have all been mixed together? How are you going to  
 17 separate them and stick to the „Writing“? How would you do that „P5“?

18 220 P5: I will look at the „Writings“ quickly and skim and scan.

19 221 R/L: „P5“ used the terms „Skim“ and „Scan“. Do you all know what is meant by  
 20 „Skim“ and „Scan“? Do you all know what is meant by „Skim“ and „Scan“? **(The ‘R/L’**  
 21 **writes on the whiteboard ‘SKIM & SCAN’).**

22 222 PS: No.

23 223 R/L: „P5“, what do they mean? What is meant by „Skim“ and „Scan“?

24 224 P5: % X %. Ahh ... we read...

25 225 R/L: No, what does it meant? What do you do when you „Skim“ and „Scan“? What are  
 26 you looking after? What are you looking for?

27 226 Ps: % X %. keywords...

28 227 P5: We should look for the subject of the „Writing“, the subject...

29 228 R/L: Topic?

30 229 P5: Topic. Yes. We should at first the beginning of topic.

31 230 R/L: Why should we do that?

- 1 231 P5: Because, subject of the „Reading“...
- 2 232 R/L: Is it? Is it a usual pattern? I mean, do we always do that? Do we have patterns  
3 like that?
- 4 233 P5: No, not always. **(Some of the ‘PS’ murmur and say unreadable things).**
- 5 234 R/L: Uhum, uhum, uhum.
- 6 235 P5: And, also we can see the beginning and the...
- 7 236 R/L: But, eh, ah? **(One of the ‘PS’ says something, which draws the ‘R/L’s’  
8 attention)**
- 9 237 P8: We can use „Conclusion“.
- 10 238 R/L: Why can we use „Conclusion“? What’s in the „Conclusion“? How? Hum?  
11 Sometimes, they are in „Introduction“. Yes? Sometimes, may be the „Introduction“ is  
12 omitted, ha? Then, we can get help of „Conclusion“, (ha?) because the „Conclusion“  
13 consists of main points. Ha? Okay? But, it sometimes happens that we can find it from  
14 the „Main body“. Ahu... so, it is not as a rule. Sometimes, you can get help of the  
15 „Introduction“, sometimes the „Conclusion“. And, sometimes you have to read the  
16 whole paragraph, or the „Main body“ to understanding of the whole text. Yes? And  
17 then, we „Scan“ to go to the „Specific points“ in the text. Okay? So, after you have got  
18 a general understanding of the whole text by „Skimming“, then based on the question,  
19 hum, you can „Scan“ and go to the specific information, and answer the question.  
20 Okay? Alright. Any questions any problem?
- 21 239 P7: What is „Scanning“?
- 22 240 R/L: „Scan“ is looking for the specific information in the text. Okay? In „Scanning“ in  
23 fact, you are not reading, hum, you are looking for missing information, missing data.  
24 Yeah? Your eyes are looking for something. Okay? For example, I have put this here  
25 **(The ‘R/L’ puts his ‘Marker’ on the desk)** and then you are outside of the room. I  
26 ask you to come to the room, and find the „Marker“. Okay? Right? To the question, by  
27 seeing the question, you are seeking for specific information.
- 28 241 P11: So, reading first. And then, reading the answer and then we should skim.
- 29 242 R/L: No, not like that. First of all, one of the things, one of the important things that I  
30 should tell you is about saving time. Bear in mind that in doing a „Reading“ task, you  
31 are limited by time and the number of questions. And, the more correct answers you

1 have, the higher your band. Right? There are normally 3 „Reading passages“ and there  
 2 are normally „40 questions“. Alright? And, you have only about „60 minutes“. If you  
 3 want to read all the three passages I think you will need about 2 hours time. Hum? You  
 4 can just test it now in the class, and see how long (Okay?), it will take to read a  
 5 passage. And, I push you to read these lengthy passages in the „Developing your  
 6 Reading skills“ one of the main aims and purposes is, hum, to make you used to  
 7 reading lengthy passages. And, that I limit you in 5 minutes or 10 minutes and then I  
 8 ask you to recall all the text, the main purpose is, hum, to get familiar and used to  
 9 reading lengthy texts and to be a fast reader. *(The „R/L“ très to inform the „PS“ about*  
 10 *the opportunities which are provided to them to improve and promote their*  
 11 *„Reading“ skills in order to get prepared for their IELTS „Reading“ test).* Okay, so if  
 12 you want to read three „Reading passages“, each of them about 2 pages. And, they are  
 13 all A4 size pages, hum, like this. **(The ‘R/L’ shows the dimensions of the ‘Reading**  
 14 **passage’ to the ‘PS’, so that they can have a realistic image of the face of the**  
 15 **‘Reading passage’ and the estimated required time needed to go through the**  
 16 **‘Reading passage’ in the IELTS ‘Reading’ test).** So, you will need more than one  
 17 hour I suppose to read it, let alone understanding, let alone answering the 40 questions.  
 18 We must find a way to go directly to the main points. Now, I suggest you first read the  
 19 instructions. Okay? And, read the questions to see what are important points in the  
 20 form, (Okay?) then take a general look at the appearance of your „Reading“. Right?  
 21 And, do not miss anything, any picture, any photo, any drawing. They can all be  
 22 important in meaning making, in finding your answers, because you are supposed to  
 23 make sense to understand. Right? You are not supposed to add some specific  
 24 information to your knowledge there. Okay? It is supposed that you know the  
 25 knowledge. You know you are educated people. Okay? And, you can find the answer  
 26 to a question in the fastest possible, okay, way. Find the answers. So, you can save  
 27 time. Do not go deeply into the text. Okay? Try to find the answers. What are you  
 28 expected to find? Right? May be when you are reading, you add to your information.  
 29 That“s something else. Okay? May be when you are reading, you get new information  
 30 and add something to your knowledge. But, the main purpose is to see whether you are  
 31 able or not to find correct answers, ha, in the shortest possible time. Right? By

1 „Scanning“ we are trying to find out the specific information. By „Skimming“ you are  
 2 to read fast to get a general understanding of the whole text. What is the theme about?  
 3 Okay? Is it about medicine or architecture or electricity or whatever? Right? So, you  
 4 will narrow down to the specific information. Okay? Sometimes, may be the questions  
 5 are not related to the whole text. Always be very curious about the „Instructions“.  
 6 Sometimes, may be the questions are related to some parts of the passage. For  
 7 example, it says the first 4 paragraphs. If there are 8 paragraphs in the „Reading  
 8 passage“, you are not dealing with the rest of the passage. Okay? Some people, in fact,  
 9 waste a lot of time, by not paying attention to the „Instructions“. Okay? Read the  
 10 „Instructions“ carefully and see what you are supposed to do. What is your task?  
 11 IELTS is a task based exam. Okay? Right? Good. Question? Problems? Yes? We want  
 12 to do some exercises now. We want to do exercise.

13 243 Ps: Murmuring about the time.

14 244 R/L: Yes, the time is finished. 20minutes is left 20minutes is left. It is import that you  
 15 write... Alright, would you open your „IELTS 1“, please? And, find a „List of  
 16 Headings“ from your test. Find a „List of Headings“.

17 245 Ps: Now?

18 246 R/L: Did you all find a „List of Headings“? „List of Headings“, could any body find a  
 19 „List of Headings“? Page and find a „List of Headings“ (**The ‘PS’ look at lesson one**).  
 20 I didn’t say in lesson one. I said in your book. Okay? Find a „List of Headings“. Did  
 21 you find „P4“?

22 247 P4: Yes.

23 248 R/L: Okay, so page 49 every body. There is a „List of Heading“, page 49. Okay? And,  
 24 how many questions? There are 5 questions. I will give you 10 minutes to do these  
 25 questions. 2 minutes for each question. (**The participants get busy doing the test and**  
 26 **the ‘R/L’ walks slowly and observes the ‘PS’ to see how they approach doing the**  
 27 **test**). Okay, time finished. How many answers? (**The ‘R/L’ asks every participant to**  
 28 **see how many questions they have answered. The ‘PS’ say different number, for**  
 29 **example, ‘4’, ‘5’, ‘1’, ‘4’, ‘3’, ‘2’, ‘3’, ‘6’, ‘5’ and nothing, etc**). Okay, next time we  
 30 will check them, and we will discuss them too. Alright? So, next time we will have two  
 31 analyses for „Listening“ and „Reading“. Alright? So, don’t forget to bring your books

1 with you. Questions? Problems? **(The ‘R/L’ makes some suggestions about timing**  
 2 **the session and negotiates some extra time to catch up with course and advises the**  
 3 **‘PS’ not check the answers at home. He asks the ‘PS’ to leave their answers as**  
 4 **they are, because he is going to analyze the questions and answers for them to**  
 5 **have an opportunity to learn how to find the correct answers in the best possible**  
 6 **way. The ‘Reading’ class time is over. Some ‘PS’ leave the class. But, some other**  
 7 **‘PS’ ask of the ‘R/L’ some extra questions and ask for some guidance to do their**  
 8 **homework better. The ‘R/L’ wishes all the ‘PS’ a good evening).**

9  
 10 **File 3, CD 2**

11 **Wednesday, 28/03/2007**

12 **Time: 17:00-21:30**

### 13 **Writing & Speaking**

#### 14 **Writing**

15 **Time: 17:00-19:0**

16 249 R/L: „C“ for capitalization, sometimes you will see „Art“ that means „Article“. That  
 17 means you have forgotten to use article may be definite, „The“ or indefinite „A-An“.  
 18 Or, for example you will see „P“ means „Punctuations“. You have forgotten to use  
 19 punctuations. For example, „Comma“, „Full stop“ something like that. Or, for example  
 20 you may see „S“, means „Space“. That means, for example you may see an arrow like  
 21 this, „←“. It means you must move to the beginning of the line. Not from the  
 22 middle, or not using indentation. Right? Don’t use indentation. **(The ‘R/L’ describes**  
 23 **the coding system he uses to put corrections on the participants’ written work).**

24 250 Ps: What is punctuation?

25 251 R/L: Yes, punctuations, we said them in the previous „Writing“. These are „Comma“,  
 26 „Full stop“, „Question mark“, „Exclamation mark“, „Colon“, „Semicolon“, „Quotation  
 27 marks“, or „Inverted commas“, „Brackets“, etc, etc. Okay? Any more questions?

28 252 P3: What’s that arrow? **(The participant shows the arrow drawn on the**  
 29 **whiteboard).**

30 253 R/L: This one? The arrow? **(The ‘R/L’ points to the whiteboard).** If you see this  
 31 arrow in your „Writing“, when I am correcting or having correction on your „Writings“;

1 it means that you must move to the beginning of the line. Okay? Do not use  
2 indentation. Any more questions? Alright, now, before we move ahead, I would like  
3 you to write a background of yourself in a page of paper, please. And, I ask all of you  
4 to use „A4“ size papers for „Writing“. So, please be standard all of you. When you are  
5 coming to class, bring some „A4“ size paper with yourself. Okay? Write your names on  
6 the right hand side of the page, about one and a half of centimeters, from top, and  
7 2.5cms from right. Write your name here. Okay? No need for a box. And, date it, in  
8 „Christian Date“ or „Solar Date“ both. For example, today is 28th of March 2007. So,  
9 you can date it like this. **(The ‘R/L’ shows the ‘PS’ how to write their names and  
10 how to date their written work. He writes different forms like 28th of March  
11 2007, 28/03/07 and 28/03/2007 on the whiteboard).** So, always write your name in  
12 the top right hand side of the page with a distance of 1.5cms from top 2.5cms from  
13 right. Please, write your background in say may be about a page or whatever and have  
14 about 5-6 minutes for that. Is that okay? Hum? Okay? Start now please.

15 254 P6: What?

16 255 R/L: Write your background, your own background. Okay? Something like auto  
17 biography. Okay? Introduce yourself and say about yourself.

18 256 P12: You do not have „A4“ size paper? **(The ‘R/L’ brings some ‘A4’ size papers  
19 from the office and gives them to the ‘PS’. Some ‘PS’ have queries about how to  
20 develop their written background. The ‘R/L’ explains to them what they need to  
21 write such as their personal details, their education background, etc.).**

22 257 R/L: So, I’ll give you 10 minutes.

23 258 P7: Where do we write our name?

24 259 R/L: 2.5cms from right, 1.5cms from top.

25 260 P7: % X %.

26 261 R/L: 1.5cms from top and 2.5cms from right. Write your name. And then, date on the  
27 page. **(The „R/L“ keeps on explaining to make the way of writing their name on their  
28 written activities crystal clear to the „PS“)** So, write your names and date it. Then,  
29 start your „Writing“. Two minutes left. **(The ‘R/L’ announces the remaining time  
30 from the 10 minutes allotted to the ‘PS’ for writing their background. Meanwhile,  
31 the ‘R/L’ walks and observes the ‘PS’ while engaged in writing their**

1 **backgrounds. Sometimes, he corrects the participants' errors).** Those who have  
 2 finished, hand it to me, please. **(The 'R/L' to one of the 'PS', not too much, very**  
 3 **little, hum? (Those participants who have finished their 'Writings', bring their**  
 4 **work and hand it to the 'R/L').** Who else, thank you, okay? Please finish it. The time  
 5 is finished. „P6“, thank you. Alright, now would you please open your „English  
 6 Grammar in Use“, „English Grammar in Use, please?

7 262 Ps: % X %. **(Some of the 'PS' have forgotten to bring their 'English Grammar**  
 8 **in Use book).**

9 263 R/L: Yeah, if you remember, I said to you that when coming to written class, whether  
 10 „Reading“ or „Writing“ you must bring your „English Grammar in Use“ with you.  
 11 Okay? I said all these things in the beginning when I was... „one second pause“...  
 12 actually dividing your books in to different groups. I said that „English Grammar in  
 13 Use“ is common with your „Writing“ and „Reading“ classes. Right? Now, how many of  
 14 you haven't brought his or her book? The „PS“ who have not brought their books rise  
 15 their hands. **(The 'R/L' starts counting them, 1, 2, 3... yeah. Some 'PS' who have**  
 16 **been late are coming into the classroom).** Hello, hello, yeah. Okay? So, let's start  
 17 with those who have brought their books. Open your books, please. And, „P4“ would  
 18 you start please? Read the first, „Unit 2“. Okay? Each of you one sentence, please.  
 19 **(Those 'PS' who have done their homework and brought their books start**  
 20 **reading the exercise one by one and, the 'R/L' corrects their errors whenever it is**  
 21 **necessary).** Next, louder, louder, please. *(The „R/L“ tries to draw the participants“*  
 22 *attention to the importance of doing their tasks and homework. So, he only invites*  
 23 *those who have brought their book and done their homework to read out the exercise*  
 24 *and get feedback. The rest should only look at exercises and listen).* Okay, because  
 25 you have not all brought your books, we will finish exercises here. But, from now on,  
 26 please be careful and pay attention to what I say. When you have „Reading“ and  
 27 „Writing“ (Okay?), Written skills, „Reading“ and „Writing“ bring your „English  
 28 Grammar in Use“ in „Reading“ and „Writing“. Okay? And, I expect of you all to do all  
 29 the exercises at home before coming to class. If you do not do the exercises you will  
 30 not learn. Okay? You will not learn. Because, when you do the exercises at home, you  
 31 will think. You will come to some problems. Then, you can discuss them in the

1 classroom. Then, you will learn. Okay? But, if you don't do them you don't pay  
 2 attention, you will not learn. Okay? You will not discuss. Okay? Alright. **(The 'R/L'**  
 3 **explains the coding system and protocol for putting corrections. For example, he**  
 4 **says, "If I write letter 'T' over a sentence and underline that sentence. It means**  
 5 **that there is a problem with the 'Tense' and if necessary restructure the sentence,**  
 6 **etc")**).

7 264 P15: What does underline mean? **(The participant shows the underlines in their**  
 8 **homework which have been corrected and fed back by the 'R/L')**.

9 265 R/L: When there is an underline it means that there is a big problem, the bigger the  
 10 line, the bigger the problem. Okay? So, if you see, for example, a sentence has got an  
 11 underline it means, that is completely wrong or this is what you must do. Okay? This is  
 12 when you study, you search for it. Okay? Right? Do not expect teacher to be, ah,  
 13 spoon feeding you. Ha? You must study yourself. Go and find the answer, then if you  
 14 couldn't then ask me. Okay? And I will pay attention and notice in your next or  
 15 forthcoming „Writings“ (Okay?), but you know there is a problem. You must go and  
 16 find the problem. Okay? For example, „P1“ did it in the class right now. Okay? She  
 17 paid attention to the tense, and she thought and she found out that „Learn“ is not correct  
 18 and it must be „Teach“. This is how you search for things and learn. Okay?

19  
 20 In this way, you will learn more and better and deeply. Alright? Any more questions?  
 21 I will teach you one more tense and then we will talk about the regulations of „Writing“  
 22 (Alright?), „Simple Past Tense“. **(The 'R/L' elaborates on 'the Simple Past Tense'**  
 23 **by talking about the structure of the sentence, its feature and its usage. Then, he**  
 24 **makes some examples using 'the Simple Past Tense').** Now, please do the exercises  
 25 in „Unit 5“ of your „English Grammar in Use“. **(The 'R/L' reminds the 'PS' to do all**  
 26 **the exercises of the lesson that he teaches as part of their homework at home prior**  
 27 **to coming to the classroom).** Now, we are talking about „Writing“ for IELTS. *(As an*  
 28 *opportunity to learn how to develop an „Academic writing“ the „R/L“ teaches*  
 29 *different general and specific issues of the language to the „PS“.* For example, he  
 30 *teaches them different aspects of English grammar traditionally so that the „PS“*  
 31 *would be able to make sense of them. He teaches different tenses in the language in*



1 *details. He also, teaches different arguments such as; „Passive voice“, „Reported*  
 2 *speech“, „Conditionals“, „the uses of Articles and Prepositions“, etc. all in details. He*  
 3 *then assigns the „PS“ abundant of exercise to do at home as part of their homework.*  
 4 *And, he invites the „PS“ to bring them to the classroom in the coming sessions to be*  
 5 *checked and corrected. The „R/L“ feeds back when the „PS“ read their exercises. He*  
 6 *also elaborates on the problematic areas or any possible difficulties that the „PS“*  
 7 *might have. The „R/L“ also provides the „PS“ with the required knowledge about the*  
 8 *properties of an „Academic Writing“ as expected of them in the IELTS exam in*  
 9 *particular and for their academic career in general. For example, the „R/L“ talks*  
 10 *about the „General format of a Writing“, „Margining“, „Punctuations“, „Limitations“,*  
 11 *„Orthography“, „Cohesion“, „Coherence“, „Semantics“, „Syntax“, „Deviation“ and*  
 12 *„How to be logical, unbiased and truthful“ when developing an „Academic Writing“:*  
 13 *He explains every issue in details. The „R/L“ also answers the participants“ questions*  
 14 *and queries about „Writing“ whatever they may be).*

15  
 16 Now, would you open your „IELTS 1“ please? „IELTS“ Page 21 please (**The ‘PS’ page**  
 17 **their books to find page21**), to page 32. Alright, this is called, ah, this is called a  
 18 „Writing“ task. (**The ‘R/L’ shows the face of an IELTS ‘Writing’ task to the ‘PS’.**)  
 19 Okay? page32. Okay? This is called a „Writing“ task. Okay? Now, this part which is  
 20 blackened and bold is your prompt. This is your prompt. Okay? And then, there are  
 21 some conditions. It says, “You should spend about 40minutes on this task.” So, this is  
 22 an important point. Then, it says, “Present a written argument or case to an educated  
 23 reader with no specialist knowledge of the following topic.” So, what does argument  
 24 mean? A written argument what does a written argument mean? (**The ‘R/L’ asks of**  
 25 **some of the ‘PS’ about ‘Written argument’, but they cannot answer to the**  
 26 **question. So, the ‘R/L’ finds out that the term ‘Written argument’ is strange to**  
 27 **the ‘PS’. Therefore, he introduces the term and talks about ‘argument’. Then, he**  
 28 **asks of the ‘PS’ to see whether or not they can make sense of the word**  
 29 **‘argument’**). For example, so we must write for and against something in an  
 30 „argument“. We have different viewpoints (Okay?), different viewpoints. So, when it is  
 31 an „argument“ that means may be I have different viewpoints from yours (Okay?),

1 different viewpoints. Alright? So, you must write two sides of a topic or  
 2 argumentation. Okay? It is not like exposition. Hun? Then, for each issue you will  
 3 bring evidences. Okay? And then, you are limited by the words. It says, “You should  
 4 write at least 250 words.” At least. Okay?

5

6 So, if you want to get a high band, besides of a good argumentation, you must try to  
 7 develop your „Writing“ to 250 words at least. Okay? And then, it says, “Present a  
 8 written argument or case to an educated reader with no specialist knowledge of the  
 9 following topic.” What does it mean „an educated reader with no specialist  
 10 knowledge“? What does it mean to you? **(The ‘R/L’ invites ‘Ps’ to find out whether  
 11 or not they can make sense and understand what they should do, and they are  
 12 expected of to write in the development of their ‘Academic Writing’. The  
 13 interaction carries on between the ‘R/L’ and the participants. At the end, when  
 14 the ‘R/L’ finds out that the participants do not know what to do, he elaborates on  
 15 the terms. For example, the ‘R/L’ says that by “Educated reader” it means that  
 16 you should not use slang).** Do not say lay words. Don’t use very simple language. Or,  
 17 do not say evident things. Okay? Don’t write obvious things. Right? It means that the  
 18 readers know obvious things, so, don’t write obvious things, and don’t write simple  
 19 things. Okay? Don’t just write things to, ah, fill out 250 words. Okay? So, for example  
 20 imagine you may want to talk to a person who is 5 years old what would you say in  
 21 comparison with a person who is, for example 40 years and he is not educated and with  
 22 a person who is 40 years old and he is educated. Will you use the same language for all  
 23 these people? Yes or no?

24 266 PS: No.

25 267 R/L: Okay? So, you will not use a language the same as a language that you use it for  
 26 speaking to a 5 year old boy, for example or a 40 year old man. Right? When you are  
 27 talking to a child you use simple language. Hum? And then, when there are two adults  
 28 and they are both educated they will use a different vocabulary. Okay? **(So, the „R/L“**  
 29 **continues elaborating on these important points, so that the „PS“ could bear them in**  
 30 **mind prior to the development of their „Writing“ as part of the plan of their**  
 31 **„Writing“).** So, always try to read everything and try to understand them, decode them.

1 Okay? The last point is to use your ideas and knowledge and experience to support  
 2 your argument with examples and relevant evidence, what does it mean to you? (**The**  
 3 **'R/L' asks of some of the participant's questions about these terms, and then he**  
 4 **devotes 10 minutes to the 'PS' to develop an introduction on the topic).** So,  
 5 develop an introduction please. So, please try to bring A4 size papers and your IELTS  
 6 in the next session that you are coming. (**When the allotted 10 minutes time for the**  
 7 **development of the 'introduction' is finished, the 'R/L' announces the end of the**  
 8 **time).** Time is finished, please stop writing now. (**The 'R/L' announces that the 10**  
 9 **minutes allotted time for the development of the 'Introduction is over. Then, he**  
 10 **invites the 'PS' to listen to their classmates when they are reading their 'Writings'**  
 11 **aloud. He also reminds the 'PS' that their 'Writings' will be checked and analysed**  
 12 **later).** So, you can compare your friends' „Writings“ with your own „Writings“. (**The**  
 13 **'PS' began reading out their 'Writings'. Then, the 'PS' and the 'R/L' discuss the**  
 14 **contents and try to clarify whether or not what they have written carries out the**  
 15 **specifications of an 'Introduction' such as; 'Background', 'Purpose', 'The**  
 16 **writers' point of view', 'Different issues', etc. The 'R/L' invites the 'PS' to write**  
 17 **their names on the top right hand side of their papers, date them and hand them**  
 18 **to him, and then enjoy their 20 minutes break. In the break time the 'PS' come to**  
 19 **the 'R/L' and ask of him different questions. Sometimes, that the participants**  
 20 **have difficulty in meaning- making the 'R/L' says one or two words in 'Farsi' to**  
 21 **facilitate understanding).**

### 22 23 Speaking

24 **Time: 19:20-21:20**

25 268 R/L: Okay, let's start the class, please. (**The 20 minute break is over and the next**  
 26 **session has begun. This session is 'Speaking' class).** Alright, before we start the  
 27 „Speaking“ class, just some assignments for your „Writing“. For next session, please  
 28 complete this „Writing task“, (**The 'R/L' shows a 'Writing task' to the 'PS'**), and the  
 29 one that you just wrote an introduction on it. Okay? Yes, develop a complete „Writing  
 30 task“ of no less than 250 words for the next „Writing“ class that you are coming. (**One**

- 1           **of the participants shows the topic to the ‘R/L’ to make sure and asks of him**  
 2           **whether or not he means that).**
- 3    269    P12: This one?
- 4    270    R/L: Yes, also from the book „Academic Writing Course“ read the second unit,  
 5           „Academic Writing“. And, from the „Practical Writer with Readings“ read the first 40  
 6           pages. Okay?... (*„Ps“ are not yet sure what they should do. So, they ask the ‘R/L’*  
 7           **about the assignments).**
- 8    271    Ps: Which book?
- 9    272    R/L: From the „Practical Writer with Readings“, from this book, (Okay?) **(The ‘R/L’**  
 10           **shows the book)** (Okay?), the first 40 pages, and from the „Academic Writing“, the  
 11           green book, **(One of the participants shows the book to the ‘R/L’ “Yes, this book.”**  
 12           **says the ‘R/L’)**, read the second unit, and if you haven’t read the first unit, read the  
 13           first unit too, (Okay?) so the first and second unit, (Okay?) the first two units, „Unit  
 14           one“ and „Unit two“. Okay? And, develop a complete „Writing task“ from the topic,  
 15           page 32, (Okay?) of your „IELTS“. Okay? Is that clear to everybody? So this is your  
 16           assignment for the next „Writing task“. Now, we have „Speaking“. Alright? And, you  
 17           are supposed to find some topics and come here and speak about your topics for about  
 18           2-3 minutes. **(‘Ps’ are uncertain about which books or materials to study. They ask**  
 19           **of the ‘R/L’, and the ‘R/L’ helps them and says, “‘IELTS 1’, when it is finished**  
 20           **‘IELTS 2’ and then ‘3’ and then ‘Extra.’)**. Okay? Alright? Anymore questions.?  
 21           No? **(In the ‘Speaking’ classes the ‘PS’ should speak on seen and unseen topics**  
 22           **each about 5 minutes. They should also practice on ‘Pair work’ and ‘For and**  
 23           **Against’. These materials also the organization of the ‘Speaking’ classes will be**  
 24           **explained in more details later).** I asked you to find topics and come to speak. *(The*  
 25           *„R/L“ had assigned the „PS“ to find topics and make themselves ready to speak about*  
 26           *5 minutes in the classroom. The ‘R/L’ calls one of the participants to come in front*  
 27           **of the whiteboard to deliver his speech. But, the participant does not seem ready).**  
 28           Are you ready? Are you ready or not?
- 29    273    P5: Just give 5 minutes.
- 30    274    R/L: Are you ready or not? Who is ready to come here? Who is ready? P3? You are  
 31           supposed to prepare yourself, okay, to talk about your topic of your own.

- 1 275 P3: Excuse me. **(The participant makes herself ready to come in front of the**  
 2 **whiteboard. She gives her speech and the ‘R/L’ corrects her errors whenever it**  
 3 **seems necessary. Then, the ‘R/L’ gives turns to the ‘PS’ by calling their names to**  
 4 **come and give speech in turns as follows: P3, P4, P5, P11, P6, P8, P14, P12, P13,**  
 5 **P9, P10, P15, P1, P2, P7, P16).**
- 6 276 R/L: Okay, so please for next time you must all be ready. P13, okay? You must be  
 7 ready, P7.
- 8 277 P7: % X %. **(One of the participants asks whether or not they should speak in**  
 9 **the next session).**
- 10 278 R/L: Yes, every session that we have „Speaking“, you must be prepared to talk about a  
 11 topic. It is your responsibility to find interesting topics. You can search the „Internet, or  
 12 magazines, newspapers“, whatever. Okay? Read the books. Alright? Try to find good  
 13 topics and come here and you must manage your „Speaking“ to be about 2 or 3  
 14 minutes, so we can enjoy the rest of the things in the „Speaking“ class. Okay? Now,  
 15 please open your „Pair Work“. *(In this part of the „Speaking“ class the „R/L“ arranges*  
 16 *the classroom in pairs. So, the „PS“ are divided into eight 2 people groups. They will*  
 17 *carry out conversations in pairs based on the lessons in a book named „Pair Work“.*  
 18 *In the „Speaking“ classes in the preparation program, the participants are assigned*  
 19 *some 2-3 lessons to study at home and write the questions and give answers to them*  
 20 *and give them to the „R/L“ in the following session. Then, they will carry out actual*  
 21 *oral interactions. The „R/L“ corrects their errors, and feeds back on their homework.*  
 22 *He also observes each pair, listens to them and if he notices any errors, he interrupts*  
 23 *and error corrects). So, if you finished with „A“ go to „B“. Then, „B“ asks and „A“*  
 24 *answers. Okay? (While doing the exercises the „PS“ come along with some cultural*  
 25 *aspects. For example, they do not know what a „Pub“ is or what is meant by*  
 26 *„Christian names“. So, they ask of the „R/L“ to explain things like these, etc. the*  
 27 *„R/L“ elaborates on every single problem and makes them clear to the participants).*  
 28 Alright, just 2 minutes left, try to finish it quickly.
- 29 279 P12: How should I do practices?

- 1 280 R/L: Yes, you must write them in the book. Of course, then you will do as a part of  
 2 your homework. I will tell you what to do. You must do homework at home and then  
 3 the class works. This is the class work, and also you have home work. Okay?
- 4 281 R/L: Okay, that's enough. Stop please. Now, it seems as if you did not pay attention  
 5 to what I instructed how to do the homework at home. Okay? You actually have two  
 6 homeworks, or may be one homework and one class work. The homework is that you  
 7 must ask questions and answer them and write them on a piece of paper and bring them  
 8 to the classroom and give them to me. For example, I told you, you must write „A“, „B“  
 9 like this. **(The 'R/L' writes on the whiteboard an example of how to do the**  
 10 **homework for the purpose of the 'Pair work')**. Alright? For example, as an example  
 11 where it is written „Name“ you must ask a question. For example „A“ asks, „B“:  
 12 “What's your name?” And „B“ answers, “My name is Mary, John or whatever.” So,  
 13 you must develop these questions and answers on a piece of „A4“ size paper and bring  
 14 it to the class. In the classroom we will do oral exercise in pairs. Okay? You will speak  
 15 out. Alright? That is to form ideas. Okay? It is a mental practice, (Okay?) and practices  
 16 writing and developing sentences, and pay attention to grammar, and structure in the  
 17 classroom. Okay? For „Oral practice“ you will do them in action in the classroom.  
 18 Okay? Is that clear to every body? So, for next time „Unit 3“, „A“ and „B“, please. **(‘Ps’**  
 19 **show their books and the unit to the ‘R/L’ to make sure that they know which**  
 20 **lesson to do).**
- 21 282 Ps: Which lesson?
- 22 283 R/L: Lesson three.
- 23 284 PS: All of them?
- 24 285 R/L: Yes „A“ and „B“. So, if, if there are similar questions you can omit them. If there  
 25 are new questions, new information, you must develop it. Okay? **(A participant asks**  
 26 **about the size of the paper).**
- 27 286 P12: A4?
- 28 287 R/L: Yes, „A4 size“, please and bring them to the class. Do not forget to write names  
 29 and date it. Is that clear to everybody? Okay. Now, would you please open your „For  
 30 and Against“? Now, you can go to your places. Go to your places. **(The „R/L“ had**  
 31 **already changed the place of the participants where they usually sit. He did so to**

1 *form suitable pairs for the sake of „Pair work“ practices. Now, he invites them to sit*  
 2 *in their own seats. And, the participants move to their own seats while murmuring).*

3 Okay, go to the second lesson of „For and Against“. „For and Against“, please. Okay,  
 4 everybody? Now, you have 10 minutes time to do a „Silent Reading“. Then, you will  
 5 have group discussion. Okay? So, read this lesson 2 in 10 minutes time, and then we  
 6 will have group discussion about 10 minutes, „Lesson 2“.

7 288 PS: This lesson? **(They show their books to the ‘R/L’).**

8 289 R/L: Yes, yes. **(The participants begin ‘Silent Reading’ for ten minutes, and after**  
 9 **10 minutes is lapsed, the ‘R/L’ announces the end of the allotted time).** Okay,  
 10 time’s finished. Now, I would like you to form groups of 4 or 5. So, change the format  
 11 of your sitting. Okay? **(The ‘R/L’ helps the ‘PS’ to form three 5 people groups and**  
 12 **tries to match them in a way that each group consists of both genders in three**  
 13 **circles).** Now, we want to speak about for and against ‘Smoking’. Okay? So, who is  
 14 going to speak against ‘Smoking’ in your group? **(The ‘R/L’ scaffolds the participants**  
 15 **to make their mind about speaking for or against. Since groups are 4 or 5, in groups**  
 16 **of 5 two participants might speak for the topic and 3 against or vice-versa. Some of**  
 17 **the participants speak jokingly and laugh. The ‘R/L’ walks among the groups,**  
 18 **pauses for a while next to different groups and listens to them. He sometimes**  
 19 **interrupts to error correct and sometimes he helps to warm-up the discussion.**  
 20 *Nearly, all the groups seem to be having fun doing such group discussion).*

21 290 P10: Increase, increase.

22 291 P4: Decrease.

23 292 P12: Ah... too many tax...

24 293 P3: Tax?... very expensive. This is very expensive. If, if ...um... smokers...  
 25 smokers, get in... ah... increase.

26 294 P4: Decrease?

27 295 P10: Increase.

28 296 P3: Decrease.

29 297 P4: Decrease?

30 298 P3: Decrease.

- 1 299 P4: She (P3) is against top...this topic, and I am agree with this topic and he (P12) is  
2 also agree. And you (to P10)?
- 3 300 P10: Um..., I don't think, huh, hah, heh, hnh...
- 4 301 P3: Huh, hah, heh, hnh, ... she (P10) is with us. Huh, hah, heh, hnh... (illegible).
- 5 302 R/L: Please, speak up.
- 6 303 P12: Huh, hah, heh, hnh.
- 7 304 R/L: (To P10 and P3) Would you like to defend „Smoking“...defend „Smoking“?
- 8 305 P10: Sorry?
- 9 306 R/L: Defend „Smoking“? Okay? So, what is good about it? Okay? Defend it? And,  
10 you (P3) also defend it? You (P4) speak against, against „Smoking“? And, you (P12)  
11 speak against?
- 12 307 P4: Against?
- 13 308 R/L: You, you like to speak for „Smoking“? You like „Smoking“?
- 14 309 P4: Nooo!
- 15 310 R/L: Okay, so against „Smoking“?
- 16 311 P4: Ye, so I agree with this topic...
- 17 312 R/L: Okay, so you two (P4 and P12) disagree, Okay?
- 18 313 P12: Ye.
- 19 314 R/L: And, you two (P3 and P10) agree?
- 20 315 P3: (To P4 and P12), you, you guys against and we, we disagree.
- 21 316 R/L: Disagree, you wanted to ..., okay, go on, go on, continue please..., continue.  
22 But, please speak aloud. Okay? Speak aloud and strongly. Yes.
- 23 317 P4: Okay.
- 24 318 R/L: Okay, go ahead.
- 25 319 P3: Um...(illegible), ah.
- 26 320 P12: Ah...(illegible) if someone uh..., for example make up film uh... they can't  
27 decide uh... to about smoke, smoke, uh... they show on movie...ye.
- 28 321 P3: Movie?
- 29 322 P12: Uh, movie, ye.
- 30 323 Ps: Uh...movie, movie, ye.
- 31 324 P3: Because, they show on movie...?



- 1 325 P12: Movie from actors.
- 2 326 Ps: Ohh..., ye...ye.
- 3 327 P3: There are many actor, actors from TV, actors smoke in on the TV. So, oh...
- 4 many, many [child...
- 5 328 P10: Oh...ye...]
- 6 329 P3: Many child...[children...
- 7 330 P4: ...they can follow them.]
- 8 331 P3: Ye, many, many children, so they watching [them...
- 9 332 P12: You mean...?]
- 10 333 P3: Ye, [so...
- 11 334 P4: They follow them.]
- 12 335 P10: Ye, they following them.
- 13 336 3P12: Some, some young guys, ah...,when, when watch the movie or TV, they
- 14 thought uhum, [whaoo...
- 15 337 P10: It's a nice...]
- 16 338 P12: Nice, ye..., they try to [smoke...
- 17 339 P3: Ye, they, they try to smoke. Ye, nice to try.
- 18 340 P10: Ye, nice to try.]
- 19 341 P4: I totally disagree with smoking, because ah..., it, if ah... people ah... do
- 20 smoking keep constant so, they make ah... some diseases like a big disease like a
- 21 [cancer...
- 22 342 P3: Cancer?
- 23 343 P4: Ye, cancer...
- 24 344 P3: Nooo...I, I, lung cancer you mean?
- 25 345 P4: Ye.
- 26 346 P3: Uh, but it depends on the [person...
- 27 347 P10: Ye, ye...]
- 28 348 P3: My father smokes and he doesn't have cancer, [ye...
- 29 349 P4: How much does he smoke?
- 30 350 P3: No, no as I totally disagree, because...um, very old people for long time
- 31 smoking, but, uhm never die, just depends on, ye depends [on ...

- 1 351 P10: Uhm...]
- 2 352 P12: Uh, ye, ye, it depends on your body, your [health...]
- 3 353 P4: But, yah, but [it...]
- 4 354 P3: It is nice...]
- 5 355 P4: But, is it nice to hurt...?]
- 6 356 P3: It's quite smoking and diseases are quite different.
- 7 357 P4: But, it, it might [sometime...]
- 8 358 P10: Yeh...]
- 9 359 P4: ...some people yeh, mostly who are smokers, they uh, mostly, mostly have
- 10 trouble with cancers and uh big disease.
- 11 360 P3: Ah...Um.
- 12 361 P12: Um...um.
- 13 362 P4: I, I think government had to make the rules for the smokers and, and if it is
- 14 prohibitions on the smokers, so ah, so, we can keep our environment clean also.
- 15 Because of [smoking...]
- 16 363 P10: Um...]
- 17 364 P4: Because of smoking we can see our children even they cannot uh... do the
- 18 smoking still he can effected by the smoker.
- 19 365 P3: Um...]
- 20 366 P10: But, the [environment...?]
- 21 367 P4: If the environment keep constant the smoker, so...]
- 22 368 P3: Um...they try to vary from each, to... the person...]
- 23 369 P4: So, government, so the government also had to ah...tobacco tax.]
- 24 370 P12: [Ah...]
- 25 371 P4: On the ye also...]
- 26 372 P10: So, they say the the cigarette is for just to get the tax?]
- 27 373 P4: No, I mean smoking should be banned by the government. Is not allowed the
- 28 same. We can see ah in some area we can see smoking is not allowed.
- 29 374 P3: Ah... if I, if I smoke, I, I should pay, pay for government, it is not fair, because I
- 30 am free, as mother, I'm free. It isn't fair [just...]
- 31 375 P10: Cau...]

- 1 376 P4: Uh...
- 2 377 P10: Because], cigarette fee is the for the tax used for some public ah...place, some  
3 public nature, some public things, so it could be have to public service [um...
- 4 378 P3: Ye...
- 5 379 P10: Um...
- 6 380 P3: Ye...
- 7 381 P12: Ye, um
- 8 382 Ps: Hah, huh, heh, hnh.]
- 9 383 P12: If I, if I smoking now ah...it, it, it cost a cigarette, cigarette cost expensive more  
10 [smoking...
- 11 384 P3: Do you smoke?
- 12 385 P12: Ye.]
- 13 386 P10: More expensive?
- 14 387 P12: Ye.
- 15 388 P4: And, you can see on the cigarette package ah there was something written  
16 um...like a death head. Including every package we see this. There was written a  
17 little... that you must.... In the pocket cigarette pocket also there was written may be  
18 death ah something like that. So, it include, it's, it increase ah... it increase ah disease.  
19 Also, may be death.
- 20 389 P10: (To P3) So, do you agree?
- 21 390 P3: Why angry? I'm not angry.
- 22 391 P10: Agree, agree, agree, not angry.
- 23 392 P3: No, I'm not angry.
- 24 393 Ps: hah, huh, heh, hnh.
- 25 394 P10: Agree, agree, agree?
- 26 395 P3: No, I don't agree... . Why do I agree? It depends on [people...
- 27 396 P10: So, it could influenced to someone, uh...people's health. But, depends, but it  
28 cannot to uh...push the people, the government cannot push the people ah.... It's task  
29 to just the people know about the how to banned cigarette, so I think, they can control  
30 by themselves, by [themselves...
- 31 397 P12: Ye...

1 398 P10: ...not force of the others, the others...

2 399 4P12: Ye.

3 400 P4: ...the government had to make the rules like in some places there must be  
4 prohibitions for the smokers.

5 401 R/L: Now, it's time for spokespersons to report to the class what you discussed and  
6 what you concluded.

7 402 P4: Conclude?

8 403 404 R/L: Yes, what you discussed and what you concluded.

9 404 P3: We couldn't make conclusion, just discussion in this group.

10

11

### **Report back**

12 405 P4: Ah... people in this group think there is, ah, no prohibitions on smoker, because  
13 they want to freedom. But ah... some people think the government must be in some  
14 places because of the, ah... most of the smokers children can also, children can also  
15 they even still they cannot they didn't ah...smoke still they, ah get influenced by ah...  
16 smokers. And, also womans and also ah,.... So, government have must have to  
17 government must have to make a decision about them first. And, they must have to pay  
18 tax also have to make the rules for the smokers because on the, ah, ah... cigarette  
19 pocket also there was written something like ah can be disease. So, if ah.... smoker  
20 keep constant to smoking, so may be in future life they will, they will invite disease.

21 406 R/L: Okay, thank you very much everybody, very interesting and hot discussion, I  
22 listened to you, very exciting, and very interesting, good, and very good.

23

24 **File 4, CD 2**

25 **Friday, 30/03/2007**

26 **Time: 09:00–13:30**

27

### **Listening**

28 407 R/L: Ready everybody? Alright, there are some important points to pay attention to  
29 when doing IELTS test especially for this „Listening“ part. Unlike other tests in which  
30 you normally have questions and answers in order, in the ILETS test questions and  
31 answers may not be in order. That means, sometimes the answer to a question may

1 appear before the question or after some other questions. So, you must always trace  
 2 and track the whole conversation. Okay? Or, the whole talk as you might remember we  
 3 experienced in „What to Say“ and „400 ILETS questions“ (You remember?), that the  
 4 answer to a question which was question number 2 actually appeared after may be we  
 5 answered question number 6. Do you remember? In the ILETS exam you always get a  
 6 bunch of questions. Okay? So, they are not in order to be „1-2-3-4-...up to 40“,  
 7 (Okay?) you will get bunch of questions in four sections. Or, 10 or about ten questions  
 8 in section 2 and so on and so forth. Okay? So, you must follow up the whole  
 9 conversation, the whole discussion or whatever. Okay? Sometimes you have a, for  
 10 example a dialog or conversation between two people, sometimes between a group of  
 11 people. Sometime, may be a lecturer delivers a lecturer or speech, or sometimes may  
 12 be it is a tutorial session, right? Sometimes, may be it is a business discussion, or may  
 13 be a lecturer is, ah, ah, explaining, or describing something to the students. Okay? May  
 14 be a tour guide is talking about the tour. Right? So, it is authentic. It is natural way. It  
 15 is not artificial.

16  
 17 One of the other important things that you must pay attention to in ILETS test, I am  
 18 talking about „Listening“ sub test, is that you must pay attention to those three main  
 19 aspects that I explained, „Correct pronunciation“, „Correct intonation“ and „Correct  
 20 landing of the words“, besides the meta linguistics. Sometimes, there are  
 21 „Sociolinguistics“ and „Psycholinguistics“ aspects of language in these tests. If you  
 22 might remember in the very beginning sessions we talked about „I“ll see you“. Do you  
 23 remember? That we said we can say indifferent ways. *(The „R/L“ had explained in the*  
 24 *very beginning sessions of the preparation program about the effect of „Intonation“*  
 25 *on changing the meaning and concept of phrases, clauses and sentences. He had*  
 26 *said, for example that a „Declarative sentences“ like „I“ll see you“ could be changed*  
 27 *to „Interrogative“, „Exclamation“ or „Threatening“ forms simply by changing the*  
 28 *„Intonation“).* So, these things are also considered in the „Listening“ test .So, you must  
 29 be very keen and careful. Right? Let“s see what other things can help us. Sometimes,  
 30 there are drawings, or pictures. Alright? You must pay attention to every moment, every  
 31 sign. Right? And, what is very much important is prior to starting the test try to read as

1 much as you can, especially instructions are very important. Pay very much attention  
 2 to instructions. And see what you are instructed to do, what is your task? Right?  
 3 What's your task? And, in any part try to move quickly from the „Items“, (Okay?) the  
 4 „Stem“ and the „Choices“. Each „Item“ comprises „Stem“, which is the talk about the  
 5 question and then you have „Choices“. For example, may be two choices or may be  
 6 more. Sometimes, may be, for example, six choices, two choices, and three choices.  
 7 Okay? Try to read them all and understand as much as you can. Right?

8  
 9 Good. Now, let's experience what's happening in reality. Right? So, look at your  
 10 books, listen and we will analyse each „Item“. Okay? We will analyze them one by one  
 11 or talk about them and explain the important points. So, if you wish, you can make  
 12 notes. Alright? And then, consider them and read them out in the coming test. Right?  
 13 See how you will improve and read and how you will develop your literacy, academic  
 14 literacy. Test one. IELTS, Test one. **(The ‘R/L’ plays test one of the IELTS,**  
 15 **Cambridge by Jakeman. After the primary information about the test is given by**  
 16 **the recorded instruction the ‘R/L’ explains some points).** So, that was some  
 17 information, data, about how to do the test. Okay? As I informed you, prior to your  
 18 test, the very beginning test, „Listening“ test is in four sections, normally. Okay? And,  
 19 normally, you may get 10 questions. But, you should not think that it is always 10  
 20 questions. May be, sometimes, a section has 11 questions, or another section eight  
 21 questions, (Okay?) normally, not always. Alright, and then you were instructed to write  
 22 your answers in the question booklet. That is what we did. We have done it at least  
 23 twice, now. And then, it was said that you will have a 10 minute time to transfer your  
 24 answers from question booklet into your answer sheet. That is what we have already  
 25 done and we know that. Okay? This is to give you an opportunity, (Okay?) to pay  
 26 attention and concentrate on questions and answers. Not going from page to page,  
 27 (Okay?) to disturb your concentration. Right? Good **(At this stage the ‘R/L’ plays the**  
 28 **cassette. After the instruction about the first question in finished, the ‘R/L’ stops**  
 29 **the cassette and asks the participants some questions).** So, what is important here?  
 30 What did he say?

31 408 Ps: Listen to the conversation.

- 1 409 R/L: What kind of a conversation?
- 2 410 Ps: % X %. Telephone conversation.
- 3 411 R/L: **(Loudly and excitedly)**. “Telephone conversation.”, so what is the difference  
4 between a telephone conversation and a normal conversation? What is the difference in  
5 terms of you as a listener? Okay? We are talking about you as listeners.
- 6 412 PS: % X %. **(One of the participants says something which interests the ‘R/L’)**.
- 7 413 R/L: Louder, please.
- 8 414 P5: The quality of the voice.
- 9 415 R/L: The quality of the voice. Great! Yes. If you are listening to a normal  
10 conversation that I’m now speaking to you and you may speak to me, so the listener  
11 has the perfect quality of the speakers. Yes? But, when listening to a telephone  
12 conversation, what happens? Hum?
- 13 416 PS: The quality.
- 14 417 R/L: The quality of one of the speakers at least is not as it is in natural way, (Hum?)  
15 because it is on the phone. So, we expect, Hun, to have some problems in comparison  
16 with the natural conversation. Yes? Is that true?
- 17 418 PS: Yes.
- 18 419 R/L: Okay. So, you must pay attention to these things. Okay? So, you must prepare  
19 yourself, Hum, to receive some difficulties, because it is a telephone conversation. So,  
20 at least one of the speakers, Hun, may not be as clear as you expect. Is that right?  
21 Okay. **(The ‘R/L’ plays the cassette for the rest of the instruction)**. So, you are  
22 expected to answer in a multiple choice question way, and you are expected to take  
23 care of 4 choices, right? However, the big difference between multiple choice  
24 questions in the IELTS exam may not be the same as the multiple choice questions that  
25 you have experienced in other tests, such as TOEFL. Okay? TOEFL, for example, (I  
26 am talking about a traditional TOEFL, not the modern TOEFL, which resembles very  
27 much IELTS. Right?), say TOEFL 10 years ago, 15 years ago. So, what is the big  
28 difference between this multiple choice question and this is that in the face it is a  
29 multiple choice question **(The ‘R/L’ writes two forms of M.C.Q.s ‘TOEFL’ VS  
30 ‘IELTS’ on the whiteboard and compares them)**. In action, you must actually take  
31 care of many other things, right? It is not only a word. Or, it is not only a letter, may be

1 not. Okay? You must get a concept. You must make meaning out of a text. Right?  
 2 Then, you will see which of these four choices may fit to the answer or to the „Item“ or  
 3 to the „Stem“. Right? Good. **(The ‘R/L’ plays the cassette for the rest of the**  
 4 **instructions. After the example is narrated the ‘R/L’ stops the cassette and**  
 5 **analyzes the example).** So, this was the example. It is actually as a warm up, (Hum?)  
 6 to help you. Okay? Get the clue. So, what is being reported “stolen,” what?  
 7 420 PS: „Briefcase“.  
 8 421 R/L: „Briefcase“, so you have different words here, Hun, four choices, a „Briefcase“ a  
 9 „Suitcase“, a „Handbag“ and a „Wallet“. Right? So, you must also know the difference  
 10 between these things. What is meant by a „Briefcase“? What is meant by „Wallet“ or  
 11 „Suitcase“ or „Hand bag“? Are they the same things or different forms and different  
 12 shapes? Do you have any briefcase here? Can you show me a briefcase? **(Some of the**  
 13 **participants do not know what a briefcase is. So, the ‘R/L’ shows a briefcase to**  
 14 **them).** That is a briefcase, for example or may be what „P9“ and „P8“ have got are  
 15 briefcases. Okay? What is this that „P3“ has got?  
 16 422 PS: Don’t know.  
 17 423 R/L: This is a „Handbag“. Okay? These are „Handbags“. **(The ‘R/L’ picks up**  
 18 **different handbags, two different handbags, which belong to two of the female**  
 19 **participants with an opportunity to distinguish between forms and meaning).** And,  
 20 What is a „Wallet“? Do you have any „Wallet“? Can women, or do women carry  
 21 „Wallets“?  
 22 424 461 P7: No.  
 23 425 R/L: So, this is a „Purse“, this is a „Wallet“. Okay? Yes. **(The ‘R/L’ shows a ‘Purse’**  
 24 **and a ‘Wallet’ to the participants.**  
 25 426 PS: % X %. **(The ‘PS’ Murmur about ‘Purse’ and ‘Wallet’).**  
 26 427 R/L: Okay, it says, “Soft”, hum, so here you are being tested in the meaning of „Soft“,  
 27 whether you know what does „Soft“ mean. So, indirectly you are being tested on your  
 28 vocabulary. So, they do not ask you directly, “What does „Soft“ mean?” Okay? Right?  
 29 Now, if you know, (What does „Soft“ mean?), you can realize among these four  
 30 different pictures (Okay?), which one is the possible answer. Okay? This is soft. **(The**  
 31 **‘R/L’ picks up one of the female participants’ handbag. The handbag is soft. He**



1           **shows it to the ‘PS’ and compares it with a hard briefcase).** Hun? This is soft.  
2           Okay? And, what is „Hard“? Like a man’s type, „P5“s“, Hun, this is hard. Hum? **(The**  
3           **‘R/L’ picks up a hard briefcase, shows to the participants and bumps on to it to**  
4           **help the participants understand the meaning of hard and its difference with soft).**  
5           Okay? So, indirectly your vocabulary knowledge was checked. Now, if you know what  
6           is „Soft“ and what is the difference between „Soft“ and „Hard“, you can realize between  
7           the possible answers. So, fifty percent of the question is answered by just hearing one  
8           word and realizing what is the meaning of „Soft“. Okay? So, the possible answer is „A“  
9           or „C“. Right? **(The ‘R/L’ plays the cassette).** What is the answer?  
10   428   Ps: „A“.  
11   429   R/L: Why? Because, we realize it is „Soft“. So, the possible answers are „A“ or „C“,  
12           not „B“ or „D“. And then, it has got two buckles, (Okay?) in front. Okay? So, you can  
13           compare „A“ and „C“ has got two buckles. Okay? **(‘Ps’ do not know how to write**  
14           **‘Buckles’, so they ask the ‘R/L’ to spell it out. And, the ‘R/L’ spells, ‘B U C K L E**  
15           **S’).** Yeah. So, we’ve got the answer to the first question. Okay? So, check if you have  
16           answered it correctly.  
17   430   P5: Yes.  
18   431   R/L: So, you answered it correctly.  
19   432   Ps: „B“ and „C“and „D“. **(The participants say different alternatives).**  
20   433   R/L: „A“ or „C“. Okay? Not „A“ and „C“.  
21   434   Ps: % X %. „A“ or „C“.  
22   435   R/L: „A“ or „C“. Okay? What is the difference between „A“ and „C“**(‘Ps’ say**  
23           **something about ‘A’ and ‘C’ which is not clear).** If we say „A“ and „C“it means  
24           there are two answer. Okay? But „A“ or „C“means one of them. Alright?  
25   436   P12: What did it say, “Mack”?  
26   437   R/L: Yes, „Brand“, „Mark“, „Badge“. Okay?  
27   438   Ps: „Mark, mark“.  
28   439   R/L: „Pronunciation“, hu, „P12“, „Pronunciation“. Okay? Yeah. **(The ‘R/L’ plays the**  
29           **cassette for every single question and answer. Then, he stops the cassette to**  
30           **analyze each item and elaborates on the reason for correct answer. In doing so,**  
31           **the „R/L“ tries to provide the „PS“with an opportunity to get familiar with the nature**

- 1 *of the IELTS „Listening“ test, because the „PS“ are not familiar with this method of*  
 2 *testing. Clearly, familiarity with the nature and features of a test can have some*  
 3 *enhancing effects on the results of the examinees to some extent. The ‘R/L’ invites*  
 4 *the ‘PS’ to comment on the possible answer). So, what is the answer?*
- 5 440 Ps: „C“.
- 6 441 R/L: Why?
- 7 442 Ps: % X %.
- 8 443 R/L: First of all, it says, “A Mark”, “Brand name”, “Left”, so it is „A“ or „C“. And  
 9 then, “It is directly above it.” Yes? Okay? So, implicitly you are being checked on your  
 10 vocabulary all the way long. Hum? Alright. Good. **(The ‘R/L’ plays the cassette and**  
 11 **then stops it after one ‘Item’)**. So, what is the answer?
- 12 444 Ps: „D“.
- 13 445 R/L: „D“, why? Because, she said that she had got all the papers. Okay? Yeah, so in  
 14 question, for example, answer „A“ there is no „paper“ Okay? And, in „C“ there are no  
 15 „papers“. So, the possible answers are „B“ or „D“. Okay? Then, it says, “Pens”. Alright?  
 16 Then, it says, “Novel.” Okay? Right? So, „D“ is the answer. And, she said that, “I had  
 17 my wallet in my pocket.” **(One of the participants has a query)**. Yes?
- 18 446 P3: Wallet in...?
- 19 447 R/L: „Pocket“, „pocket“.
- 20 448 P3: Wallet for woman?
- 21 449 R/L: Yeah, sometimes, things happen!
- 22 450 P5: But, woman use purse.
- 23 451 R/L: Yeah, purse.
- 24 452 P3: But, but...
- 25 453 R/L: Yeah, I know what she means. Because, we explained that „Purse“ is for woman,  
 26 and „Wallet“ is for men. But, nowadays, nowadays, women do all things that men do.
- 27 454 PS: She said, “My wallet.”
- 28 455 R/L: Yeah, doesn’t matter actually. Yeah. **(The ‘R/L’ plays the cassette)**. So, what is  
 29 the possible answer to the question?
- 30 456 PS: „A“ or „D“.

- 1 457 R/L: „A“ or „D“. Because, she said, “It was next to me.” Okay? “Standing on the  
2 platform...” Alright? So, „B“ or „C“ cannot be the answers, because she is carrying the  
3 bag in „B“. And, she is on the train in „C“. Alright? She is on the platform and next to  
4 it. Okay? Now, let’s see which one is the correct answer. **(The ‘R/L’ plays the**  
5 **cassette).** So, what is the answer?
- 6 458 Ps: „D“.
- 7 459 R/L: Why?
- 8 460 Ps: % X %.
- 9 461 R/L: Because, she said, “She was watching for...” So, what is the difference between  
10 „Watching“ and „Watching for“? **(The ‘R/L’ writes on the whiteboard ‘Watching the**  
11 **train.’ and ‘Watching for the train.’).** Watching the train or whatever and watching  
12 for. Alright? If something is here I am watching it. I am watching, for example the  
13 cassette player. I am watching you. Okay? But, „Watching for“ or „Looking for“ means  
14 that something is not there and you are expecting something to arrive, right? Okay,  
15 next one. **(The ‘R/L’ plays the cassette).** Okay, so, what is the answer?
- 16 462 Ps: „C“.
- 17 463 R/L: But, you’ve got some other figures, (Okay?), and numbers. It is a trick, anyhow.  
18 It is what happens normally in naturally speaking. Yes? When we are speaking  
19 naturally with other people you are not very sure about what you say. Okay? All the  
20 time we change. For example, when you are buying something you bargain on the  
21 price, (Okay?) when you are asked about a date, or a day. Okay? If I say, for example  
22 “What day is today?” May be you say, “It’s Saturday.” And then, you change your  
23 mind and you say, “No, it’s Sunday.”, “It’s Friday.” Okay? Because, we are on a long  
24 holiday, everyday is a holiday. Okay? For 15-16 days it is holiday, may be you mix.  
25 Okay? You forget whether today is „Friday“ or it’s „Thursday“ or is „Sunday“ (Okay?),  
26 or for the date. Yeah? What date is today? **(Puzzlingly, the ‘PS’ look at the ‘R/L’).**  
27 What date is today? **(The ‘R/L’ asks of the ‘PS’ loudly and stressful on the words).**
- 28 464 PS: 30 of March.
- 29 465 R/L: Thirtieth of, thirtieth. Okay? „30th of March“ and „10th of Farvardin“.  
30 Sometimes, may be you are not sure. You think. Alright? Good. So, up to here how  
31 many correct answers did you have? **(The ‘R/L’ invites the ‘PS’ to declare the**

1           **number of their correct answer. They say 4, 4, 3, 2, 3, 5, 2, 3.... And so on. *The***  
 2           ***„R/L“s aim is to have a rough idea of the participants“ progress in their „Listening“***  
 3           ***skill and to have a corner stone for the future progresses in changes in the***  
 4           ***participants“ academic literacy).***

5   466   PS: We must check.

6   467   R/L: Yes, you must immediately read the questions, read the „Items“, „Stems“,  
 7           „Choices“, „Answers“. Okay? And, also try to use your background knowledge. Hum?  
 8           It is very helpful to get help of your background knowledge. Sometimes, by the use of  
 9           background knowledge you can answer questions, or can find or approach to the  
 10          closest answer to the question, (Right?) sometimes, not always. Use your background  
 11          knowledge. Right? You can make a good guess. Okay? **(The ‘R/L’ plays the cassette.**  
 12          **The question is about the name of a person, which is spelled out. The ‘R/L’ checks**  
 13          **all the participants one by one to see whether or not they have misspelled the**  
 14          **name. Meanwhile, he makes some comments and suggestions).** So, most of you.  
 15          **(‘P5’ has a query).**

16   468   P5: Excuse me.

17   469   R/L: Yes?

18   470   P5: Can I write the spelling of the name all capital?

19   471   R/L: No matter, as far as it is correct in the answer sheet. I’ll explain, I’ll explain.  
 20          Okay? Nearly, nearly all of you answered correctly. But, expect for a few the rest of  
 21          you will not receive the mark. Why? Okay? The spelling is „Prescott“. Yes? **(The**  
 22          **‘R/L’ writes ‘PRESCOTT’ on the whiteboard).** Do you remember „Capitalization“,  
 23          „Pronunciation“, you remember that I explained? Okay? The first letter, (Okay?) of the  
 24          proper nouns must be capital. In „Farsi“ we do not have capitalization. In English,  
 25          however, it is important. You must be careful. Okay? Now, there are two ways to get a  
 26          mark. You must write it either like that or this **(The ‘R/L’ writes ‘PRESCOTT’ and**  
 27          **‘Prescott’ on the whiteboard).** But, if you write like this **(The ‘R/L’ writes on the**  
 28          **whiteboard ‘prescott’ with small ‘p’).** Or, some people may write like this **(The**  
 29          **‘R/L’ writes on the whiteboard ‘priscott’),** you will not receive the mark. Okay?  
 30          First of all, if you are writing in a lower case except for the first letter, the rest must be  
 31          in the lower case like this **(The ‘R/L’ writes on the whiteboard ‘prescott’).** Or, you’d

1 better write it all in upper case. Why? By writing some parts like this (**The ‘R/L’**  
 2 **writes on the whiteboard ‘prescott’ with small ‘p’**), that is the first letter is not  
 3 capitalized, or for example you write upper and lower case (**The ‘R/L’ writes on the**  
 4 **whiteboard ‘PResCoTT’**), you will not receive the mark. Okay? So, I suggest you  
 5 write the single names, when it comes to the names, and provided it is not in a phrase  
 6 or a clause or a sentence, the answer is just one word and it refers to a proper noun,  
 7 may be name of a person or a city or a place or whatever, write it all in a upper case.  
 8 Okay? So, you will be in the safe side. (**One of the participants has a query**).

9 472 P9: Excuse me.

10 473 R/L: Yes?

11 474 P9: Is it a person?

12 475 R/L: Yes, this is a person, „Mary Prescott“, so what is the problem?

13 476 P9: Can I write it all in capital?

14 477 R/L: Yes, you can write all in capital.

15 478 P9: You didn“t say such a thing in.

16 479 R/L: Yes, you can write all in capital. Okay? You can write it in block letters, doesn“t  
 17 matter (Okay?), in the answer sheet. You can write it in block letters, capital, when it  
 18 is, when it goes to just one word. Okay? It is your name.

19 480 P9: Just name and family name or name of trees, the name of....

20 481 R/L: No, no just for family, when, when you answer to these questions. Okay? Right?

21 482 P9: If to be the „First name“? Should be right?

22 483 R/L: No. No, doesn“t matter, doesn“t matter. You can also write „MARY“ in capital  
 23 letters, (Okay?) block letters. Sometimes, in filing out the forms you are asked to write  
 24 them in block letters. Okay? So, when it comes to your „First name“ and „Second  
 25 name“, (Okay?) or „Surname“ or „Last name“ write them in block letters, provided it is  
 26 only one letter, one word, okay, sorry, one word, not in a sentence I said or in phrase  
 27 not in a clause. Okay? Is that clear „P9“?

28 484 P9: Yes, of course.

29 485 R/L: Good, any more questions? So, let“s carry on (**The ‘R/L’ plays the cassette**).

30 486 Ps: 41.

31 487 R/L: 41. Okay? And then?

- 1 488 Ps: Fountain Road.
- 2 489 R/L: Let me check your answers. **(The ‘R/L’ checks all the participants’ answers**  
 3 **to this question one by one to see whether or not they have considered**  
 4 **capitalization and correct spelling)**. Okay, just one person got the right answer, the  
 5 rest wrong! Dictation and spelling is very important. Okay? In „Listening“ and  
 6 „Reading“ most people simply lose their marks for not paying attention to dictation and  
 7 spelling. In this word there are two things to pay attention to „Capitalization“ and  
 8 „Spelling“ for the „Fountain“. **(The ‘R/L’ writes ‘Fountain’ on the whiteboard to**  
 9 **draw the participants’ attention to the importance of capitalization and dictation in**  
 10 **the English language)**. „Fountain“, so two things, (Okay?) are considered in this  
 11 answer „Capitalization“ and „Spelling“. Alright. Next. **(The ‘R/L’ plays the cassette to**  
 12 **continue analyzing the rest of the listening test. the question is an easy one. It is a**  
 13 **telephone number which is said very slowly and repeatedly)**! Very easy. Yes?
- 14 490 PS: Yes. **(In chore)**.
- 15 491 R/L: Has anybody answered this question wrongly? **(One of the participants puts**  
 16 **his hand up)**!
- 17 492 P7: Me.
- 18 493 R/L: You. Even for very simple questions sometimes people are careless, alright?  
 19 Don’t lose mark on very simple things. There is an opportunity, (Okay?) a bonus. **(The**  
 20 **‘R/L’ plays the cassette)**. So, what is the answer?
- 21 494 Ps: 65-45...
- 22 495 R/L: You’ll see different numbers and figures, 40, 65, 20, 25. So, what is the answer?  
 23 **(The ‘R/L’ walks and checks the participants’ answers. He counts different**  
 24 **calculations)**. So, the answer is 65. Alright? So, you can see that sometimes there are  
 25 some calculations that you must do, okay, different numbers and figures. You must be  
 26 careful to the question. What is the question? That some of you have answered  
 27 wrongly, because of not paying attention to the question. What is the question? Ha?  
 28 What is the value?
- 29 496 Ps: Of the lost...
- 30 497 R/L: Of the...?
- 31 498 Ps: The lost item.

- 1 499 R/L: Lost item, what is lost item?
- 2 500 Ps: A briefcase.
- 3 501 R/L: A briefcase and what is inside the briefcase? Okay? The content of the briefcase.
- 4 502 Ps: % X %.
- 5 503 R/L: So, the whole thing and she said that the briefcase was almost new, and she
- 6 bought it for 40. Right? And, the contents are about 20-25 and in the middle of this
- 7 explanation she said about 60. Okay? So, you must either add up the price of the
- 8 briefcase to the value of the goods inside the briefcase, (Okay?) or remember the
- 9 estimation of the number. Alright? So, it may be 60. It is or, (Okay?) so 60 or 65. So, if
- 10 you answer 60 or 65 it's correct. And then, again is the sign of pound. So, if you see
- 11 the sign is given the symbol is given. There is no need to write. Okay? So, don't write
- 12 it. Alright? Don't write this. **(The 'R/L' writes the sign for 'Pound', '£' on the**
- 13 **whiteboard)**. If it is given, if it is not given, then you should write it. Right? So, be
- 14 careful whether the sign of „Dollar“ or „Pound“ or whatever, is given to you. **(One of**
- 15 **the participants has a query)**.
- 16 504 P3: Excuse me.
- 17 505 R/L: Sorry, what did she say?
- 18 506 488 Ps: Not readable.
- 19 507 R/L: At the end, in the end of the... said, “The „Value“ not the „Money“.” Right? She
- 20 said, “I bought the briefcase for 40. It was quite new.” Okay? And then, guessed that
- 21 the whole item, the lost item, ah, worth, for example 65 pounds. And then, she
- 22 explained why it was 65, because as she said the briefcase was about 40 and the value
- 23 of the goods or whatever in the briefcase was about 20 to 25 Pounds, (Okay?) so
- 24 altogether 65 or 60. Okay? Good. **(One of the participants has a query)**.
- 25 508 P4: Excuse me.
- 26 509 R/L: Yes?
- 27 510 P4: How could we know we must calculate?
- 28 511 R/L: Yes, good question, first of all this is how they actually measure your
- 29 knowledge. Okay? Those people, who know, are definitely more knowledgeable than
- 30 those people who don't know. So, this is how they distinguish between those who
- 31 know and those who don't know. But, how to know that goes to your „Phonology“.

- 1 Okay? This is why I insist that you go and learn the pronunciations and intonations.  
 2 Alright? For example, **(The ‘R/L’ writes on the whiteboard, ‘If there is ‘E’ at the**  
 3 **end, ‘E’ at the end of a word is never pronounced.’)** But, what does it do? What is  
 4 the use of this ‘E’ at the end? Okay? It helps to differentiate between the  
 5 pronunciations. Right? So, when there is a vowel and then a consonant and then ‘E’  
 6 that vowel will be pronounced in its own origin pronunciation. Right? But, when there  
 7 is no ‘E’ it will have other pronunciation. As you might remember, I said ‘A’ has got 5  
 8 pronunciations. Do you remember? One was ‘ã’ which is the origin pronunciation of  
 9 letter ‘A’, ‘ã’ so, this is ‘plate’. And, this is ‘plat’. Okay? Right? **(One of the**  
 10 **participants asks about the way of writing currencies).**
- 11 512 P12: How to write currencies?
- 12 513 R/L: Any more questions? When it is the sign it’s in the left. When it is the word it’s  
 13 on the right, as I wrote it, as I wrote it. **(The ‘R/L’ wrote on the whiteboard ‘£2’, ‘2**  
 14 **Pounds’)**. If you are using sign, left side of the number. If you are using the word,  
 15 right side of the number.
- 16 514 P9: How do we write ‘Seven’ in Arabic form to be better?
- 17 515 R/L: Seven, **(The ‘R/L’ writes ‘7’ on the whiteboard)** this is how they write it. It is  
 18 not the matter of being good or bad. This is how they write ‘7’. What else? Any more  
 19 questions? So, test analysis is enough for today. Next session, we will check the rest of  
 20 it. Right? So, every session that you have ‘Listening’ we will go through one section.  
 21 And, I will give you these hints and points. Alright? Any more questions? **(The ‘R/L’**  
 22 **stops the cassette and takes it out of the recorder. He gives the cassette to ‘P12’**  
 23 **the owner of the cassette and asks him to keep it as it is for the next session).**
- 24 516 R/L: ‘P12’ is very helpful. Thank you ‘P12’. Now, let’s go to your ‘What to Say’,  
 25 please. And, you are lesson ‘3’. Yes?
- 26 517 Ps: % X %.
- 27 518 R/L: ‘P12’, can I borrow your cassette please?
- 28 519 P12: Which one?
- 29 520 R/L: ‘What to say’, please. **(The next practice to be done is a ‘Listening’ test from a**  
 30 **preparation material named ‘What to Say’)** Okay, go to test No. ‘3’ on ‘IELTS 400’,  
 31 ‘400 IELTS Listening tests’. **(The ‘R/L’ inserts the cassette in the cassette player**



1 **and plays the cassette for more ‘Listening’ practice based on the IELTS**  
2 **‘Listening’ test, but it does not seem to be the right one).** This is the wrong cassette  
3 **„P12“, this is cassette two. (The ‘R/L’ has been given a wrong cassette. He checks**  
4 **and sets the cassette. The ‘PS’ are to answer to 20 questions based on authentic**  
5 **conversations. The ‘R/L’ stops the cassette at the end of conversations in each**  
6 **lesson. And then, plays the cassette from the beginning of that lesson to check the**  
7 **participants’ answers to the questions one by one).** Okay, let’s check the answers.  
8 Count your answers and then, I will tell you how many questions you have answered.  
9 **(The ‘PS’ declare the number of their answers. Then, the ‘R/L’ invites the ‘PS’ to**  
10 **read out the questions one by one. Next, he plays the cassette so that the class**  
11 **together can realize the correct answer. Each participant reads out one of the**  
12 **questions. The ‘R/L’ and the ‘PS’ interact and talk about different items. The**  
13 **‘R/L’ explains and elaborates on any word, phrase or clause, which seems**  
14 **unfamiliar to the participants. Sometimes, some parts seem or sound strange and**  
15 **odd to the ‘PS’ so they make fun and laugh).** First of all, check your correct answers  
16 before you go to see how many correct answers you have got. **(The ‘PS’ declare the**  
17 **number of their correct answers. Those who have a higher number are praised by**  
18 **the ‘R/L’).** Alright, now open your „What to Say“ please. And, you have some time to  
19 read lesson three silently. Then, I’ll ask you one by one to explain it orally. Alright?  
20 You have some time to read the lesson, lesson number three, „What to Say“. Read it  
21 silently. Then, I’ll ask you to explain it orally. *(Sometimes, the „R/L“ has to repeat a*  
22 *word or an instruction more than once, because some of the „PS“ seem confused or*  
23 *uncertain of their tasks or class works).* Read the lesson completely to the end of the  
24 lesson. Okay? **(After the allotted time is elapsed the ‘R/L’ invites the ‘PS’ to close**  
25 **their books and talk about the text as much as they can remember).** Okay, close  
26 your books now, „P4“, what was it all about? *(The „R/L“ gives each participant an*  
27 *opportunity to talk about what s/he has listened to and read. In this way, the „R/L“*  
28 *not only furnishes the „PS“ with an opportunity to integrate their four macro skills,*  
29 *but also aims to teach some semantically and syntactical and phonological aspects of*  
30 *the language both deductively and inductively. By scaffolding the „PS“ at the early*  
31 *stages of learning, the „R/L“ tries to lead them to their „ZPD“ towards the ending*

1 *stages of the program*). Okay, thank you very much. Now, you are going to read the  
2 book loudly. Each of you one sentence, starting with „P2“. Lesson 3, I am checking on  
3 your pronunciation and intonation. Alright? **(The ‘R/L’ assigns the ‘PS’ to read the**  
4 **next part loudly as part of their class work. Each participant read one sentence.**  
5 ***In doing so, the „PS“ have an equal opportunity to practice their oral and written***  
6 ***skills in the classroom while receiving feed back on the spot. The ‘R/L’ manages the***  
7 ***time distribution***). Okay, so what aspect was this last part of the lesson? Hum? What  
8 is it talking about?

9 521 Ps: Services, buying something.

10 522 R/L: What is it about? What do we call it in a word?

11 523 P5: Background.

12 524 R/L: Just in one single word. What is it about?

13 525 P9: Culture.

14 526 R/L: Louder, please.

15 527 P9: Culture.

16 528 R/L: Very good. It is about „Culture“. **(The ‘R/L’ writes on whiteboard**  
17 **‘CULTRUE’)**. Yes, it is talking about „Culture“ (Okay?), „Linguistics across Culture“.  
18 So, when you learn a language, okay, you must also learn the culture of that language.  
19 Okay? This is how people eat in England. Okay? There are different ways of eating  
20 meals. Okay? So, we learn these things.

21 529 P3: Would you explain „Pubs“?

22 530 R/L: Yes, there are no „Pubs“ in Iran. So, you don’t know what „Pubs“ are. „Pubs“ are  
23 mainly British cultured, (Okay?) and the „Pubs“ that you may see in America, or  
24 elsewhere are quite different. Okay? „Pubs“ are places where people come after work,  
25 after their daily work there. And, they have a light meal or may be alcoholic drinks.  
26 The root of having „Pubs“ may go back to two centuries ago, when people especially  
27 miners were coming from work, from a hard working day. Before getting home and  
28 may be having quarrels with their family, they used to go to these places. They are  
29 small shops. May be as big as this room **(The „R/L“ means the classroom which is**  
30 **about 25-30 square meters)**, or may be a bit bigger. Okay? So, there they could have a  
31 rest, may be an hour to talk to their friends about their daily problems. And then,

1 maybe they have a light meal, a sandwich or something. And then, may be a glass of  
 2 beer or alcoholic drinks or soft drinks. Okay? So, they could have a rest and then they  
 3 go to their houses to face their family or to have a quarrel or a fight with their families  
 4 or their wives or something like this, (Okay?) socially speaking, culturally speaking.  
 5 Alright? But, then there were a lot of these pubs. Their working hours is normally from  
 6 5 o'clock in the evening to 11 o'clock or half past ten, the licensed ones to 11,  
 7 unlicensed ones to 10:30. But, nowadays „Pubs“ may be open for example, in the  
 8 morning or during the day. We don't have „Pubs“ in Iran, anyway. Little by little there  
 9 were some singers coming to sing, (Okay?) from there you have „Pub music“, (Okay?)  
 10 and pub singers, and lots of these pub singers are now pub stars or music stars in the  
 11 world. Okay? Snack bars are some things like what we have in Iran and we call them  
 12 „Sandwichi“, (Okay?) may be a cheese sandwich or a ham sandwich. Okay? So, when  
 13 you are in a hurry, you don't have time to go to a restaurant, and wait for hours to be  
 14 served with the meal, okay, you are in a rush and you are hungry, right you go to one  
 15 of these snack bars to have a light meal, a quick meal. In modern life we have other  
 16 things such as „Fast food“, or „Food courts“. Okay? When you go to a place there are  
 17 many different, ah, food shops actually. Right? So, you can have the variety of  
 18 different foods ready to eat, some of the traditional foods may be from different  
 19 countries, (Okay?) or some „Fast food“ or some hamburgers, or „Kentucky“ or  
 20 „McDonalds“ Alright? All these things.

21 531 P2: Is there „McDonald“ in Iran?

22 532 R/L: „McDonald“ is forbidden.

23 533 R/L: Okay, any more questions?

24 534 P6: What is „VAT“?

25 535 R/L: For what does it stand? Okay? For what does „VAT“ stand? It's in the book.  
 26 **(The 'R/L' writes on the whiteboard 'Value Added Tax')**. It's a tax added to what  
 27 you buy. Okay? It's in the book. It says it explains „VAT“. Did you find it? In  
 28 expressions, useful words and expressions, (Hum?) Value Added Tax.

1 **File 6, CD 2**  
 2 **Friday, 13/04/2007**  
 3 **Time: 09:00-13:30**

## 4 **Listening & Reading**

### 5 **Listening**

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

- 7 536 R/L: So, are we going to start with „Listening“ to day? Yeah?  
 8 537 Ps: Yes, yes.  
 9 538 R/L: Can I borrow your cassettes please?  
 10 539 P12: Here you are. **(The participant gives a wrong cassette to the ‘R/L’. The ‘R/L’**  
 11 **says, “No, this is cassette the number 2.” He asks the participant to change the**  
 12 **cassette and give him the right one-cassette number 1. The ‘R/L’ takes the**  
 13 **cassette. He sets up the video camera and the cassette player to video record and**  
 14 **audio record the classroom activities and also to carry out a ‘Listening’ test as**  
 15 **part of the ‘Listening’ class work).** Thank you very much. So, let’s start with „What  
 16 to Say“ and „400 IELTS“ please. **(‘What to Say’ and ‘400 IELTS’ are the names of**  
 17 **two of the materials, comprising two books and two cassettes. These materials are**  
 18 **used in the preparation program to practice and empower the participants’**  
 19 **‘Listening’ skill. ‘What to Say’, consists of 20 units. The units comprise a range of**  
 20 **activities starting with an authentic conversation followed by some routines and**  
 21 **patterns of casual conversations, some differences between American variety and**  
 22 **British variety of the English language and some cultural hints and some**  
 23 **grammatical hints. The conversations are mostly about and around typical daily**  
 24 **and social affairs especially when traveling to an English-medium community.**  
 25 **‘400 IELTS based Listening tests’ is a ‘Listening’ test book comprising 20 units**  
 26 **with 20 tests in each unit. The tests are based on the conversations in ‘What to**  
 27 **Say’ and they are designed in a way to resemble to some extent the typical**  
 28 **‘Listening’ tests in the IELTS Exam. „400IELTS based Listening test book“ has**  
 29 **been designed and developed by the researcher himself).** So, which lessons are we  
 30 now?  
 31 540 Ps: Five, five.

1 541 R/L: Five?  
2 542 PS: Yes.  
3 543 R/L: So, we did lesson four and checked it in the classroom?  
4 544 PS: Yes.  
5 545 R/L: Yes? Did we? Okay. **(The ‘R/L’ tries to find and locate lesson five on the**  
6 **cassette. He had already asked the participants to tune their cassettes prior to**  
7 **coming to the classroom in order not to waste the class time but, the majority of**  
8 **the participants have not brought their cassettes to the classroom. Those who**  
9 **have brought their cassettes have not set their cassettes).** So, while I am preparing  
10 the cassette go through questions and answers from lesson five, yeah? **(The ‘R/L’**  
11 **invites one of the participants, ‘P12’ to go and sit next to ‘P8’ to make room for**  
12 **two of the participants, who have been late to the class, At last, the ‘R/L’ succeeds**  
13 **to set the cassette and invites the ‘PS’ to take the test)! Okay, start please. (The**  
14 **‘PS’ take the test. As soon as the test is finished, the ‘R/L’ invites the participants**  
15 **to see how many questions they have answered. Then, the ‘R/L’ checks out the**  
16 **whole test with the ‘PS’).** Okay, count your answers. **(The ‘PS’ get busy counting**  
17 **their answers, while the ‘R/L’ rewinds the cassette to the beginning of the lesson,**  
18 **asks of one of the participants to read out the question).** „P5“, what is the question?  
19 **(The ‘R/L’ invites the participants one by one to readout one of the questions and**  
20 **to say their answers, then he plays the cassette to check whether or not the**  
21 **participants have answered correctly. Whenever, there seems to be a point in**  
22 **need of explanation, or if the ‘PS’ have any query, the ‘R/L’ elaborates to sort out**  
23 **the problem. For example, one of the participants has a query about the way to**  
24 **write currencies. The ‘R/L’ writes on the board and explains. Also, to make sure**  
25 **and to clarify some points, he asks questions of the ‘PS’. If the ‘PS’ do not know**  
26 **the answer or are uncertain, then the ‘R/L’ explains. The ‘R/L’ explains the**  
27 **difference between note and change. Then, he invites the ‘PS’ to read out the**  
28 **whole text loudly. Each participant reads one sentence. Next, the ‘R/L’ invites the**  
29 **‘PS’ to read the main text silently, and then each participant is allotted two**  
30 **minutes to report the whole text orally. The ‘R/L’ elaborates on grammatical,**  
31 **syntactical, semantically and phonological points, whenever, needed).** Okay, any

1 questions, any problem? **(Some of the participants have queries about the**  
2 **difference between some phrases such as; ‘get a bus’, ‘catch a bus’ and ‘take a**  
3 **bus’, or for example ‘take a photo’ and ‘catch a photo’, etc. The ‘R/L’ explains in**  
4 **length the differences they make in the meaning and the concept. For example, he**  
5 **explains that, “‘To take a photo’ means ‘To set a camera to capture an image’ or**  
6 **‘To record a scenery on a film’, but ‘To catch a photo’ means to take a photo with**  
7 **hands, for instance, which has been thrown to you.”)** Now, let’s do a test, „Test 2“.  
8 **(The ‘R/L’ invites the participants to get ready to take an IELTS specimen**  
9 **‘Listening’ test from a book named, ‘Cambridge IELTS 1’, by ‘Jakeman’).** So,  
10 let’s do a test from „IELTS 1“, please. First, we will do a test. Okay? And then, we will  
11 analyse the rest of „test 1“ **(After the ‘PS’ do a test, the ‘R/L’ analyses all the**  
12 **questions one by one. He explains all the important points, so that the „PS“ would**  
13 **be in the safe side. For example, he usually elaborates on issues such as;**  
14 **capitalization, dictation, grammatical and syntactical and semantically changes,**  
15 **which are sometimes needed when answering to the questions, etc.).** Okay? Is  
16 everything clear? Any problem „P14“?

17 546 P14: No, I am alright.

18 547 R/L: Did you all find test number 2? **(The ‘PS’ murmur and page their books to**  
19 **find the test! The ‘R/L’ tries to set the cassette. But, the cassette seems to be**  
20 **blank)!**

21 548 R/L: „P12“, it is not working!

22 549 P12: Hah, huh, heh, hnh!

23 550 R/L: Any of you have got? Hum? **(The ‘R/L’ continues trying to set the cassette.**  
24 **Finally, the ‘R/L’ gives up, takes the cassette out and asks another participant for**  
25 **a reliable cassette)!** Can I borrow yours? **(The ‘R/L’ asks ‘P15’ to lend her cassette**  
26 **to him. The ‘R/L’ succeeds to set the cassette. He invites the ‘PS’ to get ready).**  
27 Okay, get ready. We are about to start. The test started. Is that okay, „P5“? **(The „R/L“**  
28 **wants to make sure that everybody can hear the cassette clearly. After the test is**  
29 **finished the ‘R/L’ stops the cassette).** Okay, you have some minutes to check your  
30 answers. Check to see if you want to do any changes, any corrections, some minutes.  
31 Do not consult, please. Just check your own answers. Ok? Do not consult. **(While**

1           **resetting the cassette, the ‘R/L’ observes the ‘PS’ to see what they do. He notices**  
2           **that two of the participants chat and share their ideas about the answers. So, he**  
3           **warns them not to consult).** Check your own answers. Okay? Finished? Now, how  
4           did you find yourself in doing this second test?

5   551   Ps:    Better.

6   552   R/L:  All of you?

7   553   PS:    Yes.

8   554   R/L:  Did you feel better? Did you feel better? **(The ‘R/L’ asks of all the**  
9           **participants to see whether or not they feel any improvement)! Now, go to „test**  
10          one“, please. We are going to analyse the rest of the test. So, as you can see, this test  
11          resembles what may happen in the reality. So, there is a university. And, a student goes  
12          to a consultant a person who can guide him in his lessons, in his credit units. Okay?  
13          This is what may really happen for you when you want to continue your education.  
14          Okay? So, „P8“what was the first question?

15   555   P8:    “When was the orientation meeting?”

16   556   R/L:  “The orientation meeting.” So, here you are getting familiar with the term  
17          “Orientation meeting”. So, we know that in the very beginning of a course at a  
18          university in English–medium universities, there is an „Orientation meeting“. Right?  
19          Now, listen please. **(The ‘R/L’ plays the cassette for the first question. *In doing so,***  
20          ***he tries to provide the participants with an opportunity to listen more carefully to the***  
21          ***latter linguistically oriented oral points in the conversation between the student and***  
22          ***an education staff of an English–medium university. Then, he runs over the point***  
23          ***to analyse the item).*** So, what did you get? „The orientation meeting“ was yesterday.  
24          Now, check your answers, or choices you have, hum. „A“, „B“, „C“ & „D“. If you are  
25          using your „English knowledge“, okay, then immediately you can disregard „C“ and  
26          „D“, why?

27   557   Ps:    They are „Future“.

28   558   R/L:  Okay? In doing any kind of text, I suggest that you consider three kinds of  
29          knowledge, with regard to your English test. First, your „English knowledge“, then  
30          your „Textual knowledge“ and then your „Universal knowledge“. **(The ‘R/L’ writes**  
31          **them on the whiteboard too).** So, take the advantage of these three different items

- 1 (Okay?), your „English knowledge“, „Textual knowledge“, „Universal knowledge“.
- 2 What does your „English knowledge“ tell you?
- 3 559 P5: The grammar, vocabulary.
- 4 560 R/L: The grammar. You heard, „Yesterday“, „C“ and „D“ start with „Will“, through
- 5 our „English knowledge“, we know that „Will“ is auxiliary verb for „Future“. Okay? So,
- 6 in a glance, we can dismiss, hum, 50% percent of the possible answers, „C“ and „D“.
- 7 Now, what is left? „Recently“ and „Last term“. What does our „Universal knowledge“
- 8 tell us about „A“ and „B“?
- 9 561 P1: „B“ and „D“.
- 10 562 R/L: No, no.
- 11 563 P8: Time of the action.
- 12 564 R/L: About the time of the action which has happened. Then, you have two answers
- 13 „Recently“ and „Last term“. And, she said, “Yesterday”. Now, what does our
- 14 „Universal knowledge“ tell us?
- 15 565 P12: About last term.
- 16 566 R/L: So, the „Universal knowledge“ tells us that „Last term“, (hum), is what? A term
- 17 is about 5-6 months. Okay? And, „Last term“ is something more than that, whatever,
- 18 (hum?) is at least some months. So, can „Yesterday“ match with 6 months?
- 19 567 PS: No.
- 20 568 R/L: Okay? And, in the instructions, you are instructed to choose „the most suitable
- 21 answer“. Okay? „The most appropriate answer“. So, when you weigh everything, you
- 22 go through your „English knowledge“, your „Textual knowledge“ and then „Universal
- 23 knowledge“, (hum), and you weigh everything, you know, you see that, „the most
- 24 suitable answer“ is, (ha), „Recently“, which means may be, 2-3-4 days. (Hum)?
- 25 Alright? So, „Yesterday“ is closest to „Recently“. Right? And, what is „P8“ the
- 26 question?
- 27 569 P8: Excuse me?
- 28 570 R/L: Where were you? *(By asking this question the „R/L“ intended to draw the*
- 29 *attention of one of the participants,-„P8“- who was not paying attention to the „R/L“s“*
- 30 *explanations)! You were not in the class „P8“. Where were you?*
- 31 571 P8: I was paying attention.



- 1 572 R/L: Laughingly. Where were you?
- 2 573 P8: I am in the class.
- 3 574 R/L: Okay. Read the question.
- 4 575 P8: The question? „C“.
- 5 576 R/L: So. No. What is the question? „The orientation meeting“.
- 6 577 P9: Where was...?
- 7 578 R/L: Read „P9“.
- 8 579 P9: When was „The orientation meeting“?
- 9 580 R/L: When was „The orientation meeting“? This is the question. So, it took. The  
10 answer is, „P9“?
- 11 581 P9: It took place, „Recently“.
- 12 582 R/L: It took place, „Recently“, based on the conversation. But, if you paid attention,  
13 there was a lengthy conversation between these two people. And, only at the end of the  
14 conversation was that she said, “There was an „orientation meeting“ yesterday.”  
15 Alright? So, there is where we can find the answer. Alright? So, you must be very  
16 attentive, very careful and listen to every bit of the conversation carefully. Alright?  
17 „P4“, what is the next question please?
- 18 583 P4: „Attendance“...
- 19 584 R/L: “Attendance at the lectures is... .” Alright, so, what are the possible answers, the  
20 choices? Hum? Read them, please.
- 21 585 P4: „Optional after 4 p.m.“.
- 22 586 R/L: „Optional after 4p.m.“.
- 23 587 P4: „Closely monitored“.
- 24 588 R/L: „Closely monitored“.
- 25 589 P4: „Difficult to enforce“.
- 26 590 R/L: „Difficult to enforce“.
- 27 591 P4: „Sometimes unnecessary“.
- 28 592 R/L: „Sometimes unnecessary“. Okay? So, you got the idea. Now, listen to the rest of  
29 the conversation. ***(In doing so and by the way of negotiating meaning, the „R/L“***  
30 ***intends to provide the participants with an opportunity to learn how to pin point the***  
31 ***possible answer by utilizing „Linguistically“ oriented elements in the conversations.***

- 1           *The „R/L“s“instructions on paying attention and using „Linguistically“ oriented*  
 2           *issues is an attempt to promote IELTS „Listening test“ band score The „R/L“*  
 3           *attempts to aware the „PS“ thatthey should learn and make sense of points laid in*  
 4           *„Syntactical“ and „Senantically“ aspects of each and every clause to find the correct*  
 5           *answer, hence promote their „IELTS band score“. Bång familiar with the nature*  
 6           *and features of a test can affect the results of the examinees positively. For example,*  
 7           *Moghaddam (2002) says, “...whether reading in the first or second language, one*  
 8           *can assume that both native and non-native readers will understand more of a text*  
 9           *when they are familiar with content, formal and linguistic schema, cultural*  
 10           *orientation and background knowledge.” (p.81) The ‘R/L’ plays the cassette for*  
 11           *the ‘PS’ to listen to the rest of the conversation). “Attendance at lectures is*  
 12           necessary.” So, what is the answer? Is it „Optional“?
- 13   593   P5:   No.
- 14   594   R/L:  If we say, “is necessary”. Is it sometimes, (hum) „Necessary“? 90% attendance is  
 15           expected. **(The ‘R/L’ repeats every single sentence uttered in the conversation by**  
 16           **the consultant)**. So, it cannot be „Optional“, it cannot be „Sometimes necessary“. 90%,  
 17           closed to 100%. Hum? “Do they enforce people?” “Yes, we do, we are pretty strict  
 18           about it.” *(The „R/L“ plays the cassette bit by bit to emphasis on each and every*  
 19           *constituent of the sentence, which can guide the participants to gain a concept. In*  
 20           *this way, the „R/L“ tries to provide the participants with an opportunity to learn how*  
 21           *to analyse an item based on their „Language knowledge“, „Textual knowledge“ and*  
 22           *„Extra knowledge“ in an „Item“, i.e.; the stem and the alternatives“)* What message  
 23           do we have? Hum? What is the possible answer, „P14“?
- 24   595   P8:  We should „attend lectures“.
- 25   596   P14:  „Difficult to monitor“. Difficulty.
- 26   597   R/L:  Difficulty? Hum? „P8“? „P8“?
- 27   598   P8:  „Closely monitored“.
- 28   599   R/L:  „Closely monitored“. “We are strict about it”, “Necessary to attend”. Yes, “We  
 29           do”? Hum?
- 30   600   P9:  What“s the meaning of „monitor“?

- 1 601 R/L: Means to control closely, that I always come and open the door. Okay? „Closely  
 2 monitored“, “2 missing”. **(The ‘R/L’ simulates a ‘Monitor’ of an education  
 3 institution, who comes and spies on the presence of the students in a classroom).**  
 4 Write it down, two missing. Okay? „Closely monitored“, *(In so doing, the „R/L“ aims  
 5 to familiarize the „PS“ with the concept of „Closely monitored“)*. Alright? Means  
 6 always we control it, „Closely monitored“. So, a spy comes and checks, (Hum?), the  
 7 class (Yes?) to see whether everybody is in the classroom. „Closely monitored“. Right?  
 8 Can you hear, everybody? So, 90% of the duration of time you must be there. Okay?  
 9 That means, for example if the duration of the term is say „12 weeks“, (Okay?), at least  
 10 you must be there „10 weeks“. So, may be you are permitted to, ah, for example be  
 11 absent for one or two sessions, and then you must provide reason why you were  
 12 absent. For example, whether it was a medical case or something like that. Or, were  
 13 you in an argent case. So, you couldn’t come to the class, for example. So, you must  
 14 bring evidence for them. Alright? *(The „R/L“ tries to familiarize the participants with  
 15 some rules and codes of practice at universities as a „Universal knowledge“, so that  
 16 the participants would be able to orient themselves by paying attention to common  
 17 sense. The ‘R/L’ continues analysing all the questions in the ‘Listening’ test one  
 18 by one by explaining different aspects and looking at each item from different  
 19 angles)*. Why do you say, “3 mornings”? Why not „3 afternoons“?  
 20 602 Ps: „9 o’clock“, „9 o’clock“.
- 21 603 R/L: Do you remember my explanation on time? **(The ‘R/L’ had explained in the  
 22 previous session about the division of time based on ‘24 hours’ in length. So, the  
 23 ‘PS’ were aware that there is no ‘9 o’clock, in the afternoon)!**
- 24 604 Ps: Yes.
- 25 605 R/L: I gave it to you. We said, “From 12 o’clock to 6 o’clock is afternoon.” And then,  
 26 “From 6 o’clock to 12 o’clock is evening.” So, we do not have „9 o’clock“ in the  
 27 afternoon. Hum? We do not have „9 o’clock“ in the afternoon. Nine o’clock is in the  
 28 morning. This is again your „Universal knowledge“. Okay? Next. So, „P3“, you see  
 29 when it comes to something which is a bit difficult, it is sometimes repeated. (Hum?)  
 30 So, it was said, “Close reserved” and after a short conversation, the man asked the  
 31 woman again, (okay), what did you call that? And, she said, “Close reserved.” So,

- 1 sometimes, if you are attentive, you can see that a phrase or for example a word, which  
 2 seems to be a bit difficult, sometimes it is repeated two-three times. Okay? Has...?
- 3 606 Ps: „A vocational“.
- 4 607 R/L: Now, let me check your answers. **(The ‘R/L’ wants to make sure whether the**  
 5 **‘PS’ have written ‘Vocational’ or ‘Vacational’. So, he checks them all one by one**  
 6 **and notices that the majority have answered wrongly)! Okay, this is the case of**  
 7 „Pronunciation“. It is very critical. That I insist so much on „Pronunciation“ is because  
 8 of these questions. Okay? Now, look. **(The ‘R/L’ writes on the whiteboard,**  
 9 **‘vacation’ and ‘vocation’)**. What is the difference?
- 10 608 P5: vəkāšən. vökāšən.
- 11 609 R/L: This is what you say, “vəkāšən, vökāšən.” Okay? For which one do you say,  
 12 “vəkāšən”? **(The ‘PS’ show ‘Vacation’ for ‘vəkāšən’)**. For which one do you say,  
 13 “vökāšən”? **(The ‘PS’ show ‘Vocation’ for ‘vökāšən’)**. This is what you say as  
 14 foreigners, non–native speakers. But, let’s see what native speakers say? What is this?  
 15 **(The ‘R/L’ shows ‘Vacation’, which is written on the whiteboard and pronounces,**  
 16 **“vökəšən”)**. What is this? **(The ‘R/L’ shows ‘Vocation’, which is written on the**  
 17 **whiteboard and pronounces, “vəkəšən”)**. Do you find any difference? Of course,  
 18 not, (Hum?), but, „vəkāšən“, „vökāšən“? Not, „vökəšən“, „vəkəšən“. You see. And,  
 19 because they know that you have this problem, they have chosen this as a question.  
 20 Hum? The reason that they have chosen this as a question is because they know that  
 21 you have this problem in „Pronunciation“. And, if has happened that many, many  
 22 people, non–native speakers, who go to study at English–medium universities, such as  
 23 you, (Okay?), will pronounce them wrongly. The native speaker thinks differently  
 24 from what you say. And, they have found it a good, ha, choice of a question. Right? If  
 25 we cannot pronounce the words and phrases as it is pronounced by native speakers,  
 26 then it can cause misunderstandings or confusions. Right? And then, things happen.  
 27 Sometimes, disasters happen very simply. Okay? Right? Any questions?
- 28 610 P3: What is „Vocational“?
- 29 611 R/L: This is related to jobs, finding a job. Okay? „Vocation“ means „job“, „career“.  
 30 Okay? So, the focus is on finding careers, jobs. That means you get trained, hum, learn  
 31 something to do and then, based on that you go and find a job to earn money.

- 1 612 P3: Is it „Carrier“?
- 2 613 R/L: „Carrier“, „kæriə“, „Career“, „kɔəriə“ you see career not carrier. Hun? „Carrier“ this  
3 „kæriə“. **(The ‘R/L’ writes on the whiteboard ‘Carrier’ to explain the difference**  
4 **between ‘Carrier’ and ‘Career’ in terms of their pronunciation, because the**  
5 **participant pronounces ‘Career’ wrongly with the pronunciation of ‘Carrier’).**  
6 Okay? „Carrier“ is a ship. „Career“ is a job. Okay? For example, we say, “American air  
7 plane carriers”, hum, “Warships”. But, he found a „Career“ not a „Carrier“. That“s why  
8 I insist so much on your „Pronunciation“. Because, I know you have problems and  
9 that“s when I said „Listening“ is not complicated, (Okay?) what makes it difficult, is  
10 the matter of „Pronunciation“ mostly, „Intonation“ and „Landing of the words“, which I  
11 explained all these things in the very beginning of the course. Do you remember? (**‘Ps’**  
12 **say, “Yes”**). All of you?
- 13 614 PS: Yes.
- 14 615 R/L: Good.
- 15 616 P6: What is this book? **(The participant shows one his books named ‘English**  
16 **Pronunciation in Use’ to the ‘R/L’).**
- 17 617 R/L: „Course book“, course, the books that you use in a course, such as the books that  
18 you have got in front of you now. Okay? These are course books. So, if you are doing  
19 economics, accountancy, computer, they have got the books, which are called „Course  
20 books“, right? Questions? problems?
- 21 618 P12: Excuse me.
- 22 619 R/L: Yes?
- 23 620 P12: How do you say them? **(The participant shows ‘Vocation’ and ‘Vacation’,**  
24 **which are written on the whiteboard).**
- 25 621 R/L: „vɔkəʃən“, „vəkəʃən“, with „ð“ sound and „ə“ sound, „kəʃən“, „vɔkəʃən“,  
26 „vəkəʃən“. Okay? Not „kəʃən“, not „kəʃən“. „vəkəʃən“ vs „vɔkəʃən“. „vɔkəʃənəl“,  
27 „vɔkəʃənəl“, „vəkəʃənəl“.
- 28 622 P3: Do they have „vəkəʃən“?
- 29 623 R/L: No, they don“t. You have. They don“t. You have. They don“t have.
- 30 624 P3: Do they have „vɔkəʃən“?
- 31 625 R/L: You have. They don“t have.

- 1 626 PS: Hah, huh, heh, hnh!
- 2 627 R/L: I put the signs here. Okay? This is „ə“. This is „ð“. **(The ‘R/L’ writes phonetic signs on the whiteboard and says the sounds while pointing to the phones).**
- 3
- 4 628 P4: What is the difference between „Write“ and „Write up“?
- 5 629 R/L: It’s completed. „To write up“ means complete something. Okay?
- 6 630 P4: If I write, „write“ instead of „write up“?
- 7 631 R/L: Possibly you may lose your mark. Okay? „Write up“ means, develop a complete
- 8 „Writing“, a complete „Essay“, (Okay?), or „Report“ or whatever. But, „Write“, I am
- 9 just writing. **(The ‘R/L’ writes a word on the whiteboard).** This is writing. I am just
- 10 writing. Okay? „Write up“, means complete an „Essay“, a „Report“, „Argumentation“,
- 11 „Exposition“ or whatever.
- 12 632 P12: In the ç or what is „Vowel“? If there „C“ and „Vowel“ we say „ð“?
- 13 633 R/L: „Vowel“.
- 14 634 P12: „Constant“ and „Vole“.
- 15 635 R/L: „Vowel“, „Vowel“. **(The ‘R/L’ tries to error correct the participant’s pronunciation error of ‘Vowel’).**
- 16
- 17 636 P12: „Vowel“.
- 18 637 R/L: „Vowel“, „Vowel“.
- 19 638 P12: „Vowel“, is it the sound repeat as „ð“? „Career“? ***(The participant’s assumption is that in any word in which letter „C“ is followed by letter „A“, letter „A“ must be pronounced „ð“!)***
- 20
- 21
- 22 639 R/L: No, it is not a rule. Okay? As I said before „A“ has five different sounds, you
- 23 remember, I said „A“ has five different sounds. **(The ‘R/L’ writes on the whiteboard; sound ‘ä’ as in ‘Car’).** So, it is not always that, for example if there is „C“ and then
- 24 „A“ you call it „ð“. Because, for example, it is „Career“ and this is, for example
- 25 „Vacation“ you know like that. This is „Car“, „kää“, (Okay?), or „Cat“, „kæt“. So, sorry,
- 26 this is, this „Car“, but this is for „æ“ sound in „kæt“. Okay? **(The ‘R/L’ writes all the words with their phonetic signs and explains them all one by one).** So, „ä“ for „Car“,
- 27 „kää“. „æ“ for „Cat“, „kæt“. „ə“ for „Sugar“, „šügə“. So, we don’t say, „šoogär“, or
- 28 „šoogær“. You say, „šügə“. And, „ð“ as in „Wall“, „wöl“, „Talk“, tök; „Walk“, „wök“;
- 29 „Career“, „kõriä“; „Vocation“, „yökəšən“. Right? And, „ã“ as in „Plate“, „plät“, „Plane“,
- 30
- 31

1 „plān“. Okay? „Name“, „nām“. Right? „Rate“, „rāt“, „Late“, „lāt“. Okay? „Same“, „sām“.  
2 Right?

3 640 P12: „falk“, „wālk“?

4 641 R/L: „tök“, „wök“, „wök“. Not „wālk“. „L“ is not pronounced. Okay?

5 642 P9: „Hot wäter“?

6 643 R/L: „höt wötə“

7 644 P9: „R“ is not pronounced?

8 645 R/L: „wötə“, „wötə“, „wötə“. Not „Hot wäter“

9 646 PS: Hah, huh, heh, hnh.

10 647 R/L: Okay? Some teachers say, “hät wäter”. **(The ‘R/L’ emphasizes that a strong**  
11 **flapper ‘r’ is not acceptable in the pronunciation of letter ‘R’ at the end of a**  
12 **word).** No, „höt wötə“. Okay? It’s not your fault. This is because you are being taught  
13 wrongly. Okay? Okay? Any more question? Okay, enjoy your break, please.

14

15 **Friday, 13/04/2007**

16 **Time: 11:20-13:20**

17

### Reading

18

#### (Learning techniques)

19 648 R/L: Alright, would you please put your homework on the desk? Any „Writing“ task,  
20 any „Reading“ task, whatever you have a homework. Okay? If you have any questions  
21 about your previous homework and class work that you would like to ask please don’t  
22 hesitate. Ask me your questions. Any problems?

23 649 Ps: % X %.

24 650 R/L: So, do we have „Reading“ now? Yeah? „Reading“?

25 651 Ps: Yes, „Reading“.

26 652 R/L: Okay, thank you, „Structure of the sentence“. You can check the structure of the  
27 sentence. You can check any misspelling, any vocabulary problem. Or, may be your  
28 vocabulary is inappropriate to the context of the text, or for example to the, ah, I mean,  
29 the sentence, or whatever. Check your tense of the sentence. So, you can check it for  
30 all different, ha, occasions. It will help you to learn better. **(The ‘R/L’ gives the**  
31 **participants’ previous homework back to them with his corrections and feedback.**

- 1           **He suggests that the ‘PS’ check and see their errors and his feed back. The ‘PS’**  
 2           **get busy checking their corrected homework and class work).** Because, when you  
 3           check your problems, you will get a better insight into your problems of the language.  
 4           Okay? Also, then you will seek to sort out your problems, so you will learn in this way,  
 5           more and more. Okay? Can you read my writings?
- 6   653   P5:   Why a long sentence is not good?
- 7   654   R/L:   Yes, because you should try to send your message in the shortest possible way.  
 8           Okay? Avoid all of you, avoid writing lengthy sentences. If you can transfer a message  
 9           in say five words do not transfer it in 10 words. Okay? If you can transfer a message in  
 10          a „phrase“, do not transfer it in a „sentence“. If you can transfer a message in a „word“  
 11          do not transfer it in a „phrase“. Okay? So, in developing your „Writings“, avoid lengthy  
 12          sentences and going round the bushes. Okay? Go straight to the point. The shorter a  
 13          sentence the better, provided it carries the whole meaning. Right? So, avoid repeated  
 14          information. Okay? And, avoid extra information. Go right to the point. Alright. So,  
 15          would you all take out your „Developing Reading Skills“, please? And, which lesson  
 16          „P8“?
- 17   655   P8:   Lesson five.
- 18   656   R/L:   Lesson?
- 19   657   P8:   Lesson five.
- 20   658   R/L:   Lesson five? Yeah? So, you have about seven minutes to read text Number five.  
 21           Okay? And then, we will carry on as usual. **(The ‘PS’ get engaged in reading a text**  
 22           **about ‘differences between Arabic cultures and Western cultures when getting**  
 23           **involved in business relations’).** Finished every body?
- 24   659   Ps:   No.
- 25   660   R/L:   Alright, stop please, **(The allotted time has elapsed, so the ‘R/L’ asks the ‘PS’**  
 26           **to stop reading).** Close the books. „P5“, in one sentence tell me what was it a bout?  
 27           **(The ‘R/L’ invites each and every participant to make his/her own topic for the**  
 28           **text. In so doing, the „R/L“ aims to provide the participants with an opportunity to**  
 29           **learn how to take the gist out of the text. Also, to have an opportunity to get familiar**  
 30           **with a kind of IELTS „Reading“ test type namely „List of Headings“.** The ‘R/L’ then,  
 31           **asks of the ‘PS’ different kinds of questions such as, ‘True/ False/Not Given’,**



1 **‘Yes/No/Not Given’, ‘Matching’, etc, which resemble the usual ‘Reading’ test**  
 2 **types in IELTS ‘Reading’ tests).**

3 661 R/L: So, if we consider all the information in the text, it was first of all about Arabic  
 4 countries, not the Middle Eastern countries. Okay? Because, Iran is in the Middle East,  
 5 we are not Arabs. Okay? Afghanistan is in the Middle East, they are not Arabs. Yeah?  
 6 Pakistan is in the Middle East, they are not Arabs. Okay? So, the focus of this text was  
 7 on Arabs, not Middle East, not the Middle East. Alright? So, we should see what is the  
 8 focus of information in a text, Right? So, the focus was on Arabs. Hum?

9 662 Ps: Rules of business.

10 663 R/L: Arabic. Hum?

11 664 Ps: People.

12 665 R/L: Trade rules, (Hum?) or customs or traditions in dealing with western trade  
 13 people. Okay? So, the main focus was on Arabs, their trade tradition and Western  
 14 communities and their trade rules and traditions. Okay? So, there was a comparison  
 15 between Arabic trade rules and traditions and, and Western trade rules and traditions.  
 16 Yes? Okay? **(The ‘R/L’ asks of participants different types of questions based on**  
 17 **the typical IELTS Reading test type ‘e.g. True / False/Not Given, etc.’ Also, he**  
 18 **asks of them some vocabularies. The ‘PS’ are expected to say different ‘Parts of**  
 19 **speech’ for each word. Then, the ‘R/L’ replies to the participants’ queries and**  
 20 **questions. When necessary, he also elaborates on the grammatical and syntactical**  
 21 **points. Finally, he invites them to take out their vocabulary book named ‘504**  
 22 **essential words’. *The „R/L” reads out 12 vocabularies from the book to give the „PS”***  
 23 ***an opportunity to learn the correct pronunciation. Because, one of the problems of***  
 24 ***the participants, „as with almost all the learners of English as a Foreign Language”***  
 25 ***is that they mostly pronounce vocabularies wrongly. This can cause***  
 26 ***misunderstanding, misconception or confusion in a discourse. So, the „R/L” is very***  
 27 ***emphatic on „correct pronunciation”, „correct intonation” and „correct landing of the***  
 28 ***words”.*** The 12 new vocabularies are; ‘Corpse’, ‘Conceal’, ‘Dismal’, ‘Frigid’,  
 29 ‘Inhabit’, ‘Numb’, ‘Peril’, ‘Recline’, ‘Shriek’, ‘Sinister’, ‘Tempt’ and ‘Wager’.  
 30 He asks the ‘PS’ to repeat after him. In the second round, each participant reads  
 31 out the vocabularies individually. After, the ‘R/L’ invites the ‘PS’ to read out the

- 1           **12 newly learnt vocabularies with their associated sentences, one by one. He**  
 2           **listens carefully and when necessary he error corrects. Then, he allots the ‘PS’**  
 3           **two minutes to read the text following the single sentences silently. *The length of***  
 4           ***the text is about 150 words, so two minutes time seems logical to give the „PS” to***  
 5           ***practice fast „Reading”.*** Next, the ‘R/L’ allots each participant one-two minutes to  
 6           **talk about the text as much as they can. *In doing so, the „R/L” tries to provide the***  
 7           ***„PS” with an opportunity to integrate „Reading” with „Speaking”.*** In this way, the  
 8           ***„R/L” also provides the „PS” with an opportunity to experience and practice thinking***  
 9           ***and talking about different texts, which are related to different subjects and fields of***  
 10           ***study***). Good. Question, problems? So, you know your homework. 12 sentences, each  
 11           sentence for each newly learnt vocabulary, and do not forget to develop your „Writing”  
 12           based on the text, Hun! Alright? Now, put the books away and take out your „IELTS 1”  
 13           please to do some „Reading” tasks. **(The ‘PS’ put their ‘504’ away and take out their**  
 14           **IELTS1).** Did we check the test that we had in the classroom about „Tourism”? Did we  
 15           check it?  
 16   666   Ps:   Yes.  
 17   667   R/L:  All of it?  
 18   668   Ps:   Yes.  
 19   669   R/L:  Finished? No? Any questions left? „P4”? **(The ‘R/L’ checks to make sure**  
 20           **whether or not they have checked and analyzed the ‘True / False/Not Given’ test**  
 21           **of a ‘Reading passage about Tourism’).** Where is „Tourism”?  
 22   670   P5:   Page 22.  
 23   671   R/L:  Page 22 is not „Tourism”.  
 24   672   P4:   Page 48.  
 25   673   L/R:  Go to page 48, please. Okay? Did we check it all? All the answers? Finished it?  
 26   674   P4:   Yes.  
 27   675   R/L:  And then, any questions about this text? About „Tourism”? Any  
 28           misunderstandings? Questions? Nothing? Alright. Now, go to the other one that we  
 29           did it recently, about the „Cloze type” test.  
 30   676   Ps:   What page?  
 31   677   R/L:  Page 22, yes.

- 1 678 P8: I have a question. What is this word? (**The participant shows a word to the**  
2 **'R/L' to read it for him).**
- 3 679 R/L: „Audisynctruct“! Where did you find it?
- 4 680 P8: Here. (**The participant shows the 'Reading passage' to the 'R/L'.**)
- 5 681 R/L: Here?
- 6 682 P8: Yes.
- 7 683 R/L: Why didn't you go and check it up with the dictionary.
- 8 684 P8: I checked. But, I couldn't find it!
- 9 685 R/L: You couldn't?
- 10 686 P8: No.
- 11 687 R/L: Then, bring it out and show me so I can check it with the text for you. Okay, no  
12 worries. Okay? Any more questions? Alright. Now, let's check this, ah, „Cloze type“  
13 test. What is your suggested answer? “They tried to...” what should come after this?  
14 “They tried to...”
- 15 688 Ps: Leave!
- 16 689 R/L: No, what part of speech should come? After it?
- 17 690 P4: Verb?
- 18 691 R/L: A verb. Okay? Based on your „Language knowledge“, or „English knowledge“,  
19 you know that after „to“; (okay) you need a „verb“. Okay? How many verbs do we have  
20 in the list? How many verbs do we have in the list? (**The 'PS' seem a bit puzzled!**) Is  
21 „Mexicans“ a verb?
- 22 692 Ps: No.
- 23 693 R/L: Despite?
- 24 694 Ps: No.
- 25 695 R/L: „Sun light“?, „Percussion“?, „Unaware“?, „Until“?, „Random“?
- 26 696 Ps: No.
- 27 697 R/L: Preserve?
- 28 698 Ps: Yes.
- 29 699 R/L: Yes. (**The 'R/L' reads out all the words in the suggested 'List of words'. In**  
30 **so doing, the „R/L“ intends to provide the participants with an opportunity to be**  
31 **attentive in realizing different parts of speech. So, when he reaches a verb, the „PS“**

- 1            **would confirm by saying „yes“.** **In the end, three verbs are realized altogether in the**  
 2            **„list“)** So, if you check them, based on your „Language knowledge“, among the whole  
 3            list you can see that there are only three verbs, which are the possible answers, or  
 4            probable answers. Okay? Now, you are well ahead now. Then, you can check with the  
 5            context, (Okay?) of your sentence to see which of them is the most suitable, sometimes  
 6            may be only one is left. But, sometimes may be two or three are suitable, or they at  
 7            least seem suitable. Alright? So, you can say, for example, “They tried to preserve,  
 8            they tried to make, they tried to smoke.” Okay? But, then it says, “Burning logs”.  
 9            Okay? Do we make „burning logs“?
- 10    700    Ps:    No.
- 11    701    R/L:   We make tea. We make a table. Ha? But, we do not make burning logs. Okay?  
 12            Do we smoke, do we smoke burning logs?
- 13    702    Ps:    No.
- 14    703    R/L:   They are burning themselves. So, they are, ha, having their own smoke. So, if  
 15            you have a good „Language knowledge“ and „Textual knowledge“, by weighing all  
 16            these things, (Ha?) checking your word and the concept and the meaning with the  
 17            meanings of the words preceding and following this word, (Okay?) then you can make  
 18            the right decision. So, what is the best choice?
- 19    704    Ps:    „Preserve“.
- 20    705    R/L:   „Preserve“. We preserve the burning logs. Okay? We do not make them. We do  
 21            not smoke them. Right? But, we can preserve them. Right? Preserve them alright? **(So,**  
 22            **in this way the „R/L“ tries to train the „PS“ the deliberate and analytical approach to**  
 23            **structuring and forming language on linguistics bases).** Now, this is one way of  
 24            finding the answers. Right? This is one of the ways by checking the meanings, of, ah,  
 25            the meaning or the meanings, (Okay?) different meanings of the „missing words“,  
 26            (Okay?) with the words preceding and following that word in your context, (Okay?)  
 27            context of the sentence.
- 28    706    P5:    What is „log“?
- 29    707    R/L:   „Log“. What is the meaning of „log“? „Log“ is the part of a tree, (Okay?) when  
 30            you cut a tree, ha, these parts of wood that you use them for fire, they are called logs.  
 31            Ha?

- 1 708 P5: With branch?
- 2 709 R/L: Han? It doesn't matter whether it is with branches or without branches. Okay?
- 3 It's the trunk, hum, of the tree. Alright? Now, you can also check it with your text.
- 4 Okay? Find the words in the text and try to open the window. Right? Try to open the
- 5 window in the text by finding the words used in the sentence. Okay? You can start
- 6 „skimming“ the text. Skim the text and find out the „window“. Hum? Alright? So, when
- 7 you want to do a „Reading“, you must open the windows. Check the vocabulary in the
- 8 „Cloze type“ test, or in your questions, based on them and „Skimming“ through your
- 9 text open a „window“. What does „window“ mean? For example, when you're
- 10 „Skimming“ your text, then you will find a familiar word by checking the question and
- 11 the text. Alright? Then, continue in the text, alright, and see how far you can go and
- 12 how much of the text is related to that part of the „Cloze test“, or the question. Okay?
- 13 Then, when you see that the text is talking about something, which is irrelevant to the
- 14 question, this is the end of your „window“ in the text. Okay? So, this is the „window“,
- 15 **(The R/L draws a line around a part of a paragraph in the text which is related to**
- 16 **one of the questions, to teach the participant, the way of making a 'window' in a**
- 17 **text. In so doing, in way of scaffolding, the R/L tries to provide the „PS“ with an**
- 18 **opportunity to learn how a „task based Reading“ differs from other forms of**
- 19 **„Reading“ tests),** in which you can explore for and find the answer. Okay? Match the
- 20 meaning of this part with the meaning of the question. Alright? And then, find out your
- 21 answer. So, you do not concern about the rest of the text. You do not spend time on the
- 22 rest of the text. Okay? So, you focus on this part and find it. Now, can you find this
- 23 window in your text please? Tell me where the „window“ starts and where it ends.
- 24 Okay? **(The „R/L“ gives the „PS“ an opportunity to practice „window opening“**
- 25 **themselves. In this way the participants can reach a stage of „ZPD“)** So, read it
- 26 please, where does it start, where? **(The 'PS' seriously get engaged in finding the**
- 27 **'window'. Some of them, who succeed in finding the 'window', begin talking).**
- 28 710 P8: “The earliest people ...”
- 29 711 R/L: “The earliest people probably stored, (Okay?) stored,” so, what does stored
- 30 mean?
- 31 712 Ps: „Preserve“.

- 1 713 R/L: „Preserve“. Okay? We do not see the exact word. Okay? We do not see the exact  
 2 word. This is how they also check your vocabulary power. This is how they find out  
 3 whether or not **(Somebody knocks on the door of the classroom and says some**  
 4 **words to the ‘R/L’.** So, there is an interruption of about some seconds). So, this is  
 5 how they check on your vocabulary power too. Right? So, we do not see the word  
 6 „Preserve“ in the text. But, if your vocabulary, hum, knowledge lets you, you can know  
 7 that „Store“ means „Preserve“. Alright? So, the most suitable word for that part is  
 8 „Preserve“.
- 9 714 Ps: „Preserve“.
- 10 715 R/L: Alright, now what is the second one? **(One of the participants has a query.**  
 11 **The ‘R/L’ replies).** So, what is the second question? “...or charcoal of something, the  
 12 that they could create fire themselves.” **(The ‘R/L’ reads out the second question).**  
 13 Okay? So, or charcoal ... Now, your „window“ is, your „window“ is, hum, known to  
 14 you, and you know how much of the text you must explore. So, explore on that part,  
 15 check the vocabulary and see what you have used and what is left. Okay? Did you find  
 16 it here? **(The ‘R/L’ goes over individual participants to check and see how they go**  
 17 **about finding the answers and how they get advantage from the technique of**  
 18 **‘window opening’ in the text to locate the answers as quickly and as precisely as**  
 19 **possible).** „P3“, where is the beginning of your „window“?
- 20 716 P3: Here. **(The participant shows the beginning of the ‘window’ in the text to the**  
 21 **‘R/L’).**
- 22 717 R/L: And, where is the end of your „window“? **(‘P3’ shows the end to the ‘R/L’. The**  
 23 **‘R/L’ talks to some other participants).** It starts from here. Okay? So, it starts from  
 24 „unable“, ha? “Unable to make, okay, flame,” hum, “Unable to make flame.” Okay, the  
 25 opening of the „Window“, the beginning of the „Window“ is there. “Unable.” Okay?  
 26 This is where your „window“ starts, „Unable“ and ends in „pot“ or „pots“. Okay? So,  
 27 probe, explore in this part, and then try to find out the suitable word. **(One of the**  
 28 **participants, ‘P14’ has a question).**
- 29 718 P14: ‘Pot“?
- 30 719 R/L: Pardon?
- 31 720 P14: „Pof“?

- 1 721 R/L: Is the end of your „window“, yes? Okay? Suggestions? Hum?
- 2 722 Ps: % X %.
- 3 723 R/L: Sorry?
- 4 724 P15: „Until“? **(The participant suggests an alternative).**
- 5 725 R/L: „Until, okay, do you have „until“ in the text here?
- 6 726 P: No.
- 7 727 R/L: Okay? Paraphrase it. Paraphrase it, hum, paraphrase it. Check the meaning of
- 8 the sentence with the meaning of the window. **(The ‘PS’ get engaged in checking the**
- 9 **text and the suggested words in the word list).** Match the meaning of the sentence
- 10 with the meaning of the sentence in the text. Okay? You must be quick. **(The ‘R/L’**
- 11 **instructs with a rising and commanding voice!)** You do not have that much time.
- 12 Okay! You have only one hour time, 60 minutes to answer 40 questions. Right? There
- 13 is not much time. There is not much time. The sentence starts with what? “Unable to
- 14 make flame for themselves.” Al right? “The earliest people probably stored fire by
- 15 keeping the slow burning logs alight or by carrying charcoal in the, in pots.” Okay? So,
- 16 check the whole building blocks within this sentence, with the sentence provided as a
- 17 question. Okay? So, what is left? What is left? Sorry.
- 18 728 P5: “Unable to make flame themselves...”
- 19 729 R/L: So, they were “unable”, okay? In paraphrasing, sometimes, the beginning part of
- 20 a sentence may go to the end of the paraphrased sentence. Okay? Alright? So, if you
- 21 [check...
- 22 730 P10 (X). **(One of the participants has a query and raises her hand and says**
- 23 **something which is unclear. So, the ‘R/L’ continues from where he was**
- 24 **interrupted).**
- 25 731 R/L: Hun?] If you check the sentence in the text with the sentence in the „Cloze test“,
- 26 what can you see? It says, “...they tried to,” „they“ refers to what?
- 27 732 Ps: “Earliest people...”
- 28 733 R/L: „Earliest people“, Okay? To store that mean preserve. Okay? “...burning logs or
- 29 charcoal.” And then, the next part of the sentence starts with something that, “...they
- 30 could create fire themselves.” Something, “...that they could create fire themselves.”
- 31 What is that? What is that word? „Lacking“?, „Despite“?

- 1 734 Ps: No.
- 2 735 R/L: „Until“?
- 3 736 Ps: No.
- 4 737 P8: „Flame“?
- 5 738 R/L: „Flame“?
- 6 739 P5: “...until they could make fire by themselves.”
- 7 740 R/L: Does it say such a thing in [the ...?
- 8 741 Ps: No.]
- 9 742 R/L: In the sentence in the text? Does it say such meaning here?
- 10 743 Ps: No.
- 11 744 R/L: You must check the meaning. Okay? What, whatever you, what, whatever word
- 12 you put there, see what meaning you are creating, and then check that meaning with
- 13 the meaning in the suggested sentence in the text.
- 14 745 Ps: (X). **(Some of the participants murmur some unreadable words).**
- 15 746 Ps: No. No.
- 16 747 R/L: So, what does this sentence say to you?
- 17 748 Ps: No, no.
- 18 749 R/L: What is the meaning of this sentence, when it says, “...unable,...” hum?
- 19 750 P4: “people that are unable to find themselves.”
- 20 751 R/L: Ahhun.
- 21 752 P4: They stored it.
- 22 753 R/L: Okay. So, the meaning is, „that because, because they were not able to make fire,
- 23 to create fire, they had to preserve it“. Okay? So, this is what the text says. Alright? So,
- 24 how can we make the same meaning in this sentence, in which you have a missing
- 25 word. How can we make the same (hum), meaning? „P1“and „P2“, you should also
- 26 take part in the class. Alright? **(The ‘R/L’ reminds some of the participants, who are**
- 27 **passive in the classroom activities to be active).** „P2“, take part in the discussion.
- 28 Alright? „P1“, take part and find. Okay? So, does „until“ mean not being able?
- 29 754 Ps: No.
- 30 755 R/L: So, it says, “...not being able,” “they were not able.” So, where among these
- 31 words, we can find something, which is [equal...



- 1 756 P9: „Unaware“?]
- 2 757 R/L: „Unaware“, „unaware“. Okay? „Unaware“ is the suitable word. Because, they  
3 were not... What does „unaware“ mean? Hum?
- 4 758 P14: „Unable“.
- 5 759 R/L: Means, you don't know something, you are unable. You are not able. Okay? So,  
6 you don't know. You don't know that you have the ability. Okay? You are not able to  
7 differentiate you are not able to, (ha), realize. Okay? „Unaware“, (Okay?) means that  
8 you do not have the knowledge. Okay? So, „unable to make fire“ means „they didn't  
9 have the knowledge to make fire“. They were unaware that they could make the fire.  
10 Alright? So, „P5“, whenever, you suggest a word do not be excited by the grammar.  
11 We said that there are many grammatically correct sentences, which are meaningless,  
12 which are incorrect syntactically. Do you remember? I explained in the very beginning  
13 of the course. This is for this reason (*The „R/L“ takes the advantage of the practices to*  
14 *draw the participants' attention to the importance of learning and mastering*  
15 *grammar and syntax*), that sometimes, may be you choose a word and put it in the  
16 missing place and you make a grammatically correct sentence. But, that correct  
17 sentence, which is grammatically correct, is not necessarily correct in its meaning and  
18 syntax. Okay? So, be careful. If you suggested or chose, for example, a word and then  
19 you completed your sentence, okay, check the meaning. Okay? With what is in your  
20 „window“. Is that clear?
- 21 760 Ps: Yes.
- 22 761 R/L: Okay. Now, let's go to the next one, please. “It is suspected that the first man  
23 made flames were produced by...” What do you...? (**The ‘PS’ suggest different**  
24 **words from the list of the suggested words!**) May be we have a variety of choices.  
25 Okay? So, go and find the window in your text, and check the meaning from the text.  
26 Okay? And, follow the chain of meanings. Alright? Follow the chain of meanings.  
27 Alright?
- 28 762 P8: It says that, “various methods of fire where through friction.”
- 29 763 R/L: Uhum? So, what about, what about, what about [the...]
- 30 764 P5: „By Eskimos“.]

- 1 765 R/L: It can be also by „Eskimos“, it can be by „Mexicans“, it can be by ah, ah. I mean  
 2 in terms of grammar, okay, you can choose many words, and they are all correct. But,  
 3 you must also check the meaning, which you create by choosing that word with what is  
 4 in the text. Because, the answers are text based. Okay? Based on the text you must find  
 5 the suitable word. May be ten of these words go with that sentence, but check with the  
 6 „window“. Okay? Follow the chain of the sentences, which are building that text. Don't  
 7 forget that a „Cloze type test“ is a summary of a complete passage, a complete text, in  
 8 which the main ideas have been kept and the repeating, or non-important information  
 9 has been left out. Alright? **(One of the participants asks the meaning of a word. “I**  
 10 **don't know.” says the ‘R/L’. He does not want the „PS“to get in the habit of being**  
 11 **spoon fed).** Don't forget the chain of the text. Now, let's see what does the text say?  
 12 After „pots“ it says, “how and where man learned how to produce flame at will is on.  
 13 No, this sentence is not a very important sentence, so it has been left out of the „Cloze  
 14 type“. Alright? Then, it continues. What does it say? It says, “It was probably  
 15 secondary invention accidentally made during tool making operations with wood or  
 16 stone.” Right? So, this is the answer to this question. After „pots“ you are facing a  
 17 question, (Okay?) or a suggestion, then you will see a probable answer. So, what does  
 18 it say in this answer? This is where your „window“ ends, (Okay?) for the first part, for  
 19 this part. Okay? This is where your „Window“ end. So, you must probe the answer in  
 20 this window, or in this part. Okay?
- 21 766 P8: „By chance“.
- 22 767 R/L: Why?
- 23 768 P8: “...they are trying...”
- 24 769 R/L: Ahum, what is the sentence? What is the sentence in the text? In the text?
- 25 770 P1: „Accidentally“.
- 26 771 R/L: „Accidentally“, so “...a secondary invention accidentally...” Okay? Do we have  
 27 „accidentally“ in the list of words?
- 28 772 Ps: No.
- 29 773 R/L: No? So, what is the closest word in the meaning to „accidentally“?
- 30 774 Ps: „Chance“.
- 31 775 R/L: „Chance“. Is that clear?

- 1 776 Ps: Yes.
- 2 777 R/L: So, these are the techniques. These are the tricks that you sometimes hear, “there  
3 are tricks.” These are the tricks. „Knowledgeful tricks“. Ha? „Tricks“, „Techniques“.  
4 Okay? That means you must check and compare and weigh everything cautiously and  
5 consciously, (Okay?), based on the three aspects that I said, (Hum?) always check with  
6 three different... Hum?
- 7 778 Ps: „Knowledge“.
- 8 779 R/L: What were they? „Language knowledge“, or your „English knowledge“, (Okay?)  
9 and, then „Textual“, and then „Universal“. **(The ‘R/L’ writes them on the whiteboard  
10 too)**. Couldn’t you answer this question „universally“? Hum? When you were a kid,  
11 Hun, and you were studying about, “How fire was invented.” (Hum?), in your  
12 elementary books, do you remember?
- 13 780 Ps: Yes.
- 14 781 R/L: May be secondary school, or elementary school or 3<sup>rd</sup> grade of elementary  
15 school. Okay? And, haven’t you seen it in many cartoons? Okay? **(The ‘R/L’ tries to  
16 draw the participant’s attention to the role and importance of the background  
17 knowledge, ‘the schemata’ to comprehending ‘Reading’ texts)**.
- 18 782 Ps: Hah, huh, heh, hnh.
- 19 783 R/L: Hum? In „Sanbad“ or where else?
- 20 784 Ps: Hah, huh, heh, hnh.
- 21 785 R/L: Hum?
- 22 786 Ps: Hah, huh, heh, hnh!
- 23 787 R/L: And, where else? Hum? In different cartoons. Hum? Yeah? In the „Wonder  
24 Island“ how they made and created fire, Ha?
- 25 788 Ps: % X %.
- 26 789 R/L: Yeah? Okay? So, it was accidentally. By chance. Hum? Alright.
- 27 790 P1: Excuse me, why we cannot find this?
- 28 791 R/L: Why? Where is your „window“? Are you supposed to continue your „Window“?  
29 Where does your „Window“ end? Where does your „Window“ end? You cannot  
30 continue your „Window“. Where does your „Window“ end?
- 31 792 P1: For example. **(The participant shows a part of the text to the ‘R/L’)**.

- 1 793 R/L: Okay.
- 2 794 P1: We start from here (**The participant reads out the sentence**).
- 3 795 R/L: This is where your „Window“ ends. Okay? So, this is the „Window“ for the next,  
4 for the first sentence. Okay? And then, this is the „Window“ for the second sentence.  
5 Okay? (**The ‘R/L’ shows the ‘PS’ how to find a ‘window’ in the text**). You cannot  
6 exceed your „Window“. Because, if you exceed your „Window“, then this is where you  
7 will make mistakes, and then you will get confused. Okay? So, do not. Do not break  
8 the boundaries of your „Window“. It is very important to be able to realize, where your  
9 „Window“ begins, where your „Window“ ends. Otherwise, you will be in the risk of  
10 confusion and making mistakes in finding your answers. Okay? It is very critical that  
11 you realize where your „Window“ begins and where it ends. (**One of the participants**  
12 **has a query**).
- 13 796 P5: How much time...?
- 14 797 R/L: Pardon me.
- 15 798 P5: How much time? How much time for each item we have?
- 16 799 R/L: You can read the instruction. Okay? Read the instruction and decide how much  
17 time you have. Alright? Right? Of course, you must practice a lot. Based on these  
18 techniques that I am teaching you, you must practice a lot to be expert and fast in  
19 finding „Windows“, in finding meanings, in checking meanings, in deciding about the  
20 correct answer. Alright? So, these are the techniques, but you must do a lot of practice  
21 at home, because, if you want to do it like this, it will take ages to find an answer. Each  
22 question has maximum one minute. In one minute you must be able to find an answer.  
23 Okay? But, don’t forget that, “Practice brings perfection.” Alright? It is like driving.  
24 The first day that you started learning driving, you were very slow and very cautious  
25 and careful. Okay? Not to bump into a tree, or for example, ha, run over a car or on  
26 truck or something, or climb the trees. Yes?
- 27 800 Ps: Hah, huh, heh, hnh!
- 28 801 R/L: Yeah? By doing a lot of practice, now, you know how to drive fast and,  
29 sometimes, hu, talking to the person sitting next to you and so on and causing no  
30 accidents. Hu? And, drink some tea or some coffee, or milk or water. Yeah?
- 31 802 Ps: Hah, huh, heh, hnh. % X %.

- 1 803 R/L: Yeah? Alright. Good. So, when you practice more and more, **(The ‘R/L’ rises**  
 2 **his voice)** you will learn how to find the beginning and ending of the „Windows“.  
 3 Right? But, this is the way. Okay? So, work on it. Find different texts. Alright? Or, for  
 4 example, you can do this text several times at home. My suggestion is that first. You  
 5 do each of the texts. Several times at home, alright, again and again, so you will get  
 6 familiar, then you will understand a lot of things yourself. Alright? So, do this text or  
 7 this part of the exam at least 4 or 5 times. Then, you learn yourself. You will say, ah,  
 8 now, I got it! Hum? The first time, you will not understand anything. The second time,  
 9 you will get confused. The third time, you may see some points, some important points  
 10 will draw your attention. Oh, hang on. Something is happening. Yes, may be there is  
 11 something. Okay? The forth time you“ll say, “Ahhh I got the point.” **(The ‘R/L’ clicks**  
 12 **his fingers).** Ah!, that“s it. Alright. Then, you“ll be expert in doing it well. Right?  
 13 That“s the way. When you get started the „Reading“, the first, you didn“t understand  
 14 anything, may be a bit. And then, you“ll get disappointed, and annoyed and angry.  
 15 You“ll say, “Hish, this is wrong!, this is all rubbish! This cannot help at all.” The  
 16 second time, may be you“ll get confused even. Hum? You will lose the clues. Right?  
 17 And then, you may get worsted. The third time, something happens! Hum? You“ll get  
 18 some hopes you know something may be done. And then, when you read it another  
 19 time, then, you will find new things yourself. Alright? So, take my words. Do it. You“ll  
 20 come up with the decision, (Alright?) and good conclusions. Next one, please.
- 21 804 P5: Excuse me, is „man“, dash „made“ one word? (X). **(Unreadable).**
- 22 805 L/R: „Man–made“. Okay? This is equality between two words, two parts of a  
 23 combined word. Alright? When you see a combined word with a dash in between, it  
 24 means that two parts of that combined word are of equal importance. Alright? And  
 25 don“t forget that language is rule governed. Alright? Language is rule governed.  
 26 Alright? **(The ‘R/L’ writes on the whiteboard ‘man–made’, ‘ice–cream’, ‘tea–**  
 27 **pot’).** „Man–made“. Alright? For example, „Ice–cream“. Right? ‘Tea–pot“, etc.  
 28 Alright? So, when you see a dash it means that both parts are of the same importance.  
 29 Right? Good.
- 30 806 P4: Can you make some examples of combined words?

- 1 807 R/L: Yes, for example, sometimes, you may see it even like this **(The ‘R/L’ writes a**  
 2 **combined word in three forms, ‘Icecream’, ‘Ice–cream’ and ‘Ice cream’)**. ‘Ice’,  
 3 ‘Cream’. Alright? This creates a meaning. For example, may be this is a cream, which  
 4 is made by a company named ‘Ice’. Right? So, sometime this ‘Ice cream’ doesn’t mean  
 5 this ‘Ice cream’ that you eat. Alright? Okay? This is made by accompany named ‘Ice’,  
 6 **(The ‘R/L’ writes on the whiteboard ‘ICE CREAM’)** such as, ‘Daroogar cream’, for  
 7 example, that you use it for your skin. Okay?
- 8 808 P4: And, the second one?
- 9 809 R/L: For example, may be it is a ‘Cold cream’. Okay? Or, for example like, ‘Ice tea’.  
 10 Hun? That you put some ice in the tea and you call it ‘Ice tea’. Alright? Have you  
 11 heard of ‘Ice tea’?
- 12 810 Ps: No.
- 13 811 R/L: A cup of tea when you put some ice in it. **(The ‘R/L’ writes on the whiteboard**  
 14 **‘ice tea’)**. Okay? They call it ‘ice tea’, so ‘ice cream’ is something like that. Alright?  
 15 Anyway, our main concern is, now, about your test. So, let’s spend the rest of your  
 16 time on the text. Okay? So, find your ‘window’, and use your ‘Language knowledge’,  
 17 ‘Textual knowledge’ and ‘Universal knowledge’. Okay? Try to use your information,  
 18 your ‘Background information’. It will help you greatly in finding the correct answers.  
 19 Okay? Do not disregard your ‘Background knowledge’, your ‘General knowledge’.  
 20 Alright? So, did you find the ‘Window’ for the next part? Where is it ‘P8’?
- 21 812 P8: “Causing friction by rotating a wooden drill.”
- 22 813 R/L: Uhaum, so what is the answer to number four, ‘P14’?
- 23 814 P14: ‘Rapid friction’.
- 24 815 R/L: They were, “First fire lightening methods involved the creation of something by  
 25 for example rapid rotating something.” So, creation of...?
- 26 816 P8: ‘Friction’.
- 27 817 Ps: ‘Friction’.
- 28 818 R/L: ‘Friction’ by for example, ‘Rapidly rotating’. Okay? So, little by little you are  
 29 being expert in answering the questions. Okay?
- 30 819 P9: It’s much easier.

- 1 820 R/L: It's much easier, very good. It is all easy. It is nothing difficult! When you learn  
 2 how to find the answers, how to decode, how to find the „Window“, (Okay?) so you do  
 3 not spend much time on parts of the text, which are not necessary to spend time on  
 4 them. Alright? Okay? So, the advantage of opening a „Window“ is that you do not  
 5 waste your time on reading unnecessary information, on „Reading“ unnecessary things.  
 6 Alright? Then, you know that, you must put all your effort on this part. Alright? And  
 7 then, you must find the meanings. Check the meanings in the sentence with the  
 8 meaning of the text. Alright? Next part. So, what is the „Window“ for the next part?  
 9 **(“The use of something or persistent chips was bla, bla bla,” reads, the ‘R/L’).**  
 10 Hum? Find the „Window“. „Window“ is very important. Okay? Leave out the  
 11 unnecessary information. Leave out the unnecessary information.
- 12 821 P5: „Sun raise“.
- 13 822 R/L: „Sun raise“, or „Sun rise“?
- 14 823 P5: „Sun rise“.
- 15 824 R/L: Uhum.
- 16 825 P8: „æŋʃənt“?
- 17 826 R/L: „æŋʃənt“ or „əŋʃənt“?
- 18 827 P5: „æŋʃənt“.
- 19 828 P8: Concentrate the Sun ... and burning glasses.
- 20 829 R/L: Check it with the sentence in the test, in the „Cloze test“. **(The ‘PS’ begin**  
 21 **paging the text).** “The very first fire lighting methods in world bla bla bla”. And then,  
 22 “...by the use of something or persistent chipping.” Okay? Match, match this part of  
 23 your text with the sentence and leave out the unrelated information.
- 24 830 P5: Aze, Aze.
- 25 831 R/L: Aztecs, Aztecs talking about the nation. Did you find your „Window“? **(The**  
 26 **‘R/L’ observes and checks the ‘PS’ one by one to see whether or not they can find**  
 27 **the ‘Window’ successfully. And then, talks with them one by one).** Uhum, this is  
 28 the beginning. And, the ending, the ending?
- 29 832 P15: Here it is.

- 1 833 R/L: Yes, very good. Go to the end. Find the ending. Did you find the beginning? The  
 2 beginning? Where is the beginning? Put your, put your pencil on the beginning of the  
 3 sentence.
- 4 834 P14: What is the meaning of „Chipping“?
- 5 835 R/L: That never minds. Find something equal to it in the text.
- 6 836 P14: Here, here, „Chipping“.
- 7 837 R/L: Alright. Go and match that with „Chipping“. So, it starts from here, somewhere.  
 8 Okay? And, continues up to where. „Chinese“ and somewhere else, okay, and then put  
 9 your. „Chinese“. So, where is the other sentence? Okay? So, this is it, because, it then  
 10 says... Right? Hum. Okay? Did you find the beginning and the ending?
- 11 838 P1: No, I didn't.
- 12 839 R/L: You are not very serious. This is the sentence In Europe, so...
- 13 840 P1: „Chinese“ and „Mexicans“.
- 14 841 R/L: Uhum. Alright? Alright. So, what is the possible answer?
- 15 842 Ps: % X %.
- 16 843 R/L: Hum? The sentence starts with „Percussion“. Okay, “Percussion methods of fire  
 17 lightening.” Right? This is where the sentence starts. Okay? No, „percussion“. Hun?  
 18 Okay? So, what is the suitable answer for this part? “The use of percussion...”. Do you  
 19 have „percussion“ here?
- 20 844 P8: Yeah.
- 21 845 R/L: You? **(The ‘R/L’ asks ‘P9’ whether or not he has found the answer).**
- 22 846 P9: Yes.
- 23 847 R/L: Okay. So, you have the exact word. **(The ‘R/L’ checks all the participants one  
 24 by one, talks to them, guides them , and shows them the location of the word  
 25 ‘Percussion’. both in the question and in the text).** Despite some of the words that  
 26 you did not have the exact word, here you have the exact word. Alright? So, sometimes  
 27 you have the exact word, sometimes not. Okay? „Store“ and „Preserve“, but here you  
 28 have the exact word mentioned in the suggested words. Alright? And then, „Chinese“  
 29 and...?
- 30 848 Ps: Eskimos.
- 31 849 R/L: Eskimos?



1 850 Ps: Yes, here.

2 851 R/L: Okay. Alright. Next one, please. Okay. "European practice of this method  
3 continued until the 1850s." You know what does 1850s mean. Don't you? You all  
4 know what does 1850s mean?

5 852 Ps: Yes.

6 853 R/L: A decade, ha, a decade starting from 1950 to 1959. Alright? Alright? So, "...but  
7 despite the discovery of the phosphorous some years earlier..."

8 854 P6: Yes.

9 855 R/L: Alright? This part can be actually done by your „Language knowledge“, Hun? If  
10 you check the grammatical parts, alright, you can check that by your, by the use of  
11 your „English or language knowledge“. Alright? Any question, any problems? Any  
12 questions, any problems? No?

13 856 Ps: No.

14 857 R/L: Okay, enjoy the rest of your day, and see you all fresh on sun, Sunday, right?  
15 Take care.

16

17 **N.B.: (File 7, CD 2 contains no recorded data).**

18

19 **File 8, CD 2**

20 **Sunday, 15/04/2007**

21 **Time: 17:00-19:00**

## 22 **Writing & Speaking**

### 23 **Writing**

24 858 R/L: Good afternoon.

25 859 PS: Good afternoon.

26 860 R/L: Thank you. So, have we got „Writing“ and „Speaking“ today?

27 861 PS: Yes.

28 862 R/L: Okay. **(The 'R/L' prepares and fixes the video camera and digital voice  
29 recorder to document the session and the 'PS' adjust themselves in their seats).**

30 Do you have any questions from the previous sessions to ask?

- 1 863 P12: About the, the currency of that you said last session „One hundred and forty“,  
 2 „Yek Sado Chehel“ pound and „One hundred forty“ mean „Yek Sado Chehel“ pound?
- 3 864 R/L: No, if you say, “One hundred forty”, okay „One hundred dollars forty“, it means  
 4 you have one hundred dollars plus forty cent. Okay? But, if you say, “One hundred and  
 5 forty dollars”, it means that you have „One hundred and forty dollars“. **(One of the**  
 6 **participants how has arrived a bit late enters the classroom and greets the ‘R/L’).**
- 7 865 P11: Good afternoon.
- 8 866 R/L: Good afternoon.
- 9 867 P12: So, we should say, “One hundred dollars forty?”
- 10 868 R/L: No, the discussion that we had in the last session was about the difference  
 11 between one, forty and one, ah, ah hundred and forty. Okay? It was this. Your question  
 12 was this, “One dollar forty.” So, if you say one dollar forty, (Right?) it means that you  
 13 have one dollar and forty cents. Okay? But, if you say one hundred and forty dollars,  
 14 like this, **(The ‘R/L’ writes on the whiteboard 100 and 40 Dollars)** so, one hundred  
 15 and forty dollars. This was your question. Do you remember? So, the way that we read  
 16 it is one hundred and forty dollars, that, I wrote it on the board. Do you remember?
- 17 869 P12: Yes.
- 18 870 R/L: But, this is „One, forty“. **(The ‘R/L’ writes on the whiteboard ‘1.40’)**. When  
 19 you say, “One, forty”, it means one dollar forty cents. Okay? (5 secs pose). Is that clear  
 20 „P12“?
- 21 871 P12: For-e-for, for decimal we should say, “One dollar forty” that means “One point  
 22 forty”. Yes?
- 23 872 R/L: Yes, either you can say, “One, forty, two forty, ten forty, ten, fifty”. Okay? If  
 24 you are in a country and the currency is known to you, normally they don't mention it.  
 25 Okay? So, if you are doing shopping, hum, and you say how much is it? They say,  
 26 “Ten, forty.” Okay? That means “Ten Dollars forty cent.” Or, “Ten pounds forty  
 27 pence,” if they “Ten, forty”.
- 28 873 P12: So, we should ask and then, then ...
- 29 874 R/L: Yeah, but otherwise they will say, for example, “One forty dollars.” Okay? Any  
 30 more questions?
- 31 875 P4: Yes, for our „Writing“ a lengthy one.

- 1 876 R/L: Yes, a lengthy one, sometimes the topic is a lengthy one.
- 2 877 P4: Yes, a lengthy one. Yes, like paragraph, should we write on our „Writing“?
- 3 Or,...
- 4 878 R/L: No, no, you needn't you needn't repeat. Did you listen to „P4“'s question? She  
5 asked, sometimes the topics are lengthy. **(Some of the participants, who are late to  
6 the class, enter the class in the middle of the 'R/L's' elaboration on one of the  
7 participant's question and ask for permission to attend the class! The 'R/L'  
8 permits them. "Please", he says and continues with the explanation).** Sometimes,  
9 the topics are lengthy. Alright? Whether or not the topic is lengthy, you shouldn't and  
10 you needn't write the topic above your „Writing“. Right? Why? Because, the reader  
11 must be able to realize and understand what the discussion is about and what has the  
12 possible, ah, topic been. And, when doing the IELTS test, okay, never write the topic,  
13 never. And, never, ah, copy the, ah.
- 14 879 P9: The exact phrases.
- 15 880 R/L: Ah, the, because I have seen. Never copy the topic as part of your introduction.  
16 Okay? Never do that. It will be considered as cheating. And, it will lower your mark.  
17 Okay?
- 18 881 Ps: Uhum.
- 19 882 R/L: It is dangerous, never, okay? I've seen in some of your „Writings“ that  
20 sometimes, ah, as part of your introduction, you repeat the exact topic or word for  
21 word you write down the topic. Okay? Do not do that! Alright?
- 22 883 Ps: Uhuum.
- 23 884 R/L: You were absent on Friday **(The 'R/L' criticizes 'P11' jokingly for being  
24 absent in last session).**
- 25 885 P11: Yes. Laughingly, couldn't attend the class.
- 26 886 R/L: You missed a very important part of the class.
- 27 887 P11: Yes, unfortunately.
- 28 888 R/L: Did you ask your friends about the information?
- 29 889 P11: You said, but we couldn't ...
- 30 890 R/L: No, sometimes, try, try not to miss the classes, because we are now getting  
31 nearer and nearer to the important parts.

- 1 891 P11: I know. I try to...
- 2 892 R/L: Because, we are, yeah, yeah, I mean anyway, because from now on, I mean, this  
3 a couple of sessions now that we are just trying to give you as much, ah, hint as  
4 possible...
- 5 893 P11: Yeah.
- 6 894 R/L: On the techniques. Al right? Okay. Now, let's see. **(The 'R/L' takes out the  
7 participants' previous homework from his bag. He has corrected their homework  
8 and fed back on them. Now, he is going to give them their corrected homework).** I  
9 am giving your writing back to you, but do not put them away, because, we are going  
10 to have some analyses on your works. Alright? There we go. **(The 'R/L' gives the  
11 participants' corrected homework back to them. He calls the participants and  
12 gives them their homework).**
- 13 895 R/L: Where is „P5“?
- 14 896 P4: He is absent today.
- 15 897 R/L: Oh, is he? Why?
- 16 898 P4: To...
- 17 899 R/L: What's wrong?
- 18 900 P4: He has some work.
- 19 901 R/L: Oh, alright.
- 20 902 P9: Can we say, "To tell you the truth in „Writing“?"
- 21 903 R/L: No, we don't say, "To tell you the truth in our „Writing“." **(The „R/L“ means  
22 „Academic Writing“).** These are normally informal „Spoken forms“.
- 23 904 P9: Yeah.
- 24 905 R/L: Things like, "To tell you the truth.", or "To tell the truth." And, try not to use the  
25 „Personal pronouns“ in your „Writings“, (You know.) unless otherwise, it is a definite  
26 case, alright? Do not use „Personal pronouns“. And, it is some sort of „Farsi idea“ as we  
27 say, ah, ah, ah „I, we, you.“ You that, for example, in such cases, ah, you should use the  
28 third person or talk in general.
- 29 906 Ps: How?
- 30 907 R/L: It is, it is, it is said that, it is alleged that. Okay?
- 31 908 Ps: Yeah,

- 1 909 R/L: Or, in the passive form such as...
- 2 910 P9: Plural pronouns.
- 3 911 R/L: No, we don't say that, because „we“ means, „we“. This is a „Farsi idea“ that we  
4 refer to „we“ as a particular group or in general. Okay, so they don't say „we“. They  
5 say, “Generally speaking.”, “In general.”
- 6 912 Ps: Hum, „In general“.
- 7 913 R/L: Okay? „It is believed that“. „It is said that“, you know.
- 8 914 P14: What about expression, „indeed“?
- 9 915 R/L: „Indeed“, yes, „indeed“. But, „to tell you the truth“ is in colloquial speaking form.
- 10 916 P9: „Informal“.
- 11 917 R/L: Spontaneous form. Yeah. Okay? Try to avoid slang's. Never use slang's in your  
12 „Writings“, never. Okay? Ah, do not use short forms in your „Writings“. Okay? Such  
13 as; „Can't“. Never say „Can't“ in you „Writing“, never write „Can't“. „Cannot“ and,  
14 „Cannot“ is written as one word, (Okay?), „Cannot“ without space between „Ns“. (**The**  
15 **‘R/L’ writes on the whiteboard ‘Cannot’ and ‘Can not’ then draws a cross over**  
16 **‘Can not’**). Alright? Do not write „Can not“. Alright? „Cannot“ and in „Speaking“ say,  
17 „Cannot“ too. Okay? Do not. Don't say „Can not“, (Alright?), „Can not“ in „Writing“  
18 and „Reading“. One other issue is, ah, I have noticed many of you when using modals,  
19 and then verb. You are using, „S“ or „ES“. (**Somebody enters the classroom and**  
20 **greet with the ‘R/L’. The ‘R/L’ greets back and continues**). Hello, how are you.  
21 You are using, „S“ or „ES“ after verbs for third person singular. For example, ah, ehum,  
22 I've seen in your „Writings“, you write, for example, “she can walks.” as an example.  
23 Okay? Never use „S“ after modals alright? So, „she can walk“. Not „she can walks.“  
24 alright? Or, for example, „He could says“ I have seen these things, (Al right?) „He  
25 could say.“ When you are using modals and then a verb, if your subject is third person  
26 signaler do not use „S“ or „ES“ on the main verb. The other point that you must bear in  
27 mind is, „using personal pronouns after relative pronouns“. Do not use personal  
28 pronouns after, ah, relative pronouns. For Example, I've seen in your „Writings“, you  
29 say, “My friends who they are...” and then something. Okay? Do not bring „they“ after  
30 „who“. Al right? „My friends who are...“. Avoid [writing...]
- 31 918 P9: „My friends“?]

- 1 919 R/L: Hum?
- 2 920 P9: „My friends“?
- 3 921 R/L: Yeah, „my friends“ and sometimes you do not write, „S“ for „friend“, “My friend  
4 who they are...”, or “My friends who he is...” lots of these mistakes in your  
5 „Writings“. If you check your „Writings“ some of you, (Okay?) and even if you put it  
6 tense again. Do not use (Okay?), „Personal pronouns“ after relative pronouns.
- 7 922 P12: Like as?
- 8 923 R/L: „like“ or „such as“ you mean, ha, or „as“, okay. „Like“ is when you are talking  
9 about similarities, (Okay?) about similarities. But, „Such as“ is when you want to have  
10 different examples of something. Alright? For example, „this book is like this book“,  
11 **(The ‘R/L’ shows to the ‘PS’ two versions of the same book. i.e. ‘English**  
12 **Grammar in Use’)** of course, not exactly. Ha? But, if „English Grammar“ books such  
13 as; „English Grammar in Use“ are not like „English Grammar in Use“, (Okay?) when  
14 you want to bring examples. So, there are, there are different „English grammar“ books  
15 in the market such as; English grammar in use by „Ryman Murphy“, al right?
- 16 924 P12: What about „as“?
- 17 925 R/L: „AS“ has many different meanings and usages. Okay? Sometimes, „AS“ refers to  
18 time. Sometimes, use it for example, ah, „instead of something“, „instead of  
19 something“, or when you want to bring an example of something. Okay? For example,  
20 I say, “I as your teacher...”, okay, “as your English teacher say that...” Right? “As I  
21 came to the class (Okay?), the light turned on.” This is to show the time. Okay? Al  
22 right? So, „AS“, can be used in different situations. Hun? „As a student“, “As a student  
23 you must work hard.” “You must study hard.” Right?
- 24 926 P12: Excuse me.
- 25 927 R/L: Yes?
- 26 928 P12: Does circulate around mean, „as“? “As I circulate like a butterfly round the  
27 candle; you, you...”
- 28 929 R/L: No, we must say, „Like“ here.
- 29 930 P12: Why not, „as“?

- 1 931 R/L: Because, you are comparing. I said you use „Like“, when you want to compare.  
 2 Hun? Okay? If you say, „as“ it means that, “He is a butterfly.”, (Okay?) or “She is a  
 3 butterfly.” She is not. But, you are comparing her, alright, with something else.
- 4 932 P12: „As“ means in Farsi, “Hamanande, Manande?”
- 5 933 R/L: Yeh, but it is the way that we think in English. Alright? We use them in different  
 6 situations. Alright? But, in English they have different concepts. Alright? If you say,  
 7 “as” (Alright?), it means for example, „B-e-onvan-e“. Do you understand? Right? „As a  
 8 teacher.“ But, when you say, “Like”. Hum? For example, “He was speaking like a  
 9 teacher.” So, you are comparing his manner with the manner of a teacher. Okay? But,  
 10 when I say, “As your teacher...” it means that I am your teacher. Okay? But, “He  
 11 speaks like a teacher.” For example, “My father speaks like a teacher.” He always  
 12 advises us, because teachers always advise you. Hum? “Do this.”, “Do that.” Okay?  
 13 “Read this.”, “Don’t say that.”, “Say this.” (Hum?) always advise, (Hum?) „My father  
 14 talks like a teacher.“ Because, teachers are speaking „rhetorically“ (Hun?), Formally,  
 15 normally. Yeah? Is that clear „P12“?
- 16 934 P12: Yes.
- 17 935 R/L: And, the other mistake that most of you make is the use of „Each“ instead of  
 18 „Every“! I have said it before, but again I see that you are continuing using „Each“  
 19 instead of „Every“, (**The ‘R/L’ writes on the whiteboard ‘EACH’ vs. ‘EVERY’**).  
 20 When you are using „Each“, you are referring to single people. Okay? For example, I  
 21 say, “Each of you must have „Academic Writhing Course“.” Yes? Each of you  
 22 [means...
- 23 936 P6: Excuseme.] (**One of the participants asks for permission to go out side of the  
 24 classroom to have some water**).
- 25 937 R/L: Please,] ...Means every single one of you. Right? „Every“, means „In general“,  
 26 „Every one of you“. Okay? So, „Each“ means, „In particular every one of you“. „Each“,  
 27 „In particular“, „Every“, „In general“. Right? „Each“, is used when we are talking about  
 28 particular people or particular things. Hum? When you say, “Every student”, you  
 29 mean, “All students.” Yes? Is that clear? Of course, there is a unit in your „English  
 30 Grammar in Use“ about the difference between, „EACH“ and „EVERY“. I’ll assign it  
 31 now, so you can work on it this week [and...

- 1 938 P14: Here you are] **(One of the participants gives his book to the ‘R/L’).**
- 2 939 R/L: Thank you very much.] ...try to internalize the difference. I am going to assign  
3 you this unit for next time **(“Is it your pencils.”, the ‘R/L’ asks one of the**  
4 **participants for his pencil. And then, assigns some homework).** Units 86, 88, 89 ,  
5 90 and 91. these are very important parts in avoiding „Penglish“. Because, most of you,  
6 you know, have a tendency to use „Penglish“, because, of not knowing how to use  
7 these things, for example, the difference between „MUCH“, „MANY“, „LITTLE“,  
8 „FEW“, „A LOT“, „PLENTY“. The difference between „ALL“ and „ALL OF“, „MOST“,  
9 „MOST OF“, „NO“, „NON“ etc., „BOTH“ and „BOTH OF“, „NEITHER“, „NEITHER  
10 OF“, „EITHER“ and „EITHER OF“ or „EVERY“, „THE WHOLE“, „EACH“ and  
11 „EVERY“. Hum? Okay? So, this week try to work on them and do the exercises.  
12 Alright?
- 13 940 P12: Until 91?
- 14 941 P3: 91?
- 15 942 R/L: Yeh, 87, too. Not until there is another mistake. Do not use „Until“ instead of  
16 „To“. **(The ‘R/L’ writes on the whiteboard ‘Until’ vs. ‘To’).** „Until“ and „To“. The  
17 problem is that in En, in „Farsi“ they have the same meaning. You use one word for  
18 these two different words with different meanings in English. Alright? Consequently,  
19 you don’t pay attention to the difference in the meaning and concept they make.  
20 Alright? For example, you can say, ah, “I work from 9 o’clock until 6 o’clock.” Right?  
21 Or, for example, ah, you say, “Until I come.” Okay? Because, you think, you can say,  
22 “From 6 o’clock to 9 o’clock.” Then, you generalize it and you say, “Until I come.”  
23 Okay? You must say, “By the time I come.” Not, “Until I come.” Alright? Or, for  
24 example, you say, “From here until Karaj.”, “From here to Karaj.”, not “Until karaj.”  
25 Or, you say, for example, “From unit 6 until unit 12.” No, “From unit 6 to unit 12.”  
26 Alright?
- 27 943 P14: What is the difference between „Until“ and „Till“?
- 28 944 R/L: Nothing, it is in the written form there is nothing in the meaning. So, „Until“,  
29 „Til“, „Till“ **(The ‘R/L’ writes on the whiteboard, ‘Untill’, ‘Till’, ‘Til’. Then, he**  
30 **points to ‘Til’ and says):**



1 945 R/L: This is „American English“. „Until“ is, the long form, „Till“ is, short form. So,  
 2 these are the same whether in „Writing“ or „Speaking“. **(The ‘R/L’ shows ‘Till’ and**  
 3 **‘Til’. He points to ‘Til’ and says, “This is American spelling.” And then, he points**  
 4 **to ‘Till’ and says, “British short form of ‘Until’.”).**

5 946 P12: What is „Til“?

6 947 R/L: „Til“, is American. Alright? Any more questions?

7 948 P9: What about „Up to“?

8 949 R/L: Yes? „Up to“, „Up to“ means, „To“, but more precise, for the time or the distance.  
 9 Okay? It is more precise in terms of time or distance. Okay? It is as „that place“, or you  
 10 arrive in the place or „that time“ arrives.

11 950 P9: What about „Toward“?

12 951 R/L: „Toward“ means, „You are going to, „to a specific direction“, „specific direction“.  
 13 I am coming toward you. **(The ‘R/L’ moves toward the participant).** Okay?  
 14 „Specific known direction“. Okay? Questions? Al right. Let’s check your exercises on  
 15 „English Grammar in Use“. Any exercises left from the previous session? Please,  
 16 „P11“, would you start, please. **(The ‘R/L’ invites the ‘PS’ to take out one of their**  
 17 **preparation materials named ‘English Grammar in Use’. He then, invites the ‘PS’**  
 18 **to participate in reading their exercises, which they have been assigned to do as**  
 19 **part of their homework. *In doing so, the „R/L” intends to provide the „PS” with an***  
 20 ***opportunity to check their homework in the classroom and feedback on their errors.***  
 21 ***Also, in so doing the „PS” would have an opportunity to realize their common***  
 22 ***mistakes and gain an insight into the significant role of comprehensive grammar in***  
 23 ***reaching a satisfactory level of proficiency in English language. He invites one of***  
 24 **the participants to start reading exercises. But, the participant does not seem to**  
 25 **be ready. So, the ‘R/L’ invites another participant ‘P4’ to start).**

26 952 R/L: „P4“ would you advise us? Where are we?

27 953 P4: „Unit 7“.

28 954 R/L: „Unit 7“ up to, up to?

29 955 P4: „Unit 7 and 8 and 9“.

30 956 R/L: „Pronouns“?

31 957 P4: Yes.

- 1 958 R/L: „Pronouns“, ok. So, would you start „unit 7“ please? **(The ‘PS’ begin reading the**  
 2 **exercises one by one. And, the ‘R/L’ error corrects and feeds back on the**  
 3 **participants’ errors. Meanwhile, when necessary, he also elaborates on the**  
 4 **grammatical and phonological points).** Another, another point that I would like to  
 5 draw your attention to is the pronunciation of pronouns after verbs. Always land it.  
 6 Okay? Always land, ah, the verb, which is preceding a pronoun, as a rule. **(The ‘R/L’**  
 7 **writes on the whiteboard, ‘Stop it.’, ‘Tell him.’).**
- 8 959 R/L: For example, do not say, “əst^p əit”. Say, “st^pət.” Right? Do not say, “təl  
 9 heem.” Say, “tələm.” Alright? Always land. “st^pət.”, “dōət.” Right? “ri:tət.”,  
 10 “ri:dət.” **(There is a discussion over the prepositions. Some of the participants**  
 11 **argue that they have not been informed about the prepositions. But, the ‘R/L’**  
 12 **recalls that he had taught them. So, he reminds them, and as an evidence he**  
 13 **reminds them of a poem that he read to them to facilitate memorizing the use of**  
 14 **prepositions ‘IN’ and ‘ON’ and ‘AT’, which are problematic. Finally, the ‘PS’**  
 15 **remember, and agree with the ‘R/L’. However, some of the participants seem that**  
 16 **they have not done their homework. So, the ‘R/L’ checks all the participants’**  
 17 **practices books. And, warns those who have not done their homework not to be**  
 18 **clumsy in doing their homework).** You should go to prepositions. Yes?
- 19 960 Ps: You haven’t taught us.
- 20 961 R/L: I haven’t taught you, yes? I’ll teach you today.
- 21 962 Ps: Page one hundred twenty one.
- 22 963 R/L: Yeah, „Prepositions“. Yes, „P9“ would you start, please?
- 23 964 Ps: page two hundred twenty three.
- 24 965 R/L: „Two hundred and 23“. Don’t say „two hundred twenty three“. Okay?
- 25 966 P4: No, we have done that.
- 26 967 R/L: Have we?
- 27 968 P4: Yes, you did.
- 28 969 R/L: Yes, we did some of them, I remember, because I taught you, and, ah, if you  
 29 might remember I read a poem to you. Do you remember? **(While the ‘R/L’ is**  
 30 **explaining the situation, some of the participants are discussing with each other**

1 on the assignments and homework they should have done. So, every so often they  
2 talk loudly in the middle of the 'R/L's' explanations).

3 970 R/L: So, who is ready? „P6“, are you ready?

4 971 R/L: Unit one hundred and twenty three, please.

5 972 PS: Yes.

6 973 R/L: Would you start „P6“, please. (The 'R/L' controls the class and invites the  
7 'PS' to continue reading the exercises in turn. The 'R/L' elaborates on the  
8 important points when necessary. After doing some exercises, the 'PS' face  
9 problems with the use of 'IN', 'ON' and 'AT'. They seem not to have faced such  
10 usages ever before. So, they ask of the 'R/L' many different questions in the  
11 correct use of prepositions 'IN', 'ON' and 'AT'. For example, the 'R/L' draws the  
12 participants' attention to the differences between the concepts and meanings of  
13 the following forms:

14 1. Mary is in the cinema.

15 2. Mary is on the cinema.

16 3. Mary is at the cinema.

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

23 4. I live in Tehran. But,

24 5. I live on Kish Island, etc.

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

- 1 974 R/L: Okay. That's enough so tick it. I am going to teach you some more lessons  
 2 today. Alright? „The Present Perfect Continuous Tense“. **(The ‘R/L’ writes the**  
 3 **structure of the sentence and the usage of the tense on the whiteboard with**  
 4 **illustrations. Then, he elaborates on the tense and the ‘PS’ take notes. Next, he**  
 5 **talks about the difference between ‘the present perfect tense’ and ‘the present**  
 6 **perfect continuous tense’ in terms of their concepts and usages. He also makes**  
 7 **examples and asks of the ‘PS’ to explain the differences and their understanding.**  
 8 *In so doing the „R/L“ intends to make sure whether or not the „PS“ have deeply made*  
 9 *sense of the meaning. Finally, he talks about the importance of the understanding of*  
 10 *grammar in doing tests successfully and in the successful use of language).*
- 11 975 R/L: So, based on this explanation you must purposefully select what tense to use and  
 12 this is very important for your „Reading“ too. Okay? In „Reading“ and deciding about  
 13 answers, attention to the tenses is very, very important. Most of the time that you select  
 14 a wrong answer, when there are a lot of similarities between the answers is that you do  
 15 not pay attention to the tenses. So, in IELTS, your „Language knowledge“ and „Textual  
 16 knowledge“ and „Universal knowledge“ are all checked simultaneously. Sometimes, by  
 17 one question, they can check everything. They can check; your vocabulary power, your  
 18 grammar knowledge, your syntactical knowledge, your pragmatically knowledge, your  
 19 semantically knowledge. They can all be checked in just one question. Al right? So, be  
 20 careful, any more questions?
- 21 976 P12: Sorry, for example we have some parcel that they want us to fill the form.  
 22 Should we say, “They have been sent by or for example, have sent by...”?
- 23 977 R/L: Are you talking about the tense of your sentence or something else?
- 24 978 P12: „Tense of sentences“.
- 25 979 R/L: You said the same thing. You said, you said the same thing.
- 26 980 P12: If the related item has been sent?
- 27 981 R/L: Sent?
- 28 982 P12: Have been sent?
- 29 983 R/L: Yes, have been sent. Because, you are talking about an action which has taken  
 30 place, so you posted them yesterday, but now you are talking about them. Okay? May

1 be they have arrived now. Okay, may be they have arrived in the mail box of your, ah,  
2 company, oh, with which your dealing. Okay?

3 984 P12: So, we use „present perfect“.

4 985 R/L: Or, you can say, “I posted them yesterday.” Okay? When you say, “I have  
5 posted them.” It means, it is probable that they are in your city or in your company  
6 now. That means go and check your mail box. Alright?

7 986 P12: Can’t we use continuous tenses?

8 987 R/L: No, you cannot, because the action has finished. Okay? You cannot use all the  
9 actions in continuous form, because the action must be... You cannot say I have been  
10 posting them, because the action of posting finished. You put the, you put the envelop  
11 in the mailbox, finished, you posted it.

12 988 P12: But, they haven’t received them yet.

13 989 R/L: Never mind. Then, your action is finished. Okay? You use the continuous tense  
14 when the action can be continued. Okay? Such as, „Learning English“, every day you  
15 come to the class to learn English. Or, every day at home you learn English. But, do  
16 you post the letter every moment, every day? Ha? Do you do that? Can you do that?  
17 Okay? You have this letter. Okay? Can you post it every day? **(The ‘R/L’ shows a**  
18 **letter to the participant)**. Or, just once you can post it? When you put it in the post,  
19 you give it to the postman, okay, “would you send it to London, please?” So, this is  
20 done. I cannot post it again. Is that clear? But, you can come to English class every  
21 day. Okay? For example, we say, “It has been raining for 3 days.” Hum? Continuously,  
22 three days it is raining, yes?

23 990 P3: Is it raining? **(The participant thinks that the ‘R/L’ is serious about raining).**

24 991 R/L: No, for Example, or if you see the street is still wet. May be it has stopped, but  
25 the streets are still wet.

26 992 P9: The effect?

27 993 R/L: The effect is visible. Alright? But, when you post this one, it’s finished. Is that  
28 clear? So, if the action is completed you cannot use the continuous form. You say,  
29 “I’ve been typing.” Every day you’ve come to the office and you’ve typed for 8 hours.  
30 Okay? For two years. Alright? There is a limit stream between your possible action.

31 Yes? But, if you have, for example, an employee or a staff whose job is posting letters,

- 1 then you can use it, not for a single letter, not for a single letter. Okay? For Example,  
 2 may be one of your staffs“ duty is to post letters. Okay? This is his duty. So, you ask  
 3 him at the end of the day, “John what have you been doing all day to day?” And then,  
 4 he“ll say, “I have been posting letters.” Is that clear? As a job that every hour or every  
 5 half an hour, Hun? He takes some envelops or some letters from the company to the  
 6 post office, (Okay?) company, post office. Again half an hour later, some letters from  
 7 company to post office. Okay? **(The ‘R/L’ plays the role of a staff whose job is**  
 8 **posting letters. He demonstrates how he takes the letters from the company and**  
 9 **delivers them to the post offices).** Okay? In that case, you can say I have been posting  
 10 letters, but not for a single one. Clear, every body?
- 11 994 P12: Excuse me, because the posting service is continuously to the job, for example,  
 12 from terminal to Dobi?
- 13 995 R/L: Dubai.
- 14 996 P12: „Dubai“. And then, to the customers to, ah, it is continuously.
- 15 997 R/L: Which one is continuously? It is one document or many documents.
- 16 998 P12: Take this package.
- 17 999 R/L: It is only one package. It is one unit. So, you posted it. So, you posted the  
 18 package. I“ve posted the documents. I“ve posted the letters. Right?
- 19 1000 P12: ((X)). **(The participant nods his head).**
- 20 1001 R/L: Any more questions? Alright, so please, ah, do up to unit 15. So, you have, ah,  
 21 five units, 81 to 91 yes? And then,... „5 second pause“. Yeah, up to 15. Alright? That,  
 22 when you say up to what does it mean „P9“? Up to?
- 23 1002 P9: Before.
- 24 1003 R/L: Means not including. Okay? This is the meaning of up to. Alright? So, up to 15  
 25 means not including unit 15.
- 26 1004 P9: Up to here?
- 27 1005 R/L: Up to here, not including „here“. Okay? I came up to here, up to here. Al right?  
 28 Yes, up to here, up to 15. **(The ‘PS’ murmur and discuss the homework they have**  
 29 **been assigned to do with each other).** Now, I would like you all to develop a letter,  
 30 and next session we will discuss „Letter Writing“, but now, first we will do one.  
 31 Alright? Next session, we will discuss and then I“ll teach you, how to write letters and

1 aspects of letters and „CV“ and so on and so forth. So, would you all go to „IELTS  
 2 number 1“, please? **(The ‘PS’ take out the book titled ‘Cambridge IELTS 1’)**. If you  
 3 learn aspects of grammar and vocabulary as I am teaching you, you will have a big  
 4 progress in your IELTS test, (Okay?) because, you will learn how to read and what to  
 5 read and how to interpret it. This is important, and, also in you „Writings“. In all your  
 6 aspects, you know if you learn this, your grammar and your vocabulary. Now, ready  
 7 every body? We are going to develop a letter, go to page one hundred and 5. **(The**  
 8 **‘R/L’ reads out the rubric from the book, “You have had a bank... for a few**  
 9 **years...”)**. I mean just read what is your prompt, what is your task, and then start  
 10 developing your letter. **(The ‘PS’ get started with developing their letters. One of**  
 11 **the participants asks of the ‘R/L’ the meaning of one of the key words in the**  
 12 **prompt. But, ‘R/L’ purposefully pretends that he doesn’t know the meaning so he**  
 13 **say, “I don’t know, I am sorry.)**

14 1006 PS: Hah, huh, heh, hnh!

15 1007 R/L: Yeah, this is why you must learn a lot of vocabularies. There is nobody to help  
 16 you „P8“! Yes, do not expect.

17 1008 P8: I want to understand it.

18 1009 R/L: Yes, but the learning is finished now.

19 1010 Ps: Hah, huh, heh, hnh.

20 1011 R/L: Laughingly and jokingly, you are doing practices. Okay?

21 1012 P8: Because, it depends on the meaning of words....

22 1013 R/L: Yeah, yeah, yeah, this is why, I asked you to develop the „Writing“ first and  
 23 explain it next week.

24 1014 P1: Can we use dictionary?

25 1015 R/L: No, of course not.

26 1016 PS: Hah, huh, heh, hnh.

27 1017 R/L: Do not use dictionaries. Okay?

28 1018 P14: Imagine the meaning.

29 1019 R/L: You can imagine the meaning.

30 1020 Ps: Hah, huh, heh, hnh. **(The ‘PS’ get busy doing their ‘Writing task’ and the**  
 31 **‘R/L’ gets busy observing and taking field notes).**

1 1021 R/L: Don't forget, „Double space“, for paragraphs. Five minutes left. **(The allotted**  
 2 **time is up)**. Okay, don't forget to write your names and date it and hand it to me  
 3 please, or, put it on the desk. Time's finished. Write your names, date it and put on the  
 4 desk please. And, enjoy you break. 15 minutes break. Thank you. **(Some of the 'PS'**  
 5 **write their names and put their 'Writings' on the 'R/L's' desk, but some continue**  
 6 **writing and don't pay attention to the 'R/L's' instructions. So, he asks them to**  
 7 **stop writing)**. „P9“, time is finished, please „P11“ and „P10“, time is finished, „P3“:

8 1022 P12: Can we...?

9 1023 R/L: Yes please, time is finished. Do not continue. Don't continue. Just bring it and  
 10 put it on the desk.

11 1024 P9: Just one word...

12 1025 R/L: You must, even a word. Thank you very much... In the day of test when they  
 13 say, "Time is finished." Time is finished. If you just, just continue writing one word,  
 14 they will not accept your „Writings“. Yeah, okay, try to get used to the rules. Okay? It's  
 15 good for you, thank you very much. And, please, don't forget to leave any homework  
 16 that you have done on the desk. What happened to you „P10“? **(‘P10’ still doesn't pay**  
 17 **attention to the 'R/L's' instructions and warnings and continues writing)**! Any  
 18 questions? Okay. Leave your homework on the desk, please, and enjoy your 15  
 19 minutes break. Laughter. **(The 'PS' leave the classroom to enjoy their tea break.**  
 20 **However, every now and then some participants approach the 'R/L' and ask of**  
 21 **him their questions and queries).**

22

23 **File 8, CD 2**

24 **Sunday, 15/04/07**

25 **Time: 19:20-21:20**

26

### Speaking

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



- 1 1026 R/L: Now, ah, just some homework for your „Writing“. I, I wonder whether or not  
2 you are reading them at all. Hun? Try to do them if you want to make good progress.  
3 So, do not ignore them.
- 4 1027 P14: I have done them.
- 5 1028 R/L: Great, so, I've assigned these three parts, (part one, two and three), which is up  
6 to page 90, previously and I hope that you have read them and understood them. Now,  
7 what I would like you to read for the next time, are units 13 and 14 from part four,  
8 „Process“ and „Classification“, (Al right?) page 90 to one hundred and seventeen.  
9 Okay? So, pages 90 to 117. And also, I would like you to study part six, all of it. That  
10 is from page 230 to page 275. **(The ‘R/L’ assigns some parts of the book named**  
11 **‘Practical Writer with Readings’).**
- 12 1029 P14: Part six?
- 13 1030 R/L: Part six, completely. Okay? Whole part six.
- 14 1031 Ps: All part six?
- 15 1032 R/L: six, yes, and, from part four.
- 16 1033 P4: Which units?
- 17 1034 R/L: „Process“ and „Classification“. Is that clear? All process. Okay?
- 18 1035 P5: Yeah.
- 19 1036 R/L: And, here, yeah, good. **(The ‘R/L’ goes and helps the ‘PS’ to find the part in**  
20 **their books)! Alright. So, take them as serious matters. And, from this book, (The**  
21 **‘R/L’ shows the book named ‘Academic Writing Course’ to the ‘PS’)** I've already  
22 assigned you units „One“, „Two“, „Eleven“. Yes?
- 23 1037 P4: And „Three“?
- 24 1038 R/L: „One“, „Two“, „Three“, „Eleven“. And, from appendices, I have assigned you,  
25 „Appendix 8“. Yes? Now, ah, continue doing „Unit 12“, „Discussion“ from this book.  
26 Okay? And, „Unit 7“, „Classification“.
- 27 1039 P14: Excuse me, before, you said „one“, „two“, „three“ and?
- 28 1040 R/L: „11“. It was „11“ before, now, „12“ and „7“, „12“ and „seven“. And, can I borrow  
29 your „How to teach IELTS“, „How to teach“?
- 30 1041 P14: Here you are.

- 1 1042 R/L: Thank you. And, from this book, „How to teach and prepare for IELTS“,  
 2 „Chapter 8“ completely, I hope that you have already studied chapter „7“. „Chapter 8“,  
 3 „Speaking“, it is from page „One hundred and thirteen“ to page „One hundred and thirty  
 4 two“. Alright? So, study it carefully. There we go.
- 5 1043 P3: Where?
- 6 1044 R/L: „8“, complete chapter. Any questions, problems? Good. Now, let’s start with  
 7 your „Pair Work“, please. Take out your „Pair Works“, and, start pair conversation. So,  
 8 A, B, A, B... Alright? **(The ‘R/L’ divides the participants into groups of two to  
 9 practice ‘Speaking’ in pairs based on their ‘Speaking’ material named ‘Pair  
 10 Work’).** And, which unit are we at „P4“?
- 11 1045 Ps: Units „five“ and „six“.
- 12 1046 P4: „Five“.
- 13 1047 R/L: Alright. **(The ‘PS’ get engaged in their ‘Pair conversation’. Some  
 14 participants put forward their questions. The ‘R/L’ answers their questions. He  
 15 walks and observes to see whether or not the ‘PS’ know what to do. But, he finds  
 16 out that not all the ‘PS’ are familiar with their ‘Speaking Pair Work’ task).** Okay.  
 17 Let me explain that some of you are confused about it. This exercise is based on  
 18 „Fuzzy Logic“. Do you know about „Fuzzy logic“? Who knows? **(The ‘R/L’ writes on  
 19 the board ‘FUZZY LOGIC’).**
- 20 1048 P3: Don’t know.
- 21 1049 R/L: Fuzzy logic was, ah, ah, advanced by an „Iranian mathematician scientist,  
 22 named „Professor Lotfi zadeh“. It is known as „Fuzzy logic“ or „Zad logic“ in I think  
 23 1965 in, ah, the University of Californian. **(Source: Google, Fuzzy logic, 2007)** Hum?  
 24 Based on this logic, ah, they developed intelligent machines. Okay? And, it caused a  
 25 revolution in machineries and smart machines, or machineries. That is. You have some  
 26 information, based on some queries or asking questions, you can disclose some other  
 27 information, or hidden information. Alright? This is what, for example you do in a  
 28 washing machine or dish washer that you select for example a task and the machine  
 29 does everything itself. Okay? From, for example taking water or heating the water and  
 30 so or one up or something like that. Okay? Now, you shouldn’t, ah, go to, to, two sides.  
 31 So, keep to one side. Okay? If you are „A“, (Okay?) if you are „A“ stand on „A“. So, do

1 not go to „B“. Alright? You are not supposed to see that part. Alright? And, if you are  
 2 „B“, (Alright?), stay where you are. Now, there are questions. You have just one bit of  
 3 information here. **(The ‘R/L’ shows the pictures in the book to the ‘PS’)**. There are  
 4 six characters, three males, three females. Alright? „B“ has just one bit of information,  
 5 that one of these ladies, females, is 18 years old. Hum? Right? In „A“, the same  
 6 characters, you have only one name. One of these males has the name „Peter“.  
 7 „Alright?“ Complete them. Now, this is what you have (Alright?) in „A“ side. And, that  
 8 is what you in „B“. So, you should not check both sides. Alright? You do not see each  
 9 others information. Now, you can for example start „A“. (Alright?) Can start (Alright?)  
 10 giving some information to „B“ with regard to this character, by making sentences,  
 11 (Alright?) this is how to make your own sentences and how to think and make up, and  
 12 make up. Sorry. Alright? You know that „B“ does not have this information. And „B“  
 13 knows that you as „A“ do not have this information. Now, you as „A“, „P11“, how do  
 14 you send this information to your partner? Make a sentence. So, she can realize what  
 15 you mean and decide about the, this, ah, information. What sentence do you make?  
 16 1050 P11: I start from here? **(The participant shows the beginning of the lesson)**.  
 17 1051 R/L: No, just for this information. Okay? **(The ‘R/L’ shows a part of the lesson)**.  
 18 1052 P11: Yes.  
 19 1053 R/L: You must make, you must make your own sentence. Okay? She does have this  
 20 name. **(The ‘R/L’ points out that ‘P11’s’ partner doesn’t have any information**  
 21 **about the name of the character in ‘P11’s’ part)**.  
 22 1054 P11: Yes.  
 23 1055 R/L: Okay? You want to send this information to her. What sentence would you  
 24 make? **(‘P11’ seems unable of doing the task, so the ‘R/L’ asks of another**  
 25 **participant ‘P9’ to do the task)**. „P9“, what would you say about this? You know that  
 26 your partner doesn’t have this information. What would you say? What sentence would  
 27 you make?  
 28 1056 P9: Her name or [his...  
 29 1057 P5: % X % ... her opinion...] **(‘Ps’ get engaged in making different sentences**  
 30 **and put forward different suggestions. One of them makes a sentence, which**  
 31 **draws the ‘R/L’s’ attention)**.

- 1 1058 P8: 'Peter' wears glasses.
- 2 1059 R/L: Who is 'Peter'?
- 3 1060 Ps: % X %. glasses ...wears glasses. 'Peter' wears glasses, wears glasses.
- 4 1061 R/L: Hum? Again, again.
- 5 1062 P8: 'Peter' wears glasses.
- 6 1063 R/L: No, you, you can make like this, "The boy with glasses, or the boy, who wears  
7 glasses is Peter." So, how many boys do we have in this picture?
- 8 1064 PS: Three.
- 9 1065 R/L: Three. How many of them wear glasses.
- 10 1066 PS: One.
- 11 1067 R/L: In this way we know 'Peter'. Okay? You see clear? Alright.
- 12 1068 PS: Hah, huh, heh, hnh.
- 13 1069 R/L: Now, 'P15', if you want, you are 'B'. Okay?
- 14 1070 P15: Uhum.
- 15 1071 R/L: You want to send this information to your partner what would you say? What  
16 sentence would you make? **(The 'R/L' shows an other exercise to the participant.)**
- 17 1072 P15: 'Mary' is 18 years.
- 18 1073 R/L: How do you know that she is 'Mary'? Has she seen 'Mary' yet?
- 19 1074 P15: No.
- 20 1075 R/L: So.
- 21 1076 Ps: The fattest girl is 18 years old.
- 22 1077 Ps: The fattest girl is 18 years old.
- 23 1078 R/L: Good. So, how many girls do we have?
- 24 1079 PS: Three.
- 25 1080 R/L: Three. How many of them is fat?
- 26 1081 PS: One.
- 27 1082 R/L: The fattest one, okay, so, based on the characters (Okay?) and, paying attention  
28 to the pictures (Alright) and drawings. Okay? You can use your knowledge, compare  
29 it, and make a decision about these people. Alright? Is that clear?
- 30 1083 Ps: Yes, uhum.

- 1 1084 R/L: Good. So, continue with the rest. You have the sentences. So, „A“, (Okay?), stay  
 2 where you are and „B“, stay where you are. **(The ‘PS’ get involved in ‘Pair**  
 3 **communication’ based on the ‘R/L’s’ explanations and the information in the**  
 4 **text. Some of the ‘PS’ ask of the ‘R/L’ their questions and queries, and the ‘R/L’**  
 5 **answers to their questions and queries. He also keeps on observing them.**  
 6 **Whenever, he sees that the ‘PS’ face common problems or misunderstandings, he**  
 7 **interrupts to give the ‘PS’ more information).**
- 8 1085 R/L: Okay, just one, one more info..., sorry to interrupt you, one more thing. First of  
 9 all, for the rest, you must use only this part. **(The ‘R/L’ shows the table of**  
 10 **information below the illustration to the ‘PS’).** This blanket this, ah, envelop,  
 11 (Okay?) this card, the information here. You cannot, ah, change them, or make  
 12 different sentences. You must use them. And, then you must decide, which one can  
 13 help. Okay? So, it is not that you use them in order. Okay? See, which one of these five  
 14 sentences in this card, in this envelop, (Okay?) in this table can help you to disclose  
 15 some information. Al right? Okay?
- 16 1086 P4: All of them?
- 17 1087 R/L: Not all of them, some of them. So, when you, when you come to a dead end.  
 18 You come to a..., you’re blocked, you cannot help, then, ask your partner to help.  
 19 Alright? So, sometimes, you see that you cannot go any further. Is that clear?
- 20 1088 Ps: Yes.
- 21 1089 R/L: So, for example can we say, „Peter“, ah, is a year older than „Sally“?
- 22 1090 Ps: No.
- 23 1091 R/L: Why not?
- 24 1092 Ps: Because, we don’t know.
- 25 1093 R/L: Because, we don’t know, who is „Sally“ and, we don’t know... how old is  
 26 „Sally“? Alright? So, we cannot choose this one.
- 27 1094 Ps: Uhum.
- 28 1095 R/L: You must go and opt for a sentence, which can help. So, can we say „Mary“ is  
 29 fatter than both „July“ and „Sally“. Ha? Can we say „Mary“ is fatter than both „July“ and  
 30 „Sally“?
- 31 1096 P4: Yes.

- 1 1097 R/L: Yes, we can. We don't know who is „Sally“ and who is „July“, but we know one  
 2 of them is the fattest one, any way. Alright? Two of them, one is „July“ and one is  
 3 „Sally“, never mind. But, we know who is „Mary“. Then, we can make decision about  
 4 „Mary“. **(After having explained the rules to the participants, the ‘R/L’ leaves the  
 5 ‘PS’ on their own to continue with the activity. However, he continues observing  
 6 the ‘PS’, error corrects and feeds back).** In unit six, it is like a real conversation  
 7 about making a decision what to do, ah, for example, ah, on a holiday, (Okay?  
 8 Alright?) may be on a Sunday, on Friday. It's a holiday and you want to make a  
 9 decision to do something, (Al right?) or entertainment.
- 10 1098 P8: „What shall we do?“
- 11 1099 R/L: „What shall we do?“, is a kind of obligation. Means you are obliged to do  
 12 something. But, „Shall we do something“, okay, means, for example, asking for  
 13 permission. Alright? **(The ‘PS’ continue with their class work).** Alright, you can  
 14 continue only for two minutes. Okay? You can continue for only two minutes, and  
 15 then, ah, we will start presentations. **(After the two minutes allotted time is up, the  
 16 ‘R/L’ informs the ‘PS’ to end the ‘Pair work’ classroom activity to begin their  
 17 presentations. *Doing activities such as; „Pair work“ or „Presentation“ could provide  
 18 the „PS“ with an opportunity to get familiar with the real life situation, and oral  
 19 activities happening in an English-medium academic context to some extent.  
 20 However, the presentations were just simple talks about or around a seen or unseen  
 21 topic for about 3-5 minutes. The presentations were not based on typical English-  
 22 medium academic conventions. They were not associated with „Power point“ or  
 23 „Handouts“ or „Typical academic descriptions and or explanations“).*** Alright, that is  
 24 enough, thank you very much. So, do units „8“, ah... „7“ and „8“ for next time. Get  
 25 prepared for them. So, when you are doing them in the classroom, (Right?) you'll be  
 26 prepared. Now, it's time for presentation. Who was supposed to be the first one, „P6“?  
 27 „P12“, please. **(A part of the ‘Speaking’ class is devoted to presentations. The  
 28 participants’ task is to search for a topic themselves, work on it, then, present it  
 29 orally in the classroom in 4 to 5 minutes. In each session, the ‘R/L’ selects three  
 30 participants to be the first presenters in the next session, but the rest can  
 31 candidate themselves. So, he calls the first presenter to go in front of the**

1 **whiteboard to give his speech).** So, don't forget the rules of delivering your speech.  
2 Okay? Don't forget eye contact. Be relax, „Time management“, „Eye contact“, very  
3 good. So, just about 3-4 minutes, hum, please. **(The participant gives his speech. At**  
4 **the end of his speech, the 'R/L' thanks him and encourages the rest of the**  
5 **participants to put forward any questions they might have. One or two of the**  
6 **participants ask of the presenter a couple of questions, who gives the answers.**  
7 **And then, the 'R/L' invites the rest of the participants to come and give their**  
8 **speech. The 'R/L' error corrects on the spot).** Alright, ah, thank you every body for  
9 your interesting topics. I really enjoyed it. You see that you can learn a lot from each  
10 other by choosing interesting topics. Okay? And, we add to our, I mean our knowledge  
11 and information. Thank you very much every body. Now, let's go to your „For and  
12 Against“. Okay, would you please take out your „For and Against“ and see which  
13 lesson we are at?  
14 1100 1Ps: „Lesson four“.  
15 1101 R/L: „Lesson four“?  
16 1102 Ps: Yes.  
17 1103 R/L: “Any form of education other than co-education is simply unthinkable.”  
18 Alright? **(The 'R/L' reads out the topic, which he has chosen from the book named**  
19 **'For and Against' to the 'PS').** Now, you have some minutes to read it, and then we  
20 will have a discussion, „Group discussion“, four to four, five minutes for reading and  
21 some five minutes for „Group discussion“. Alright, let's form our „Discussion groups“,  
22 please. So, would you please form a group, you three and would you two join these  
23 two gentlemen, and would you join them please. Alright? **(The 'R/L' forms 'Co-**  
24 **education groups' of three and four participants to talk for and against the topic.**  
25 **The 'R/L' walks among them, observes them and when necessary error corrects**  
26 **and guides the 'PS' not to deviate from the main topic).** Okay, sorry to interrupt.  
27 Thank you very much, very interesting. I listened to all of you. You were engaged in a  
28 very interesting and high discussion. Thank you very much. Now, would you please  
29 turn back to your previous places? Now, we are going to have some practice on  
30 „Speaking clearly“. And, would you please take out your „Speaking clearly“ book. And,  
31 let's do some, ah, practice on our „Pronunciation“ and „Intonation“. (*„Speaking clearly“*)

- 1 *is another material used in the „Speaking“ classes. This material consists of a*  
 2 *practice book and two cassettes. The aim of the „R/L“ in selecting this material is to*  
 3 *provide the „PS“ with an opportunity to improve their „Pronunciation“, „Intonation“*  
 4 *and „Landing of the words“ while improving their sense of hearing by exposing it to*  
 5 *the origin source of aural, oral activities). So, where are we? (The ‘R/L’ sets the*  
 6 **cassette recorder and the cassette). Yeah? Is that okay? Yeah?**
- 7 1104 Ps: Yes.
- 8 1105 R/L: Is that right? Yeah?
- 9 1106 Ps: Yes. So, look, listen and repeat, please. **(The lesson is not on the right track,**  
 10 **so some of the ‘PS’ discuss it with the ‘R/L’, who tries to set the cassette on the**  
 11 **right track).**
- 12 1107 R/L: So, we are nearly on the right track. Okay? Repeat please. Try to catch up with  
 13 the cassette. This is the real speaking. This is what happens in the natural settings.  
 14 Look, listen and repeat, please. **(The ‘R/L’ himself repeats with the cassette to**  
 15 **encourage the ‘PS’ to repeat as they hear. Then, he stops the cassette and invites**  
 16 **the ‘PS’ to review the practices of the two pages one by one. After the ‘PS’**  
 17 **finished the practices all, the ‘R/L’ plays the cassette. So, the ‘Speaking’ class**  
 18 **continues in this manner until the ‘Speaking’ class time is up). Okay? That’s**  
 19 enough for this evening. Tick it, so we will continue in the next session. Any  
 20 questions, any problems?
- 21 1108 Ps: Thank you very much.
- 22 1109 R/L: Thank you very much, my pleasure. Enjoy your evening. And, do all your home  
 23 work. Okay? See you Friday morning all fresh and ready. Okay? Take care.
- 24 1110 Ps: How we thank you?
- 25 1111 R/L: „Thanks for teaching“. „My pleasure“.
- 26  
 27  
 28  
 29  
 30  
 31



1 **File 1, CD 3**

2 **Friday, 20/04/2007**

3 **Time: 09:00-13:30**

4  
5 **Reading skills & Classroom negotiations, Interactions and**  
6 **Instructions**

7  
8 **(Before the class begins, one of the participants 'P9' asks of the 'R/L' about some**  
9 **rules affecting the dictation of the words, for example, the changes which may**  
10 **happen to a verb when adding (ING). The 'R/L' explains that if the verb is ended**  
11 **by letter 'e', the ending letter 'e' would be omitted. But, if the last letter of the**  
12 **verb is a consonant which is preceding by only one vowel there the last letter**  
13 **would be doubled. He also adds that letter 'e' at the end of a verb, phonologically**  
14 **speaking, helps the main sound of the vowel, which is preceding the last**  
15 **consonant. Also, he explains that if the last letter of a word is a consonant, which**  
16 **is preceded by more than one vowel, then in case of adding 'ING' that consonant**  
17 **would not be doubled).**

18 1112 R/L: Alright so we are supposed to do some, ah, different works today. Yes?

19 1113 Ps: Yes.

20 1114 R/L: Reading, Listening, and Writing or Speaking? Which one?

21 1115 P8: This time we can work on „Listening“, „Listening“ or „Reading“.

22 1116 R/L: „Listening“, „Reading“. So, which one?

23 1117 P4: „Reading“.

24 1118 R/L: Or, „Writing“?

25 1119 P5: „Reading“, let's do more „Reading“. Because, everyone... .

26 1120 P9: First session, I think would be „Reading“ and second one two one hours for  
27 „Writing“ and „Speaking“.

28 1121 R/L: „Writing“ and „Speaking“. What about „Listening“? You, you are concerned  
29 about „Listening“.

30 1122 P9: Enshaallah (God willing), next week „Listening“.

31 1123 Ps: Next hour „Writing“ and „Speaking“.

- 1 1124 R/L: Next session „Writing“ and „Speaking“. Alright?
- 2 1125 Ps: Yes.
- 3 1126 R/L: So, let's start with your „Reading“, please. Would you take out your „Developing  
4 Reading Skills“, please? **(There is a discussion about the skills to be worked in the  
5 classroom. Because, in the last session, the ‘R/L’ and the participants concluded  
6 that the participants’ four skills are not balanced. That is some skills specially  
7 ‘Reading’ and ‘Listening’, need to be more emphasized. So, the participants came  
8 to the conclusion to put more effort on these two skills both in the class and at  
9 home. Now, they have made a decision to devote two thirds of the class time for  
10 “Reading and Listening’ and one thirds of the class time to ‘Writing and  
11 Speaking’, because they have made satisfactory improvement in the latter skills.  
12 So, the ‘PS’ take out one of their language learning materials specified for  
13 ‘Reading skills’ named ‘Developing Reading skills’).** Okay ready every body? Can I  
14 borrow your book „P5“ please? Can I borrow your book?
- 15 1127 P5: Here you are.
- 16 1128 R/L: Alright. Now, first I ask you some questions from the previous session. Now,  
17 did you learn how to deliver a good speech all of you? yeah?
- 18 1129 Ps: Yes.
- 19 1130 R/L: Good, you learnt it? Okay „P5“ „speak“. **(The ‘R/L’ had already advised the  
20 ‘PS’ in the previous session to memorize the part of speech of some selected  
21 vocabularies in their book as part of their homework. The idea was that the ‘R/L’  
22 would name one of the parts of speech of one of the vocabularies and the  
23 participant was supposed to recite the rest of the parts of speech of the selected  
24 vocabulary. But, the participant seemed to have forgotten to do his task. So,  
25 another participant takes turn).**
- 26 1131 P5: „Speak“? **(‘Speak’ is the selected vocabulary whose parts of speech must be  
27 recited by the participant.)**
- 28 1132 R/L: Speak.
- 29 1133 P8: Speech, spoken.
- 30 **(As part of their homework for developing their ‘Reading skill’, the ‘PS’ should  
31 memorize different parts of speech of ten vocabularies in each lesson of the book.**

1 **In the next session the ‘R/L’ utters one of the parts of speech of a vocabulary and**  
 2 **the participant who has been asked of should say all different forms of that**  
 3 **vocabulary. So, ‘P5’ seems not to be oriented or perhaps not to have done his**  
 4 **homework properly. ‘P8’ takes his turn and answers).**

5 1134 R/L: Okay, what else? What else? „Speechless“.

6 1135 P8: Speechless.

7 1136 R/L: „P4“? So, „P5“ was not prepared, as usual. Hum? You forgot to do your  
 8 homework. And then, you want to progress too. Yes? **(The ‘R/L’ reminds ‘P5’ to**  
 9 **notice to the importance of doing his homework with a smile on his face and with**  
 10 **a laughing tone. And then, advises ‘P5’, who normally ignores doing his**  
 11 **homework to work hard).** Laughingly, you must work hard „P5“, ha. **(So, the ‘R/L’**  
 12 **continues asking of the rest of the participants to recite their lessons. He warns**  
 13 **those participants who are not well prepared to work hard).** Okay. So, I can see  
 14 except for a few the rest of you are not interested in, ah, studying. And then, you  
 15 expect to have high marks in exams. Hum? It is impossible if you do not work. If you  
 16 want to get higher mark, you must study, you must work and you must spend time.  
 17 Okay? Now, go to unit eight please. Everybody, you have some minutes to read the  
 18 text and then we will discuss it. **(The ‘PS’ get engaged in silent and fast reading a**  
 19 **text. Having read a text of some 1000 words or so in a few minutes, usually in**  
 20 **about five minutes or so they should close their book and answer to the ‘R/L’s’**  
 21 **questions, who almost knows all the texts by heart and without looking at the**  
 22 **book asks of the participants one-by-one some questions related to the text.**  
 23 **Having done this task, next the participants should report the whole text orally).**  
 24 Finished every body? Be quick please. Two minutes left. Al right that’s enough I think.  
 25 „P9“, would you choose a topic for this text?

26 1137 P9: Ahhh...

27 1138 R/L: Of your own of course. Based on what you read. **(The ‘R/L’ asks of different**  
 28 **participants different questions and discusses different aspects of the text with**  
 29 **each of them. In so doing, the „R/L“ aims at improving the participants“**  
 30 **„Comprehension Power“-one of the skills of „Reading Skills“. Also, he aims to**  
 31 **provide the participants with an opportunity to gain a degree of confidence in**

- 1 *reading, comprehending, concluding and analysing different kinds of texts. In this*  
 2 *way, it is probable that the participants may be skilful in doing their „Reading Tasks“*  
 3 *in the „IELTS Reading Test“ successfully. In addition, he also provides the*  
 4 *participants with an opportunity to practice the other skills, specially, „Speaking“*  
 5 *simultaneously. Having done these the ‘R/L’ assigns the ‘PS’ some homework to*  
 6 **do for the next session). Now, go to page 109 please. Memorize „parts of speech“ in**  
 7 **page 109 and 110, also develop a „Writing“ of no less than 200 words based on the**  
 8 **topic presented in page 111 “Many people say that they do not have time to exercise... .”**  
 9 **Okay?**
- 10 1139 Ps: The first one?
- 11 1140 R/L: Yes, the first one. Questions? Problems? Now, let’s go to „504“ please. **(One of**  
 12 **the participants ‘P12’ asks of the ‘R/L’ the meaning of a word. The ‘R/L’ answers**  
 13 **his question and corrects his phonological error). Ah, which lessons „P8“?**
- 14 1141 P8: Unit 29. (*„P8“ mentions the unit that he is working at home. Whereas, the*  
 15 *„R/L“ means the unit that all the participants share in the classroom.)*
- 16 1142 R/L: No, I mean in the class. „P4“ which unit?
- 17 1143 P4: Unit 9.
- 18 1144 R/L: Unit 9. Alright, so everybody, go to „Unit 9“, „Page 28“, please. **(The ‘PS’ get**  
 19 **busy finding ‘Page 28’. But, one of the participants is motionless)! What about you**  
 20 **„P10“? Where are your books?**
- 21 1145 P10: ((X)). **(The participant nods).**
- 22 1146 R/L: Hum?
- 23 1147 P9: P11, (P10’s husband) will bring the books. **(Some of the participants are**  
 24 **couples. They work at different places. So, sometimes the one who is responsible**  
 25 **for bringing the materials for both of them from home arrives late. ‘P10’s’, now,**  
 26 **is one of these occasions. So, the ‘R/L’ gets the point and forgives ‘P10’).**
- 27 1148 R/L: Okay, alright. Look, listen, Okay, Look and listen, please. **(The ‘R/L’ reads out**  
 28 **the 12 new vocabularies first. In the second run, the ‘PS’ should repeat after the**  
 29 **‘R/L’. Next, the ‘PS’ should read out the newly learnt vocabularies one by one.**  
 30 **The ‘R/L’ error corrects and feeds back. Then, each participant reads one**  
 31 **sentence from the exercises in the text. Having read the sentences one by one the**

1 **‘PS’ are allotted about 2 minutes to read a text of about 150 words silently, and**  
 2 **then report it orally one by one).** Alright, now close your books everybody. „P8“,  
 3 would you start. **(The ‘PS’ give their oral report on the text one by one. When**  
 4 **necessary the ‘R/L’ corrects the participants’ errors. He also gives feed back**  
 5 **when required).** Okay, thank you everybody. Any questions?  
 6 1149 P12: „əjəpt“ is correct or „ĕjəpt“?  
 7 1150 R/L: Egypt, „ĕjəpt“, „Egypt. Okay?  
 8 **(Some participants put forward their questions and queries. The ‘R/L’ answers**  
 9 **and responds to their questions and queries).** Alright, now, what I would like you to  
 10 do is continue, Okay like „P9“ and „P8“, ah, reading all these I mean words in the book.  
 11 Okay? But, we will do them in order in the classroom. Okay? As, as a part of your  
 12 homework, just carry on press a head. Al right? Finish with this book, finish with the  
 13 „Speaking clearly“. Finish with „Pronunciation in Use“, hum, Al right? But, we will  
 14 work in order in the classroom to have explanations. Okay? Don’t wait for the class.  
 15 Just go a head. Question? problems? Now, let’s go to your IELTS please. **(‘Ps’ ask of**  
 16 **the ‘R/L’ the meaning of some words. The ‘R/L’ elaborates on the meaning of the**  
 17 **word with examples and explanations).** So, oh, is there anything left to be analyzed  
 18 or discussed from the previous sessions? Yes or no?  
 19 1151 P8: We finished, ah...  
 20 1152 R/L: Did you finish it all? **(The ‘PS’ get busy checking their books to see whether**  
 21 **or not all the previous testes have been checked, analysed and explained upon).**  
 22 Now, I’ve taught you, how to do with, ah, „Cloze Type Test“, „Fill in the Blanks“,  
 23 „True / False“ and „Yes / No“. An other type is, ah „Missing Words“, that I would like  
 24 to go through it today to see whether we can find any sample. Okay, go to pages „29“  
 25 and „28“, please. Questions „29 to 37“ is an example of „Missing words“. Alright? Is an  
 26 example of „Missing Word“? Ah, you have about 10 minutes to answer these eight  
 27 questions. Al right? **(There are some strange bangs! But, the ‘PS’ are so engaged in**  
 28 **their class works that they don’t pay attention to a horrible storm happening**  
 29 **outside of the classroom pondering doors and roofs of the building. It is only after**  
 30 **a while that the repeated sound of bangs draws the participants’ attention).** Storm,  
 31 hum? **(The ‘PS’ have an opportunity to do a ‘Reading’ for IELTS practice test,**

- 1           **which resembles the type of tests in the real exam. There are eight ‘Missing**  
 2           **Words’ questions and the allotted time is 10 minutes).** 3 minutes left. **(After the**  
 3           **allotted time is elapsed).** Alright. That’s enough. Now, let’s discuss it. First of all, as  
 4           you can see, „Missing words“ are like a mini cloze type test. Okay? So, you must deal  
 5           with them individually. Hum? How did you go about the first question „P8“?
- 6 1153    P8:    How can I find this in the test?
- 7 1154    R/L:    Yeah, how could you find the answers?
- 8 1155    P8:    First, I mention about the topics, which is period and some of the information  
 9           that is, ah, provided in the section. And, secondly I go to, the, to find the 18<sup>th</sup> century.
- 10 1156   R/L:    What did you do to find 18<sup>th</sup> century?
- 11 1157   P8:    I first, I start to skim the...
- 12 1158   R/L:    So, you skimmed the text. Okay? Did you all do that? Did you all skim? Okay?  
 13           **(Some of the participants say ‘Yes’. Some say, ‘No’ and some are puzzled)!**
- 14 1159   Ps:    Yes.
- 15 1160   Ps:    No.
- 16 1161   Ps:    % X %.
- 17 1162   R/L:    So, you have some characters. Okay? On the top of the table. Hum? You have  
 18           titles setters, „Period“, „Style of period“, „Building materials“ and „characteristics“.  
 19           Okay? And then, you have some eras. Yeah?
- 20 1163   Ps:    Yeah.
- 21 1164   R/L:    Mentioned to the left. It says before 18<sup>th</sup> century in 1920, etc, etc. Right? So,  
 22           these are good clues to go and find them by „Skimming“ and „Scanning“, because, you  
 23           didn’t read the whole text. Hum? You have to find some information. Right? So, how  
 24           did you come to this question „P5“?
- 25 1165   P5:    In the material, I refer to 18<sup>th</sup> century.
- 26 1166   R/L:    And, where did you find it?
- 27 1167   P5:    Yes, timber and stone.
- 28 1168   R/L:    How did you find that it is „timber and stone“?
- 29 1169   P5:    Because, it say, ah, off the 18 and 19 century instead of using timber and stone  
 30           and traditional building techniques artich, are, are.
- 31 1170   R/L:    Architects. Architects.

- 1 1171 P5: Artichets.
- 2 1172 R/L: Architects.
- 3 1173 P5: Architects.
- 4 1174 R/L: Okay. **(The participant has a problem pronouncing ‘architect’ correctly. So,**
- 5 **the ‘R/L’ helps him by repeating the correct pronunciation. After a couple of**
- 6 **times of repetition and mimicking the participant succeeds to pronounce the word**
- 7 **correctly).**
- 8 1175 P9: Began to explore.
- 9 1176 R/L: So, did it make sense and meaning for you to come to this conclusion?
- 10 1177 P5: And, it, uhm, said that, ah, it says that, ahhh, “in 18<sup>th</sup> century, they used „timber
- 11 and stone“ to build the material, to build the...”
- 12 1178 R/L: Does it say that, “...in 18<sup>th</sup> century they used „timber and stone“?” Does the text
- 13 say that?
- 14 1179 P12: (X).
- 15 1180 Ps: % X %.
- 16 1181 P4: Instead of we can find.
- 17 1182 P5: In say after 8, ah, 18 century they use another thing. But, in 8 century...
- 18 1183 R/L: Is it for 18 century?
- 19 1184 P8: No, because it’s mention instead of traditional buildings, instead of this period
- 20 we can find that traditional.
- 21 1185 R/L: Ahun!
- 22 1186 P8: And, according to this part which is tradition.
- 23 1187 R/L: Ahum.
- 24 1188 P8: And, instead we can match them together and we can find that the traditional
- 25 material.
- 26 1189 R/L: So, is „timber and stone“ used in 18<sup>th</sup> century or before that?
- 27 1190 P9: Before.
- 28 1191 P4: Before it was using in 18 and 19<sup>th</sup> century.
- 29 1192 P5: In 18<sup>th</sup> and 19<sup>th</sup> century, 18 and 19 century.
- 30 1193 R/L: What were they using in 19 and 18, 19<sup>th</sup> and 18<sup>th</sup> century?
- 31 1194 P5: „Timber and stone“.

- 1 1195 R/L: What does it say?
- 2 1196 P4: In traditional building techniques.
- 3 1197 R/L: What does it say?
- 4 1198 P12: “By the origins of what is known as modern can be trace back to the social  
5 and...”
- 6 1199 P5: It is changes, changes of the, changes of the 18<sup>th</sup> and 19<sup>th</sup> century and instead.
- 7 1200 P9: Changes of the...
- 8 1201 P5: 19<sup>th</sup> century...
- 9 1202 R/L: Ahum, so what happens?
- 10 1203 P4: And, after that, we have steel and glass which both...
- 11 1204 P5: Oh, yes.
- 12 1205 R/L: No. What do we have in 18<sup>th</sup> and 19<sup>th</sup> century?
- 13 1206 P5: The change in the type of material that we used in the constructing of the  
14 buildings.
- 15 1207 R/L: So, how do we come to the conclusion that „timber and stone“ was used and  
16 when was it used?
- 17 1208 P5: Before 18<sup>th</sup> century.
- 18 1209 R/L: Before?
- 19 1210 P4: Before that.
- 20 1211 R/L: Ahu, before that.
- 21 1212 P4: Ah, ah, it speaks about ,ah, 19, 18 and 19<sup>th</sup> century and after explanation it say  
22 instead of that.
- 23 1213 R/L: Yeah? So, what does it mean?
- 24 1214 P5: Oh.
- 25 1215 P4: It says, “...instead of that.”
- 26 1216 P5: “...Instead of that, ah, in 18<sup>th</sup> 19 century instead of, instead of using „timber and  
27 stone“, ah, they used.” But, it shows that, ah, before 18<sup>th</sup> century they used „timber and  
28 stone“ and in 18<sup>th</sup> century in changes.
- 29 1217 R/L: Ahun. It changes. Okay? So, this is how it makes meaning. Al right? How you  
30 conclude. Right? It explains that in 18<sup>th</sup> and 19<sup>th</sup> century instead of „timber and stone“,  
31 they used something else. Al right?



- 1 1218 P5: Ahum.
- 2 1219 R/L: It changed. It changes. Hum? It changed to something else. So, we conclude that  
3 before 18<sup>th</sup> and 19<sup>th</sup> century, the architects were using „timber and stone“. Alright? This  
4 is how you conclude.
- 5 1220 P5: We can refer back to background knowledge that before 18<sup>th</sup>...
- 6 1221 R/L: If you have this specific knowledge, you can use your universal knowledge. As I  
7 have already said in doing tests you can use „Linguistic knowledge“, „Textual  
8 knowledge“ and „Extra or universal knowledge“. If you have the knowledge, that’s  
9 good for you. Use it. Otherwise, you must decode the text. Al right? Right? is that clear  
10 „P4“ now?
- 11 1222 P4: Yes.
- 12 1223 R/L: So, instead of that. Okay? Which means when it says, “...before, prior to 18<sup>th</sup>  
13 and 19<sup>th</sup> century“, they were using „timber and stone“.” Now, instead of that they are  
14 using steel.
- 15 1224 P5: „Steel“.
- 16 1225 R/L: Alright? Good.
- 17 1226 P12: What does „timber“ mean?
- 18 1227 R/L: „Timber“, „timber“ are those, [ah....
- 19 1228 Ps: „Wood, wood“.
- 20 1229 R/L: „Wood“, you know]. „Strong wood“, they used to use instead of beams of iron in  
21 the buildings. Hum?
- 22 1230 P8: They call them „Timber“.
- 23 1231 R/L: Okay, alright. Now, next. Number 30 what is the answer?
- 24 1232 Ps: „Modem“ is...
- 25 1233 R/L: How did you come to that „P10“?
- 26 *(By looking at the interactions between the „R/L“ and some of the participants it can*  
27 *be concluded that the „R/L“ tries to provide the „PS“ with an opportunity to try and*  
28 *inductively comprehend the text to take the gist out of the text. The „R/L“ follows the*  
29 *same procedure to engage the participants in probing the text. He gives them an*  
30 *opportunity to practice „skimming“ and „scanning“ and other techniques „eg.*  
31 *window opening, etc.“ to grasp the whole idea, and then find the most suitable*

1 *answers*). How did you skim? How did you skim for that? Where did you find the  
2 window?

3  
4 **(The participant explains her procedure. She says that she reads fast. She reads**  
5 **within the lines. And then, the ‘R/L’ asks some other participants to explain their**  
6 **procedures in finding the answers. They explain different procedures. For**  
7 **instance, some say that, they first read the whole text to grasp a whole meaning**  
8 **and understanding, and then go to the questions. While some others explain**  
9 **otherwise. Then, the ‘R/L’ elaborates on the letter ‘S’ after ‘YEARS’, ‘e.g. 1920s,**  
10 **1930s, etc’.** He explains that the little letter ‘S’ after ‘YEARS’ shows a decade.  
11 **Then, he explains that early 1920s means 1920-1923. Mid 1920s means 1924–1926.**  
12 **And, late 1920s means 1927-1929. The ‘R/L’ continues answering to the**  
13 **participants’ questions and queries. In so doing, they analyse all the questions and**  
14 **the ways of finding the most suitable answers. In addition, in the process of**  
15 **finding answers he indirectly encourages the ‘PS’ to discuss some grammatical**  
16 **and syntactical issue whit each other).** Pay attention that the questions in the IELTS  
17 are multipurpose questions that means, not only you must find the right answer, but  
18 also you must do some changes in terms of vocabulary or grammatical forms.  
19 Sometimes, you are expected to change a verb to a noun or vice versa or adjective to  
20 adverb and vice versa, because of the context of that special sentence or phrase or  
21 clause. Alright? So, always, always after finding the answer, check the structure and  
22 context of that phrase, sentence or clause which is a part of your answer. Sometimes,  
23 you are required to change an adjective to adverb and vice versa, or a noun to verb, or  
24 a noun to adjective and so on and so forth. Sometimes, you are required to change an  
25 „ING“ form to „TION“ form or „SION“ form. Al right? Yeah? Okay. *(In some*  
26 *questions the design is in a way that testees should do some „semantically“ or*  
27 *„syntactical“ changes in the answer they find in the text and imply the changes.*  
28 *Otherwise, they will not get the score. That’s why the „R/L“ explains in length these*  
29 *critical points to the „PS“.* In so doing, he provides the „PS“ with an opportunity to  
30 learn some points in doing an „IELTS Reading Test“ more successfully. The „R/L“  
31 also intends to provide the „PS“ with an opportunity to learn semantically, syntactical

1 *and pragmatically issues of the language both inductively and deductively*). Okay.  
 2 So, yeah ,so you see that"s how, ah, dealing with the techniques, ha, and working on  
 3 them to be expert in using them can help you greatly to find correct answers much  
 4 sooner and more accurate. Alright? Now, let"s go to questions number 36 to 40. This is  
 5 another kind. This is a different kind. This is called „Matching“. So, up to now, we  
 6 have almost covered the majority types of questions in the „IELTS Reading Test“. Yes?  
 7 We have talked about „Cloze Type Test“, „True/False“, „Fill in the Blanks“ and  
 8 „Missing“. Now, this is a kind of „Matching“. Al right? „Matchings“ are in different  
 9 forms. Now, I"ll elaborate on different kinds of „Matching“. „Matching“ is very popular  
 10 in IELTS Exam. But, they are in different forms. One form is „Cause and Effect“. (**The**  
 11 **‘R/L’ writes ‘Matching’ and ‘Cause and Effect’ on the whiteboard**). „Cause and  
 12 Effect“, that means you have, for example, four or five questions as causes of  
 13 something, and then they have some effects. The number of effects are usually more  
 14 than the number of causes. So, you have sometimes twice as much or a bit higher or  
 15 lower. Al right? So, you must find, for example, whether cause number „1“ goes to „A,  
 16 B, C, D,... or H“. Al right? May be it goes to „E“, and may be „2“, for example, goes to  
 17 „H“. Or, may be „3“, for example, goes to „A“ or „4“ to „B“. Alright? So, something  
 18 like this. To do these kinds of tests you must again skim for the causes. Find a cause  
 19 first in the text and see where the sentence takes you. Al right? Where does the  
 20 sentence take you? To find the effect.

21 1234 P12: Is it possible that on questions related to was, for example, related to „A“ the  
 22 other related to „A“ again?

23 1235 R/L: You mean may be a cause has more than two effects.

24 1236 P12: Okay.

25 1237 R/L: It is possible provided you"ve got „Nota Bene“, „N.B.“ in the instructions. You  
 26 must check the instruction. Al right? Sometimes, it can be possible that you have, for  
 27 example, to or you choose an item 2 or 3 times. It is possible. It says to you that, for  
 28 example, you may choose one item more than once. If it is said in instructions part,  
 29 then „YES“.

30 1238 P12: The, ah...

31 1239 R/L: Otherwise, each cause has one effect.

- 1 1240 P12: Is it used for deceive us or not?
- 2 1241 R/L: No, it is not to deceive you. It's not the matter of deceiving. Okay? It is the  
3 matter of guiding not deceiving. Al right, so this is one sort of „Matching“, that, that  
4 you have an example. But, there are also other types of „Matching“. Sometimes, you  
5 must find, for example the name of some body or a scientist, who has advanced an  
6 idea. So, may be in a text, you have four, five different researchers or scientists, or, ah,  
7 whatever, who have developed or advanced different ideas. So, you must match the  
8 ideas to the Sayers. Okay? Sometimes, you have unfinished sentence and you must  
9 complete the sentences. So, „unfinished sentences“ can be for example, like this. **(The**  
10 **‘R/L’ writes on the whiteboard some unfinished sentences, which have the**  
11 **beginning parts but not the ending parts as questions. And, some more sentences,**  
12 **which do not have the beginning parts but the endings as alternatives).** That you  
13 have the beginning parts of the sentence followed by some ellipses. To complete these  
14 sentences, you will see a list of the ending parts, which exceeds the number of the  
15 questions, so in a list may be you“ll have eight different choices. **(The ‘R/L’ writes**  
16 **different choices on the whiteboard).** So, nearly twice as much. Okay? Then, the  
17 beginning part you have ellipses or not. Then, you must match them, for example,  
18 which part goes to which ending and so on and so forth. So, this is also another kind of  
19 „Matching“. Any question? Another kind of „Matching“, which is very popular, is that  
20 you must match the „gist“ of the paragraphs to the paragraphs, for example, in a  
21 „Reading Passage“, may be there are say 8 paragraphs. Okay? Paragraphs, „A“, „B“,  
22 „C“, „D“, „E“, „F“, „G“, „H“. There are 8 paragraphs in your „Reading Passage“. Then,  
23 for example, you have five or four or six questions, question number 1, 2, 3, 4, 5 and 6.  
24 **(The ‘R/L’ writes six questions on the whiteboard).** Now, in the questions you have  
25 gist of these paragraphs. The gist is in one sentence. The gist is in one sentence. And  
26 then, you must find out to which of these paragraphs this gist belongs to.
- 27 1242 P12: What is „gist“?
- 28 1243 P8: Heading.
- 29 1244 R/L: „Gist“ is, for example, the main point.
- 30 1245 Ps: The main points.

- 1 1246 R/L: Hum, the main point, which is in a paragraph or thesis, thesis, ha, thesis  
 2 statement, the thesis statement of a paragraph. Right? What is, what is the whole  
 3 paragraph about? Okay? The „controlling idea“, the „main idea“ in a paragraph. Okay?  
 4 Is the gist. So, you must match these „controlling ideas“ or „opinions“ to the related  
 5 paragraphs. So, this is another kind of „Matching“. Alright. Now, you start with the  
 6 first one, which is a kind of „Cause and Effect“. You have about 10 minutes to answer  
 7 these questions. Start now, please. **(The ‘PS’ get engaged in doing the ‘Matching**  
 8 **Test Type’. And, the ‘R/L’ walks and observes them to see how the ‘PS’ follow the**  
 9 **rules and hints in finding the suitable answers to the questions).** Okay, that’s  
 10 enough. Now, let’s check your answers. But, first of all by observing you, I came to  
 11 the conclusion that, ah, it seems as if you are not still expert in „Skimming“ and  
 12 „Scanning“ and finding the „Windows“, because I see you all reading the text. No,  
 13 reading the text word for word. This is not what is meant by skimming, understanding.  
 14 Hum? By skimming we mean that you must, ah, read quickly. It means just actually  
 15 seeing the word to arrive at a point where you find some causes. Hum? So, let’s check  
 16 the causes, first. What does it say, the first one? “A rapid movement of people from  
 17 rural areas to cities is triggered by the technological advance.” So, you must skim to  
 18 find this part. Where is it?
- 19 1247 P3: It is here. **(The participant shows her book to the ‘R/L’, and shows the scope**  
 20 **of the ‘Window’ she has marked in her book).**
- 21 1248 R/L: Okay, so you must move quickly all the way to reach to this point.
- 22 1249 P5: „Rural area“, here.
- 23 1250 R/L: Al right? So, this is the beginning of the window. Stop and mark it. Right? Now,  
 24 this is the „Cause“. What is the „Effect“, „P8“? What does the „Effect“ say in the text?
- 25 1251 P8: It say, “Technical advances also helped..., such rapid...”
- 26 1252 R/L: So, such rapid; Okay? From here up to here was, up, up to such was the cause.
- 27 1253 P8: „Cause“. Yes.
- 28 1254 R/L: Al right? So, such and then?
- 29 1255 P8: Rapid and uncontrolled move helped...
- 30 1256 R/L: Helped, resulted here. Okay?
- 31 1257 P8: “...in to cities to slum area.”

- 1 1258 R/L: "...to slum areas." Right? So, after, „such rapid“ is the „Effect“. Now, see  
 2 whether you can find it in the list under the „Effect“ title?
- 3 1259 P8: “Some parts of the cities become slum.”
- 4 1260 R/L: Become „slum“, which, [which...  
 5 1261 P5: „G“].
- 6 1262 R/L: Letter?
- 7 1263 Ps: „G“.
- 8 1264 P5: „G“.
- 9 1265 R/L: „G“. Do you all agree on it?
- 10 1266 Ps: Yes.
- 11 1267 R/L: Everybody?
- 12 1268 Ps: Yes.
- 13 1269 R/L: So, if you do not agree you can discuss. Or else, you can accept it. Okay? Hum?  
 14 Clear?
- 15 1270 Ps: Yes.
- 16 1271 R/L: Next, „P12“. **(The ‘R/L’ continues in this way. He selects a participant  
 17 among the ‘PS’ randomly. The selected participant is expected to analyse and  
 18 discuss the possible alternative. The ‘R/L’ also persuades the rest of the  
 19 participants to get involved in the discussion to decide about the most suitable  
 20 alternative. In so doing, the „R/L“ provides the „PS“ with an opportunity to engage in  
 21 a group work to share their ideas, opinions and knowledge. The ‘R/L’ himself also  
 22 participates in the discussion about the answer. The ‘PS’ and the ‘R/L’ get  
 23 involved in a hot linguistically discussion over finding the answers. The ‘R/L’ also  
 24 notices that some of the participants are not very active and they are kept in  
 25 themselves. So, he selects them to take the ground and start the discussion. The  
 26 ‘R/L’ also keeps on answering some of the participants’ questions and queries  
 27 simultaneously. He, every now and then, explains some grammatical points). Al  
 28 right? Good. So, any questions? Any problems? Good. Now, you can do some more  
 29 practice at home. Okay? Redo all these practices to be more expert in doing them.  
 30 Alright? You know how to skim, scan and find the windows correctly. Now, you can**

1 enjoy your 15 minute break. Yeah? Take a break. Don't go to have dinner. Just a  
2 break!

3

4 **File 2, CD 3**

5 **Friday, 20/04/2007**

6 **Time: 09:00-13:30**

7

## Speaking & Writing

8

### Writing

9 1272 R/L: So, please explain as much as you can. Okay? Complete explanation on the  
10 protocols. Alright? **(The 'L/R' has provided some questions to conduct a survey on**  
11 **the participants' think aloud protocols on 'Listening', 'Reading' and 'Writing'**  
12 **skills. He gives to each participant a set of protocol to think carefully and answer**  
13 **to the questions unbiased. The participants have already filled out a questionnaire**  
14 **on 'Speaking' skill). [Now...**

15 1273 P9: Sorry...] **(One of the participants approaches the 'R/L' to ask a question).**

16 1274 R/L: Yes, please.

17 1275 P9: Ah, I have a suggestion.

18 1276 R/L: Yes?

19 1277 P9: Suggestion for „Speaking classes“. As you know, most of us has, ah, have many  
20 common, ah, mistake.

21 1278 R/L: Mistakes, yeah. Yes, common mistakes.

22 1279 P9: Mistake words. Mistake sentences. Would you please, ah, tell us the right  
23 correct form?

24 1280 R/L: Sure.

25 1281 P9: Common mistakes as you know.

26 1282 R/L: Sure, sure. This is what we, ah, actually came across and I gave you a  
27 questionnaire about how to put correction on the „Speakings“. Yes? And, I am trying to  
28 actually run the classes based on your wishes. Hum? That you needed immediate  
29 correction on your, ha, Errors.

30 1283 P9: Common errors. Tell us, don't use this sentence. Use this.

31 1284 R/L: Yeah.

- 1 1285 P9: And, can memorize it.
- 2 1286 R/L: Yeah, Yeah.
- 3 1287 P9: We replace it in our mind.
- 4 1288 R/L: Yeah.
- 5 1289 P9: Because, our patient and old mistakes.
- 6 1290 R/L: Yeah.
- 7 1291 P9: We can't remove them.
- 8 1292 R/L: Yeah, so what you are talking about is actually you are talking about the  
9 patterns, patterns and for example, ah, yeah. But, sometimes this is the matter of  
10 subjective, subjective, ah, subjective questions. When it comes to subjective questions  
11 and you argue, then individuals may develop different forms and opinions. There are  
12 some patterns anyway (Okay?), „Types and patterns“. We can put corrections on them  
13 as common mistakes. Hum? But, for individual opinions you speak differently. Then,  
14 we have to correct each person's errors individually. The rest can take lessons. You see  
15 whether you've the same or common mistake with the speaker or not.
- 16 1293 P9: Please, correct our mistakes.
- 17 1294 R/L: Sure, sure.
- 18 1295 P9: And, in our „Writings“.
- 19 1296 R/L: Sure, when it comes to the patterns, we will do that. But, may be for example,  
20 what „P8“ has as an error, the rest of you don't. Okay? Then, it will be ah, ah, an  
21 individual matter, not public matter. Alright? Now, as we agreed upon in the last  
22 session, this session is going to be for your „Writing“ and „Speaking“. Yeah? Now, let's  
23 start with „Writing“. In the previous session, we discussed the differences between  
24 „Description“ and „Explanation“. And, you all found that you have problem with the  
25 realization between the concept of „Description“ and „Explanation“. However, I think it  
26 is removed by now. Ha? Because, we had a lot of exercise and practice on what is  
27 meant by „Description“ and „Explanation“. Is anybody in the class, who still does not  
28 know what is exactly meant by „Description“ and „Explanation“? Anybody?
- 29 1297 Ps: No.
- 30 1298 R/L: Do you all feel confident that you know, what is the difference between  
31 „Description“ and „Explanation“?



- 1 1299 Ps: Yes.
- 2 1300 R/L: Okay, so, you have „Description“ and „Explanation“ both in „Writing“ &  
3 „Speaking“.
- 4 1301 P9: Excuse me, it is hot in here.
- 5 1302 R/L: And, the cooler is off. What do you want me to do? Do you want to close the  
6 door?
- 7 1303 Ps: Why don't they repair the cooler? **(The weather has got hot. A cooling system  
8 is required. Unfortunately, despite the talks of the 'R/L' and the 'PS' with the  
9 manager of the RALTEC Inst., no measures have been taken to repair the coolers  
10 in the classroom. Therefore, the 'PS' are inconvenient and complain about it).**
- 11 1304 R/L: Okay, with regard to „Writing tasks“, which tasks are „Description“, which tasks  
12 are „Explanations“?
- 13 1305 Ps: „Task One“ is „Description“, „Task 2“, „Explanation“!
- 14 1306 R/L: Okay, very good, so, you are expert now! **(The 'R/L' praises the 'PS').**
- 15 1307 PS: Hah, huh, heh, hnh! **(The 'PS' laugh joyfully).**
- 16 1308 R/L: Why „Task One“ is „Description“ „P12“?
- 17 1309 P12: Because, we should, ah, ahhh, ahhhh, the, talk about. The frame of the... **(One  
18 of the participants enters the classroom after missing the first session. He is also  
19 very late for the second session. So, the 'R/L' greets him surprisingly).**
- 20 1310 R/L: Hello, Good morning, hah, huh heh, hnh. Yes, you can put your chair over here.  
21 That's alright. Yes, „P12“.
- 22 1311 Ps: Hah, huh, heh, hnh.
- 23 1312 P12: Ah, because we can illustrate the frame of that task and talk about the chart, for  
24 example chart, table or, ah, picture on the, in the task and describe what about them  
25 talk about they.
- 26 1313 R/L: Is „Description“ objective or subjective?
- 27 1314 Ps: „Objective“.
- 28 1315 R/L: Why „P4“, „Description“ is „Objective“?
- 29 1316 P4: One, ah, ahhh.
- 30 1317 R/L: „P8“, why „Description“ is „Objective“?
- 31 1318 P8: Because, they gave us individual task that every one should write about it in...

- 1 1319 R/L: What do we do in describing an object „P5“? What do we do in describing an  
2 object?
- 3 1320 P5: We must refer to the statistics.
- 4 1321 R/L: „P4“; what do we do in describing an object?
- 5 1322 P4: We shouldn“t write our opinion.
- 6 1323 R/L: We shouldn“t write our opinion. What else do we do in a „Description“? What  
7 are you talking about in a „Description“?
- 8 1324 P9: Description about the thing that we see the sub, the object. It is not the subject.  
9 When we have a subject.
- 10 1325 R/L: Do we have any word for that?
- 11 1326 P8: A, physical.
- 12 1327 R/L: Physical, yes. That“s it. Okay? In „Description“ you are talking about physical.  
13 So, we have a common opinion.
- 14 1328 P12: Some we...
- 15 1329 R/L: Ha? Can we describe this table differently? Hum? Can we, can we, for example,  
16 say it has got two horns. Or, for example, Hun?
- 17 1330 Ps: % X %.
- 18 1331 R/L: If you want to describe it, how will you describe this table? This desk?
- 19 1332 P9: I want to describe it.
- 20 1333 R/L: Now, describe it, please.
- 21 1334 P9: Describe it?
- 22 1335 R/L: Describe it.
- 23 1336 P9: Describe it, I“ll say okay, it is a desk and, and, it is a surface.
- 24 1337 R/L: Ahu.
- 25 1338 P9: And. Ah, I think it“s brown. It is brown.
- 26 1339 R/L: Ahu.
- 27 1340 P9. And, four legs.
- 28 1341 R/L: It has four legs, yes. Now, „P15“; if you want to describe it, what would you say  
29 about, about this desk?
- 30 1342 P15: Desk, ah...
- 31 1343 R/L: Now, describe it. Would you say it is green? The color is green? Is it green?

- 1 1344 P15: Nooo! Brown!
- 2 1345 R/L: Has it got five legs?
- 3 1346 P15: Five legs? No, of course not.
- 4 1347 R/L: Has it got three legs?
- 5 1348 P15: No.
- 6 1349 R/L: How many legs? How many legs?
- 7 1350 P15: Four.
- 8 1351 R/L: So, we have the same opinion. So, in „Description“ we say the same thing.
- 9 1352 PS: Ahum.
- 10 1353 R/L: The same thing. Alright? What color is it? Every body.
- 11 1354 PS: Brown.
- 12 1355 R/L: Is it black?
- 13 1356 PS: No.
- 14 1357 R/L: Is it yellow?
- 15 1358 PS: No.
- 16 1359 R/L: Is it green?
- 17 1360 PS: No.
- 18 1361 R/L: No, okay? So, in „Description“, we all agree upon one thing. Because, we see,  
19 what we see, we all see the same thing. This is the same object. This is „Objective“.
- 20 Hum? We all agree upon the properties. So, is it a very big desk?
- 21 1362 PS: No.
- 22 1363 P8: Moderate.
- 23 1364 R/L: Medium size, medium size not moderate.
- 24 1365 Ps: Hah, huh, heh, hnh.
- 25 1366 R/L: Hun, vocabulary appropriateness. „Moderate“ is used for climate, for example,  
26 or weather. But, this is a medium size desk. Not moderate size desk. Not mild. Hum?
- 27 Okay? May be they are, all, synonym, but, hum, mild is for character, for weather
- 28 Hun? Moderate is for climate or characteristics. But, medium size is for the size. We
- 29 don“t say moderate size. Hum? „Medium size“, „Small size“, „Big size“, „Medium size“.
- 30 Alright? So, we all agree that it is may be a medium size desk. It is some sort of a
- 31 brownish. Hum? It has got four legs, a drawer Hum? So, in description we all agree,

- 1 because it is „Objective“. But, what about „Subjective“ questions? Do we all agree  
 2 upon?
- 3 1367 PS: No.
- 4 1368 R/L: „Subjective“.
- 5 1369 P5: It’s constable.
- 6 1370 R/L: Hum?
- 7 1371 P9: It is our teacher.
- 8 1372 P1: It is our opinion.
- 9 1373 R/L: Hum? So, is it a comfortable desk?
- 10 1374 Ps: No.
- 11 1375 Ps: Yes.
- 12 1376 R/L: Some people may be he says „Yes“. May be he says „No“. So, you have different  
 13 opinions. But, we agreed all that it has got four legs. But, when it comes to, hum, to  
 14 quality of it, hum, whether it is convenient, hum.
- 15 1377 P9: Is it chick?
- 16 1378 R/L: Hun, is it chick or not? Is it, for example, luxurious or not? Is it comfortable or  
 17 not? Hum? Some of you may find it comfortable, some of you may not. Some of you  
 18 may be indifference. Hum? Indifferent on what it is. But, when it comes to the  
 19 subjectivity, you have different opinions. You have your own personal or individual  
 20 opinions. Al right? You have two „Writing tasks“. „Tasks one“ are always „Objective“,  
 21 „Description“, you describe something. Okay? „Task 2“ is explanatory. You explain  
 22 something. You argue some thing. You discuss something. Hum? People argue  
 23 differently. Hum? They have different evidences, different experiences, different  
 24 thoughts, different ideas, different opinion, Hun? Okay? All agree on it? Good.
- 25 1379 P3: Excuse me, so include, 2 includes describe.
- 26 1380 R/L: No, No, in „Task 2“, you explain things. You argue. You discuss. You say your  
 27 own opinions, experiences knowledge. Okay? Your knowledge about something may  
 28 be quite different from P9’s knowledge about that specific means, object whatever it is.
- 29 1381 P3: But, we can’t, ah, this desk?
- 30 1382 R/L: No.
- 31 1383 P3: Why not?

- 1 1384 R/L: Because, it is not your task. Because, it is not your task. Open your IELTS book,  
2 please. Bring „Task one“. Just a „Task 1“ or „Task 2“, whatever it is. Bring just a „Task  
3 one“. Find a „Task one“. Okay, read the, read the instruction. What does it say?
- 4 1385 P5: Which one?
- 5 1386 R/L: Never mind, any page, any „Writing Task One“, alright. **(One of the**  
6 **participants finds a ‘Task one’ and starts reading the prompt. He reads out the**  
7 **instruction. The first line is about the time the length of the writing’s limits).** So,  
8 this is your limitation. You are limited by time and length. Yeah? **(The participant**  
9 **starts to read the topic).** No. Go to the instruction. Task. This is the prompt. The chart  
10 bla, bla, bla, is your prompt, is you rubric. No, what is your task?
- 11 1387 P8: Write a report for a university lecture describing ...
- 12 1388 R/L: Describe. Okay?
- 13 1389 Ps: Yes.
- 14 1390 R/L: Al right? It doesn’t say, „explain“. So, your task is to describe. Okay? So, if you  
15 see all the different „Task ones“, it says, write a report to your lecturer or an educated  
16 person, describe. So, your task is „Description“. Now, go to the next page, which is  
17 „Task 2“. What is your task? Read your task.
- 18 1391 P8: Use your own ideas...
- 19 1392 R/L: Hum? Hum?
- 20 1393 P8: Knowledge, experience and arguments, with example.
- 21 1394 R/L: Hun.
- 22 1395 P8: And, relevant evidence.
- 23 1396 R/L: Does it say, describe something?
- 24 1397 Ps: No.
- 25 1398 R/L: No, so it is not your task to describe. Alright? So, in „Task one“, you are asked to  
26 describe something, because, you have something, which is fixed. You have some  
27 data, some statistics, a drawing, some physical appearance of something, a machine, a  
28 house, or something. Alright? Remember what we discussed on Friday about the  
29 difference between „Description“ and „Explanation“?
- 30 1399 Ps: Yes, of course.
- 31 1400 R/L: Yeah?

- 1 1401 Ps: Yes.
- 2 1402 R/L: So, your task, in task one is to?
- 3 1403 Ps: Describe.
- 4 1404 R/L: Describe. So, when you describe, do you write differently?
- 5 1405 Ps: No.
- 6 1406 R/L: No? Why not?
- 7 1407 P9: The same, we have the same object.
- 8 1408 R/L: You have the same figures, the same numbers. Hum? The same trends. Okay?
- 9 For example, if the trend of the consumption of a goods between 1970 and 1980 is
- 10 upward, would some of you write it is downward? Hum? Or, all of you will write it is
- 11 upward, or increasing. It has an increasing trend. Hum? Would you, some of you write
- 12 it has a decreasing trend? Hum? If it is increasing, If, for example from 70% it has
- 13 increased to 90%, will you write it shows a decreasing trend? Hum? Or, downward
- 14 trend? Hum? You wouldn't. So, in „Writing Task One“, you almost, all of you will
- 15 write the same thing, because, the figures are the same for all of you. Trends are all the
- 16 same. Right? So, what you develop is almost the same. May be, for example in some
- 17 little things or, hum, using some adjectives, some of you, for example, use „Sharp“,
- 18 some of you use, for example, „Dramatic“ or some of you say „Significant“, some of
- 19 you say „Remarkable“ or something like that, okay, in using adjectives or adverbs.
- 20 Otherwise, the whole „Writing“ will be nearly the same. Yeah? But, what about
- 21 „Subjective“? If you go to „Task 2“? Yeah? Are your experiences the same as „P5“s“
- 22 experiences? May be „Yes“, may be „No“, completely different. May be the way he
- 23 discusses is quite different from the way you discuss. Or, the evidences, for example,
- 24 „P4“brings may be quite different from the evidences „P11“brings and so on and so
- 25 forth. Yeah, do you all agree on it?
- 26 1409 Ps: Yes.
- 27 1410 R/L: Good. So, this is the same with „Speaking“. Hum? If we are all sitting in this
- 28 room and I ask you to describe this room, will you say different things or the same
- 29 things? Hum?
- 30 1411 Ps: The same things.
- 31 1412 R/L: For example, will you say this is a „Blackboard“ or the „Whiteboard“?

- 1 1413 PS: „Whiteboard“.
- 2 1414 R/L: It is a „Whiteboard“. Okay? Will you say that the chairs are „Black“ or „Green“?
- 3 1415 Ps: „Green“.
- 4 1416 R/L: Hum?
- 5 1417 PS: „Green“.
- 6 1418 R/L: Will you say, for example, there are „20“ chairs in the classroom or „12“? Hum?
- 7 1419 PS: „20“.
- 8 1420 R/L: Right? All you will say the same thing. Okay? But, if I ask your opinion about  
9 this room, will you develop the same opinion? Hum?
- 10 1421 Ps: Differently.
- 11 1422 R/L: Not exactly, may be, ha, may be some of you will find it good, some of you bad,  
12 some of you. Hum, ... same. Okay? Alright. Now, let's develop a „Writing“. Hum?  
13 Yeah? Any questions, any problems?
- 14 1423 Ps: No.
- 15 1424 R/L: No? Any grammatical problems or points that you would like to ask me?
- 16 1425 P9: Excuse me, would you please tell the „Listening“ that we have the views of the  
17 writer? What he means by bla, bla, bla.
- 18 1426 R/L: (X) Uhum? **(One of the participants asks something about ‘Listening’. But,  
19 he is not speaking clearly. So, some of the words are not readable).**
- 20 1427 P9: Something in purpose.
- 21 1428 R/L: Where ? Where?
- 22 1429 P9: In „Reading“.
- 23 1430 R/L: In „Reading“?
- 24 1431 P9: In „Reading“, or the writer was realistic or...
- 25 1432 R/L: Okay, alright.
- 26 1433 P9: Or, something like this the difference between that how we can understand...
- 27 1434 R/L: This is the phis, philosophical ideas. Okay?
- 28 1435 P9: Exactly, sir.
- 29 1436 R/L: Yeah, so by probing the context of the sentence, you can understand whether the  
30 writer is feeling furious about something or happy about something. Alright? For  
31 example, if in a zoo or, for example, ah, in a geographical area, alright, for example,

- 1 kangaroos are being killed, okay, to, for example, save the sheep, may be the writer in  
 2 some sentences call it „inhuman“. Okay? The writer says. „However, killing kangaroos  
 3 or, for example, coyotes is „inhuman“. So, what do you conclude or infer from this,  
 4 from this sentence?
- 5 1437 P8: It is Irritating.
- 6 1438 R/L: Okay? He is unhappy about it. Because, he calls it, “it is inhuman.”
- 7 1439 P9: In the words, they would use in the choice, not exactly.
- 8 1440 R/L: Uhum. Uhum.
- 9 1441 P9: For example, in words.
- 10 1442 R/L: Uhum. Uhum.
- 11 1443 P9: Which words different between words.
- 12 1444 R/L: Uhum.
- 13 1445 P9: We can understand the text and the listening.
- 14 1446 R/L: Uhum, yeah.
- 15 1447 P9: But, words might be.
- 16 1448 R/L: Yeah, might not be the exact words. So, this is ...
- 17 1449 P9: Exactly.
- 18 1450 R/L: This goes to your vocab power that I say may be you don’t know, which of these  
 19 words refers to what. This is the matter of vocabulary power that I say. You must  
 20 empower. So, we do not have, for example, one hundred specified vocabulary to say  
 21 go and memorize these ones.
- 22 1451 P9: Common ones.
- 23 1452 R/L: Okay?
- 24 1453 P9: Common ones.
- 25 1454 R/L: Common ones are about five thousand ones. 5000 at least or 10 000. You must  
 26 memorize at least 10 000 vocabulary. Okay? At least.
- 27 1455 P5: Essential words?
- 28 1456 R/L: Essential vocabulary. Essential words.
- 29 1457 P3: At least?
- 30 1458 R/L: Then, you’ll be in the safe side. Okay? You’ll be in the safe side.
- 31 1459 P14: We must memorize a dictionary!



- 1 1460 R/L: You needn't memorize a dictionary, because dictionary has hundreds and  
 2 thousands, hu, may be one million words. You needn't memorize one million words.  
 3 Just memorize 10 000, it's enough. Okay?
- 4 1461 Ps: Hah, huh, heh, hnh!
- 5 1462 R/L: I don't expect of you to memorize one million words. Okay? Don't go and  
 6 memorize „Random House“ or „Cobuild“ or „Oxford Advance Learners“. Just  
 7 memorize these 5000 words in „504“.
- 8 1463 Ps: Hah, huh, heh, huh!
- 9 1464 R/L: Okay? First, memorize all those word in „504“, it's enough plus the parts of  
 10 speech in „Developing Reading Skills“ Okay, plus the vocabularies in „For and  
 11 Against“. That's all! Just memorize these vocabularies, I don't expect anything more!
- 12 1465 Ps: Hah, huh, heh, hnh!
- 13 1466 P9: Sorry, do you, does it have one words.
- 14 1467 R/L: Where?
- 15 1468 P9: We can 10-20.
- 16 1469 R/L: Where? Where?
- 17 1470 P9: Choice.
- 18 1471 R/L: Yes, you'll find the common words. You'll find them yourself okay?
- 19 1472 P9: We can't find them.
- 20 1473 R/L: Okay? For example, do you? Can I see your „504“, please? Your „504“.
- 21 1474 P9: Sometimes, I might know the, the meaning of the words. But, difference  
 22 between them, when they come with each other.
- 23 1475 R/L: Yeah. You see, at the end of your book. Ha? Memorize all of them, hum. All  
 24 these words, hum. Memorize know them by heart. Know all of them by heart.
- 25 1476 P9: Sometimes, the difference, is close difference between, for example, „Describe“  
 26 and „Explain“ I don't know.
- 27 1477 R/L: You must know these things. (*„Ps“ haggle with the „R/L“ on introducing to*  
 28 *them the words or vocabularies which frequently appear in the „Reading texts“ in the*  
 29 *IELTS Exams. Of course, this is what they presuppose. They think that as with some*  
 30 *other English tests (e.g.; Traditional TOEFL) There are some fixed texts, which*  
 31 *might be recycled every so often in the tests. And, because there is a book named,*

- 1           *„Essential Words for TOEFL“; which is a corpus of the vocabularies in „The TOEFL*  
 2           *Reading Tests“ there should be a corpus of the vocabularies which appears in the*  
 3           *„IELTS Reading Tests“! However, the „R/L“ strives to draw the participants“*  
 4           *attention to the fact that this is not the right way. And, that they should try and learn*  
 5           *the language in all its aspects as a native speaker does or at least native like, so the*  
 6           *discussion between the „R/L“ and those participants over the introduction of some*  
 7           *specific vocabularies lengthens).* This is the point. Exactly this is the point.
- 8 1478 P9: I don't know, which one to use.
- 9 1479 R/L: Yeah. Yeah. This is, this is what we call it „vocabulary appropriateness“. Okay?  
 10 One of the factors in assessing and rating your „Writings“ or „Speaking“ is the ability to  
 11 select the appropriate vocabulary. This is when we are talking about band 7, 8 & 9. Ha.  
 12 Okay? If you want to get band 9, you must be picky in the vocabulary. Because, it is  
 13 the matter of „Token“ and „Type“. Your examiner, your rater in your productive skills  
 14 which are „Writing“ and „Speaking“ will pay attention to the „Tokens“ and „Types“.  
 15 That means the lexical density, the amount of words altogether that you use in your  
 16 „Writing“ or „Speaking“ as „Tokens“. And, the „Types“ that means the appropriate  
 17 words or vocabulary that you choose to describe or explain things, whether you have  
 18 chosen the right word or not. Mostly, you don't. As a very simple example, sorry „P8“  
 19 to example you, the choice of „moderate“ for desk. This is one of the, hum, evidences,  
 20 that you do not use appropriate vocabulary. We do not say, „this is a moderate desk“.  
 21 Okay? „Moderate“ is synonym to „mild“ is synonym to „medium“.
- 22 1480 P9: „Average“.
- 23 1481 R/L: „Medium“ to „average“, synonym to „mean“. Hum?
- 24 1482 Ps: Yes.
- 25 1483 R/L: But, when you want to develop your ideas to explain something, you must be  
 26 careful. If, for example, [these are **(One of the participants hands some homework**  
 27 **to the 'R/L')!** That's okay „P11“] Okay? Hum. For example, ah, „mild“, okay and  
 28 „medium“ (**The 'R/L' writes on the whiteboard 'Mild', 'Medium'**). Alright? These  
 29 are nearly the same. If I want to explain, describe this desk, which one should I use?  
 30 Do I say, „It is a mild desk“? Hum?
- 31 1484 Ps: No.

- 1 1485 R/L: Or medium size desk?
- 2 1486 Ps: „Medium“.
- 3 1487 R/L: Okay? Alright? So, this is what happens. And, sometimes, sometimes, ah, for  
 4 example in your „Listening“ and „Reading“ that we have explained a lot, Hum? When  
 5 you see the list of words you are given a list of words, for example 2 words, you do not  
 6 see the exact words, which are presented in the list in the text. Hum? This is how they,  
 7 in fact, ah, assess your vocabulary ability and power. If you might remember in a  
 8 „Listening Test“, ah, which was between „Martin“ and, ah, that girl, (Hum? Yeah?), Ah,  
 9 „Martin“ was thinking that she was, I mean initially she was thinking that his, ah,  
 10 project, or his tutorial was „boring“. „It was about banana.“ Hum? But, you didn“t have  
 11 „Boring“ in the list. Hum? You had „Wonderful“, you had „Fascinating“, you had,  
 12 „Interesting“ and you had „Dull“. You didn“t have „Boring“. Hum? **(The ‘R/L’ reminds**  
 13 **the ‘PS’ of one of the ‘Listening tests’, ‘Test 2’, in one of the preparation**  
 14 **materials named ‘Cambridge IELTS 1’, as an evidence for the investigation on**  
 15 **the testees’ vocabulary power). Do you remember?**
- 16 1488 Ps: Yes.
- 17 1489 R/L: About „Fiona“ and „Martin“. Hum? That say, „Martin“ hum, „thinks that“,  
 18 „Fiona“, hum, thinks his tutorial is „boring“. He says, „Not as „boring“ as you think“.  
 19 Hum? But, there“s no „Boring“ in the list, such as the list of the words. Hum? This is  
 20 how the examiner wants to check your vocabulary power, whether or not you know  
 21 „Boring“ means „Dull“, or is synonym of „Dull“. Or, in, I mean with regard to the  
 22 meaning, „Boring“ means closest to „Dull“, Hum? Than to „Fascinating“ or  
 23 „Wonderful“ or „Interesting“. So, if it is the matter of „Mild“ and „Medium“ and  
 24 „Moderate“, hum, with some other words such as „Large“, „Small“, then you can  
 25 choose, for example, as synonym, „Moderate“ for „Mild“, or „Medium“ for „Mild“. In  
 26 that case. Al right? So, when it comes to your „Listening“ and „Reading“. Okay?  
 27 Anyway, it is your responsibility to go and probe, explore the exact meaning of the  
 28 words. Because, our time“s limited and we have got a lot to do. So, we cannot go to  
 29 explain every single word or vocabulary. But, you can do it yourself. I“ve introduced a  
 30 lot of materials, books, hum, with a lot of exercises. For example, „Developing  
 31 Reading skills“ is a fantastic book if you want to improve your vocabulary knowledge.

- 1 Because, there are a lot of exercises. So, you will learn, how appropriately to use  
 2 different parts of speech of every word. This is the best, hum, exercise. Also, you can  
 3 check your „504“ by seeing different examples, how, for example appropriately  
 4 „Abandon“ has been used for its different meanings, meaning „Leaving without  
 5 planning to come back“ or for example „To desert“, „To quit“. Alright? Or, for example  
 6 „Gallant“ has two meanings which are nearly opposing, one meaning of gallant is  
 7 „Brave“ the other is „Showing respect for women“. Words sometimes have a „positive  
 8 connotation“, sometimes „negative“, sometimes they are „neutral“. Is „Brave“  
 9 positive or negative?
- 10 1490 Ps: „Positive“.
- 11 1491 R/L: Hum? Does anybody disagree? Hum? When we say, “He is or she is a brave  
 12 person.” Hum? We admire. We praise. Okay? A person is brave. But, in the other  
 13 meaning, „Showing respect for women“. Is it positive or negative?
- 14 1492 Ps: „Positive“.
- 15 1493 R/L: Is it? Is it positive or negative? „Showing respect“, not „Respecting“. What does  
 16 „Showing respect“ mean? What does „Show“ mean? Hum? What is the difference  
 17 between „Respecting women“ and „Showing respect for women“? What is the  
 18 difference?
- 19 1494 P9: „Playing a role“.
- 20 1495 R/L: Hum? When you show.
- 21 1496 P4: It is showing respect to a lady.
- 22 1497 R/L: Hum?
- 23 1498 P4: „Showing respect“.
- 24 1499 R/L: What is the difference if I respect you, or I show respect for you? What is the  
 25 difference?
- 26 1500 P4: For example, may be, to, for example, mention to the behaviour.
- 27 1501 R/L: So, what is meant by „Show“? Louder.
- 28 1502 P9: „Pretend“.
- 29 1503 R/L: So, what is meant by „Pretend“? Is it sincere or insincere? Is show sincere or  
 30 insincere?
- 31 1504 Ps: „Insincere“.

- 1 1505 R/L: What is „Respect“, sincere or insincere?
- 2 1506 Ps: „Sincere“.
- 3 1507 R/L: Isn“t any difference between „Sincere“ and „Insincere“? Hum? Doesn“t it make  
4 any difference for you?
- 5 1508 Ps: „Positive“ and „Negative“.
- 6 1509 R/L: If I am honest in what I say is different, ha, from a person when you come  
7 dishonest. Hum? So, showing means that may be I am not honest. May be I have some  
8 special purposes, that I show respect for you. If I respect, I respect. So, showing  
9 respect may bring some negative connotation in your mind. Hum? Whereas, „Brave“  
10 doesn“t bring negative, ha, it brings positive connotation. Yeah? Good. If I say, if I say,  
11 „John is gallant“. What do I mean? There might be ambiguity. Hum? „John is a gallant  
12 person“. „John is a gallant soldier“. What do I mean?
- 13 1510 Ps. It mean „Brave“.
- 14 1511 R/L: Why do you think it is „Brave“?
- 15 1512 P12: Because, the proverb says, “brave like a soldier.”
- 16 1513 R/L: This is what you may think, but does it really mean?
- 17 1514 P9: Soldier is respect.
- 18 1515 R/L: You see, for some indications, because we say soldiers are brave and brawl and  
19 fight and things like that, Hun? But, still we are not sure. We are uncertain. Hum? We  
20 must go ahead and see the whole text and context. So, we cannot judge a single  
21 sentence by its appearance. Can we? You should say, „we don“t know“. We don“t know  
22 what does the writer mean by this sentence. Hum? So, sometimes when you are doing  
23 „Reading Tests“. Hum? Unless you see the preceding and the following sentences, you  
24 cannot judge a sentence. So, if I just see one single sentence like this. „John is a gallant  
25 soldier“, and then I say, „what does the writer think about John?“ „What does the writer  
26 think about John?“ Can we Judge it?
- 27 1516 Ps: „No“.
- 28 1517 R/L: No, we cannot, because, „Gallant“ has different meanings, opposing meanings.  
29 But, we must wait more. We must get more information about this person, and the  
30 character of his. So, we must read more of the preceding and following sentences in  
31 the whole text to find out about the viewpoint of the author or the opinion of the author

1 about somebody or something. Yes? Anyway some of, some of the questions are time  
 2 consuming. Don't be taken by them. Be clever. (The 'R/L' writes on the whiteboard  
 3 'TIME CONSUMING QUESTIONS'). „Time consuming questions“, never be taken  
 4 by them, never. Do you understand me?

5 1518 Ps: Yes.

6 1519 R/L: Do you know what I mean?

7 1520 P8: It wastes the time.

8 1521 R/L: Sometimes, sometimes the very beginning question or questions are time  
 9 consuming questions, evade them. Let them go. Don't spend your time on them. You  
 10 have only one hour, 60 minutes to answer 40 questions. If you spend 20 minutes on  
 11 answering this question, question number one. Is it wise? Hum?

12 1522 Ps: No.

13 1523 R/L: Along the whole test, sometimes you have some „time consuming questions“.  
 14 They give you these time consuming questions on purpose. Because, they want to find  
 15 out how smart you are, how attentive you are. Do you focus on only one question to  
 16 find a tricky answer to a tricky question? Hun? So, whenever in the process of  
 17 answering questions in „Reading“ specially, or „Listening“ you come along with a time  
 18 consuming question, just leave it and let it go. But, if you are smart enough, you may  
 19 find the answer to this tricky question in the next paragraph by spending just one  
 20 second. Hum? Or, sometimes, this tricky question is answered as a part of the next  
 21 question. Immediately, the following question is designed in a way that answers this  
 22 questions, which you have spent 20 minutes, 15 minutes, half an hour to answer and  
 23 you haven't been successful in finding the answer, may be easily answered in a  
 24 fraction of a second, as a part of the next question. You see these are the techniques  
 25 that you must know. Ha? These are some of the techniques in answering to „Reading“  
 26 and „Listening“ questions. That sometimes, if you encounter with a question which is  
 27 difficult to answer leave that question. Do not struggle with the questions. Do not  
 28 challenge with the questions. If you cannot answer it, leave it. Don't spoil and spend  
 29 all your mental energy, ha, go ahead, may be immediately the next question can or  
 30 some other questions ahead of you will answer the difficult question, or may be you'll  
 31 find the answer in another paragraph. Sometimes in „Listening“ and „Reading“,

1 especially in „Listening“ you may for example, be asked about the name of a person or  
 2 a place. If you didn't get the spelling. Okay? Write something but be attentive be  
 3 clever, hum, may be, may be, I don't say, exactly or hundred percent, may be some of  
 4 the time, for example, if in „Section One“, you are given a name and you are uncertain  
 5 about the correct spelling, in the „Second Section“ or „3<sup>rd</sup> Section“ or in the „Last  
 6 Section“ may be in some sentences, in some part, the name of that person is printed  
 7 out. They do it purposefully. They want to know how clever you are, how smart you  
 8 are. Why? Because, you are educated people. Because, you are elites. Hum? And, you  
 9 are all „Masters“ or „Doctors“ or „Bachelors“. Hum? Yeah? And then, you want to work  
 10 on very, ah, Hun, sensitive jobs that most of the time your smartness works more than  
 11 your knowledge. Hum? Do you agree or not? Sometimes, your management in making  
 12 the right decision works more than your knowledge. Okay? So, not always a good  
 13 judgment is written in a book. Sometimes, a good judgment is your decision. That you  
 14 make a decision based on the present situation. May be in other situations it is a wrong  
 15 decision, but in that particular situation, okay, you are the decision maker, not what  
 16 you have read in the books of judgments. Okay? So, these are some of the things that  
 17 you must pay attention to in answering, ah, questions in your „Reading“ & „Listening“  
 18 Alright? Any more questions? No more questions?

19 1524 Ps: No.

20 1525 R/L: So, from now on, be careful. Do not stick to a question, if it is time consuming.  
 21 Okay? They mostly bring them as the first question. Be very careful with the first  
 22 questions, with the beginning questions.

23 1526 P8: We don't do them.

24 1527 R/L: You know what I mean. Don't you? Okay? So, any more questions, problems?

25 1528 Ps: No.

26 1529 R/L: Now, do you all agree that we develop a „Writing task“?

27 1530 Ps: Yes.

28 1531 R/L: A description, to see whether our discussion in the previous session and today  
 29 works or not. Ha? „P5“, do you agree?

30 1532 P5: Yes.

31 1533 R/L: Anybody who disagrees.

- 1 1534 Ps: No.
- 2 1535 R/L: No? Alright. Now, thank you very much. Have you done this task or not? **(The**
- 3 **'R/L' shows one of the 'Writing Task Ones' to the 'PS' to see whether or not it**
- 4 **has already been done as part of their class works. The 'R/L' normally assigns**
- 5 **'Writing Task One' as part of class works. But, he assigns 'Writing Task 2',**
- 6 **which needs more time as part of their homework. *In so doing, the „R/L“ aims to***
- 7 ***provide the participants with an opportunity to have more time in the classroom for***
- 8 ***instructions and taking lessons. Also, by doing „Writing task 2“ at home, the***
- 9 ***participants are provided with an opportunity to be kept engaged with their language***
- 10 ***learning process outside the classroom).***
- 11 1536 R/L: Yes? No?
- 12 1537 Ps: No.
- 13 1538 R/L: No? This is a very good one. **(The 'R/L' makes sure that his selected 'Writing**
- 14 **task' has not already been done by the 'PS'. *So, they will have an opportunity to***
- 15 ***learn something more and different).***
- 16 1539 R/L: Ah, your tasks ones are normally like this. Okay? You have 20 minutes time.
- 17 1540 Ps: 20?
- 18 1541 R/L: Page 31, please. Every body, go to page 31. The time is allotted. The time
- 19 allotted is 20 minutes. About 20 minutes.
- 20 1542 Ps: We have done it. We have done it.
- 21 1543 R/L: Hun? Have we done it?
- 22 1544 Ps: Yes. Yes.
- 23 1545 R/L: And, we have analyzed it?
- 24 1546 Ps: Yes.
- 25 1547 R/L: Yes?
- 26 1548 Ps: No. No.
- 27 1549 R/L: I asked you. You said no.
- 28 1550 Ps: We've done it. Okay?
- 29 1551 Ps: We've done it.
- 30 1552 R/L: So, I asked you, you said „No“. Let's go to another one.
- 31 1553 Ps: % X %.



- 1 1554 R/L: And, we have already done this task, I remember. **(The ‘R/L’ checks P. 51 of**  
 2 **‘Cambridge IELTS 1’. But, He himself remembers that the ‘PS’ have already**  
 3 **done that. It is about the process of providing ‘up to the minute reliable weather**  
 4 **forecast by the Australian Bureau of Meteorology).**
- 5 1555 R/L: This one?
- 6 1556 Ps: Yes, Yes we did it.
- 7 1557 R/L: You did it. Alright. What about this one „Hamburger & Pizza“? **(Writing Task**  
 8 **One on page 71).**
- 9 1558 Ps: No.
- 10 1559 R/L: No, we haven’t done it. So, everybody go to page 71, please. This is a very good  
 11 one again. Any problems?
- 12 1560 Ps: No.
- 13 1561 R/L: No? So, start please! 20 minutes. **(The ‘PS’ get started doing their ‘Writing**  
 14 **task’ practice in the classroom. The ‘R/L’ keeps observing them and taking field**  
 15 **notes).**
- 16 1562 R/L: Is any body, who has not finished? So, just two minutes extra time for those who  
 17 have not finished and for the rest to have a recheck and rereading and writing your first  
 18 draft. 2 minutes extra time. Don’t forget to write your name and date it, and then please  
 19 put it on my desk. Thank you very much! **(The ‘R/L’ collects the participants’**  
 20 **classroom activities and class works. Then, he reads and checks their activities.**  
 21 **He also analyses their activities and feeds back on their class works. He also notes**  
 22 **and writes instructions on the participants’ activities to provide them with an**  
 23 **opportunity to improve their language skills).** Alright. The extra time finished too.  
 24 Now, would you please, all bring your „Writings“ and put them on the desk.
- 25 1563 R/L: Okay. Now, the time for „Writing“ is enough. You are going to do some  
 26 „Speaking“ too. By now you are familiar with the rules of doing these small group  
 27 discussions. There is a topic here for today. You know what is meant by hortatory,  
 28 what is meant by analytical argumentation, discussion, exposition. I’ve already talked  
 29 about these things. Now, this is about “new fashions in clothing are created solely for  
 30 the commercial exploration of women” that is your topic.
- 31 1564 Ps: (X) (talk between the participants unreadable)

- 1 1565 R/L: Pardon!
- 2 1566 Ps: What is soley?
- 3 1567 P4: What is soley?
- 4 1568 R/L: „Solely“ means [only. Okay?
- 5 1569 Ps: Only.
- 6 1570 P12: Only.
- 7 1571 P4: Only?
- 8 1572 R/L: Ye, now, P4 and P12 you are in one group and P3 and you...
- 9 1573 P12: P10.
- 10 1574 R/L: P10.
- 11 1575 P12: P10.
- 12 1576 R/L: P10, you are in one group, but it is up to you to decide whether to talk for it or  
13 against it. So, one group decides to talk „for“ it and one group „against“ it. Alright? And  
14 then, the same as we have already done, you“ll get engage to do your, ah...  
15 argumentation. Ah, first of all you decide whether you do an analytical or hortatory.  
16 Alright? So, you“ve got 5 minutes to read the text silently first. And then, don“t forget  
17 to take a look at the argument key words and the counter argument key words as well.  
18 So, 5 minutes t read it silently. Start now please.  
19 The participants get engaged in reading the text silently for about 5 minutes.
- 20 1577 R/L: Time for reading is up. Please, in your small group discussions negotiate and  
21 decide about taking up a stance or position as who is going to talk „for“ the topic and  
22 who is going to talk against the topic. Alright? Now, start please negotiating about  
23 taking up your positions. Go ahead please. Please, speak up so everybody can hear you  
24 when you are talking.
- 25 1578 P12: Hah, huh, heh, hnh.
- 26 1579 R/L: Ah, no, do not. **Some of the participants speak in their first language, so the  
27 instructor invites them to speak English.**
- 28 1580 R/L: Speak in English, please. **The instructor invites the participants in the  
29 selected group to confirm their positions.**
- 30 1581 R/L: (To two of the participants) are you against „fashion“? So, you are against  
31 fashion?

- 1 1582 P10 & P12: No, „for“.
- 2 1583 R/L: „For“ so, „for“ „fashion“? Against „fashion“?
- 3 1584 R/L: (To P3 and P4) What about you two?
- 4 1585 P3 & P4: Against.
- 5 1586 R/L: You are all against „fashion“?
- 6 1587 P12: Ye.
- 7 1588 R/L: Ah, alright, okay, then it should, may be „analytical“.
- 8 1589 P12: For.
- 9 1590 R/L: For, for the topic?
- 10 1591 P3: Agree on „new fashion, we all agree.
- 11 1592 R/L: Did, did you understand the topic? You, what does exploitation mean?
- 12 1593 P4: Ye.
- 13 1594 R/L: What does exploitation mean?
- 14 1595 P4: Hah, huh, heh, hnh, I’ve got in mind. But, I cannot explain.
- 15 1596 Ps: Hah, huh, heh, hnh.
- 16 1597 R/L: What does exploitation mean to you?
- 17 1598 Ps: %X%, (X).
- 18 1599 R/L: Did you check the meaning of exploitation? To exploit, exploitation.
- 19 1600 P12: Create.
- 20 1601 R/L: Exploit, exploit.
- 21 1602 P3: Take in.
- 22 1603 R/L: Um?
- 23 1604 P3: Take in.
- 24 1605 R/L: Take umm advantages, um.
- 25 1606 P4: I disagree.
- 26 1607 R/L: Um, to make advantage, to misuse something.
- 27 1608 P4: Yes, misuse.
- 28 1609 R/L: Misuse something, alright? So, this topic means that, “fashion is only”, to
- 29 misuse women, to take advantages of women.
- 30 1610 P12: Um

- 1 1611 R/L: Okay? So, some of you may be agree with this topic. Some of you may be  
2 disagree.
- 3 1612 P10: Yeh.
- 4 1613 R/L: Okay? Am I right?
- 5 1614 Ps: Agree
- 6 1615 R/L: Do you agree that this is only for the purpose to misuse women?
- 7 1616 P4: No.
- 8 1617 R/L: Or, do you disagree?
- 9 1618 P4: Nooo.
- 10 1619 R/L: So, what about you (to P12). Do you think that it's true?
- 11 1620 P12: Ahhh...%x% Ahhh. Not totally. Oh we, we think of the designers almost try to  
12 make (X)...
- 13 1621 R/L: Okay, go on talk, talk, talk.
- 14 1622 P12: Someone ah nowadays, someone can use, they make up, yeh.
- 15 1623 P3: It is some one's just make ah people they are more beautiful, or handsome. So, it  
16 doesn't make anything compulsory.
- 17 1624 P4: Yes, this topic is only that new fashion is only not for women not the fashion of  
18 the men.
- 19 1625 P10: I think that fashion make people more beautiful and more confident. When they  
20 have, when, when they are standing in front of another people.
- 21 1626 P4: Do you think it is for exploiting/
- 22 1627 P10: Yes.
- 23 1628 P3: May it is for more confidence.
- 24 1629 P12: Hah, huh, heh, hnh. (15 sec) may be all shops are for women.
- 25 1630 P10: Are you sure?
- 26 1631 P12: If you [want
- 27 1632 P10: Shoping, shopping
- 28 1633 P12: So, if you want to more shop
- 29 1634 P10: For clothes.
- 30 1635 P12: Yes, yes, I can't, I couldn't choice. I can't choice
- 31 1636 Ps: hah, huh, heh, hnh

- 1 1637 P12: Understand?
- 2 1638 P3 & P4: No, hah, huh, heh,hnh...
- 3 1639 P12: No?
- 4 1640 P3 & P4 & P10: hah, huh, heh, hnh
- 5 1641 Ps: hah, huh, heh, hnh.
- 6 1642 P4: So, they are not exploited.
- 7 1643 P3: Yes, they feel more confidence.
- 8 1644 P10: Hah, huh, heh, hnh.
- 9 1645 P12: Beautiful, beautiful.
- 10 1646 P3: No, (10 sec) alright, ye.
- 11 1647 P12: Ah, may be all shops is for women.
- 12 1648 P10: And, so
- 13 1649 P12: Ah..., ye, ye, if you want to buy some cloths or you, yeh you, you, you, when
- 14 you going for [shop...
- 15 1650 P10: Buy cloths.]
- 16 1651 P12; I couldn't, I couldn't, I can't choice, I couldn't choose, understand? Hah, huh,
- 17 heh, hnh...
- 18
- 19 P12 has a problem in selecting appropriate vocabularies and structure.
- 20
- 21 1652 P10: Noo...
- 22 1653 Ps: Hah, huh, heh, hnh.
- 23 1654 P12: No?
- 24 1655 P10: Sorry.
- 25 1656 Ps: hah, huh, heh, hnh.
- 26 1657 P10: Uh...ye if you want to buy some cloths for you, yeh, you you, when you visit
- 27 cloth [shop.
- 28 1658 P12: I can't choose many style, ah, coat and trousers ah, ye....]
- 29 1659 P10: So, it's difficult to choose, ah for men, for men.
- 30 1660 P3: For men, ye.
- 31 1661 P12: Ye, we, we can choose just trousers or T-shirts and, ah...

- 1 1662 P10: I can see that pink was not also purple. But, nowadays, I can see many clothes  
 2 shops, I can see many kind of clothes are just purple and pink colours, ah, I think it is  
 3 being normal.
- 4 1663 P12: No, no, and, and...
- 5 1664 P4: I don't think so, it's a, it's exploitation of women, because they follow the  
 6 fashion, they like.
- 7 1665 R/L: To [what...(X)
- 8 1666 Ps: Hah, huh, heh, hnh
- 9 1667 R/L: ... talks of your friends.
- 10 1668 Ps: Hah, huh, heh, hnh.
- 11 1669 P12: And, and, on the other hands, ah, I have many different colours in, in my (X)  
 12 and pink or yellow so, but, ah. But, I can't, I couldn't um, because, I heard, I heard  
 13 that, ah some may are eager to (unreadable) are of course few people...
- 14 1670 P3: No.
- 15 1671 P10: No, no, no, no, no, no, just, just, just, I think these things are in your  
 16 country...hah, [or
- 17 1672 P12: You can see them in the street.
- 18 1673 P10: No, no, no, no.
- 19 1674 P3 & P4: No.
- 20 1675 P3: You can see on TV many men wear, they, they wear pink and yellow.
- 21 1676 P10: And, green.
- 22 1677 P12: May be they, they...
- 23 1678 P10: No, no, no, no.
- 24 1679 P3: In Australia, they wear [green...
- 25 1680 P10: Ye, ye, ye.
- 26 1681 P3: ...and] people, they can wear any colour [they like...
- 27 1682 P10: Just ah...
- 28 1683 P3: No, no one cares about your action.]
- 29 1684 P10: Just ah, just in thinking, they is all things is ah about your thinking
- 30 1685 P3: Ye.
- 31 1686 P12: No, no, no, please, please, please, I mean was to young men

- 1 1687 P3: And, and may be, may be we can see on television some, more, more than one  
2 show like fashion show. So, they also have men fashion.
- 3 1688 P10: Ye,...is not only of women.  
4 This much shows that the participants have grasped the whole idea.
- 5 1689 P3: And, nowadays, so nowadays men have to pay attention on their clothes when  
6 they go out. They want to wear many thing to appear to some, some women they don't  
7 care about their clothes.
- 8 1690 P12 Hah, huh, heh, hnh... yeh [of course
- 9 1691 P10: May, many, many people are they are agree that women like men is nowadays  
10 has changed the way of life.
- 11 1692 P12: They must wear.
- 12 1693 P10: In nowadays...
- 13 1694 R/L: (To P4) you are quiet?
- 14 1695 Ps: hah, huh, heh, hnh.
- 15 1696 P4: Hah, huh, heh, hnh.
- 16 1697 R/L: Don't you want to get involved in this discussion with your friends?  
17 „P4“ doesn't contribute in this discussion as she used to in the previous ones. So, the  
18 instructor is surprised and talks to her to see why she is so quiet.
- 19 1698 P4: I think this topic (X) is not for misuse of women
- 20 1699 R/L: Okay, talk about your viewpoints.
- 21 1700 P4: I don't think so.
- 22 1701 R/L: Why? Why don't you think so? I think it is.
- 23 1702 P4: Because...
- 24 1703 R/L: I disagree with all. And, I think it is about exploitation of women. **The**  
25 **instructor tries to motivate some of the participants by the use of this strategy.**
- 26 1704 P4: Noo.
- 27 1705 R/L: Why not? Please, explain why not.
- 28 1706 P4: Ye, because it is up to somebody to decide what they want to wear.
- 29 1707 R/L: But, they tempt them, they tempt them by advertisements and all these things.
- 30 1708 P3: All, all the clothes that designers, designers, they make and all women must  
31 wear, they just make for like, ah, to make some new clothes. But, it is not popular.

- 1 1709 P12: Umm, ye...
- 2 1710 P3: the affection is exploitation um, is just for women. (I sec) Ah..., and, I think the  
3 women, may be can have their opinion about fashion. Like ah may be this, this, this  
4 kind of cloth fit with another person not like some fat woman. They don't need to  
5 follow fashion. Like he said before, like ah, men nowadays they also pay attention on  
6 it's not only, just on woman.
- 7 1711 R/L: Okay, thank you very much. Now, would you please, ah select one person  
8 among yourselves and say what you discussed and report it back to the class. Who is  
9 going to be the spokes person of their group. Okay, P2 would you talk please.
- 10 1712 P2: Ye.
- 11 1713 R/L: Go ahead.
- 12 1714 P2: This text
- 13 1715 R/L: Uhum.
- 14
- 15 **Report back**
- 16 1716 P5: Talk about fashion. Fashion in many country many men that bothers in many bet,  
17 between man and woman. Woman really, really very expensive in the man. And, are  
18 real more easily to buying some clothes or old fashion. And, it was ah,... the fashion  
19 long time ago...every 10-20 years....ah, for example one 98 was one kind of fashion.  
20 And, nowadays the same is they know every forty years circular, circular, circulation  
21 (X).
- 22 1717 R/L: In general, what did you conclude? Do you agree on this topic or disagree?
- 23 1718 P2: Strongly agree.
- 24 1719 R/L: Have you all referred to this book for the „Speaking“ part or not? **(The ‘R/L’  
25 shows a book named ‘IELTS how to teach and prepare for the exam’. He has  
26 already assigned the ‘Speaking Chapter’ to be studied by the ‘PS’ as part of their  
27 homework).**
- 28 1720 Ps: No.
- 29 1721 Ps: Yes.
- 30 1722 R/L: What did you find?
- 31 1723 Ps: ((X)). **(Some of the participants nod their heads or shrug their shoulders).**



- 1 1724 R/L: If you go to page one hundred and twenty three, page 123. It says, "Some IELTS  
2 Speaking Topics." These are the topics that you will usually see them or encounter  
3 them. There are about 40 different topics. At home you read them and prepare some  
4 answers to them. All of them, they may appear in your exam. Okay?
- 5 1725 P9: „Speaking“ or we should write?
- 6 1726 R/L: You write for yourself too, too.
- 7 1727 P3: For the next session?
- 8 1728 R/L: No, not for the next session, as a whole.
- 9 1729 P3: Okay.
- 10 1730 R/L: Okay?
- 11 1731 Ps: Are they in the exam?
- 12 1732 R/L: Uhum?
- 13 1733 Ps: Are they in the exam or not?
- 14 1734 R/L: May be, maybe not. Double chosen. And then, you have some „Cue Cards“. May  
15 be you get similar questions, or the same. And then, you have „Speaking Model part  
16 one“ this is the „Model“. (**The ‘R/L’ shows the model to the ‘PS’**). And, this is the  
17 „Model for part 2“. (**The ‘R/L’ shows the model to the ‘PS’. The ‘PS’ have their  
18 books open in front of them. So, they have an opportunity to see the models, read  
19 them and practice them both in the classroom and outside of the classroom**).
- 20 1735 Ps: ((X)). (**Some of the participants nod their heads or shrug their shoulders**).
- 21 1736 R/L: You have a variety of the questions. You never know, some of them may come.  
22 But, I do not mean that you memorize things. But, I mean that you get a rough idea of  
23 how your speaking test is, or like. Okay? (*The „R/L“ provides the „PS“ with on  
24 opportunity to learn about their „Speaking Skill“ in the IELTS Exam. And also, to  
25 practice „Speaking“ based on the model and the type of the question, which may  
26 appear in their real „IELTS Speaking Test*). You never know.
- 27 1737 R/L: You know. And then, you have examples for „Part 3“, Examples for „Part 3“.  
28 Okay?
- 29 1738 Ps: ((X)). (**Some of the participants nod their heads**).
- 30 1739 R/L: A variety of them, and then you have the interview, „Speaking interview“. Okay?
- 31 1740 Ps: ((X)). (**Some of the participants nod their heads**).

- 1 1741 So, go through it and learn what to do. A couple of different questions, which are like  
 2 patterns, and, they usually appear in your test. Okay? And so on and so forth. Okay?
- 3 1742 Ps: Yes.
- 4 1743 R/L: So, take care of it. Read the questions. Apply answers. Okay?
- 5 1744 P9: Excuse me.
- 6 1745 R/L: Yes.
- 7 1746 P9: From this?
- 8 1747 R/L: Yes, I've already chosen you.
- 9 1748 P9: Written and...
- 10 1749 R/L: Yes. Yes, I have already chosen you and so „P11“
- 11 1750 Ps: Hah, huh, heh, hnh.
- 12 1751 R/L: Now, this is a sample interview. Alright? Of course, you've already experienced  
 13 in the „Speaking“ part. So, it is not very new. So, I will omit the patterns, which you  
 14 know. We'll go to different choices. Alright?
- 15 1752 Ps: Yes.
- 16 1753 R/L: Good. **(One of the participants slowly asks the 'R/L' to tell them the possible  
 17 questions, which may appear in the real exam).**
- 18 1754 Ps: Hah, huh, heh, hnh.
- 19 1755 R/L: I don't promise. So, do you live in a house or a flat?
- 20 1756 P11: A flat.
- 21 1757 R/L: Now, would you describe the flat?
- 22 1758 P11: It is about 10 Square meter.
- 23 1759 R/L: Square meters.
- 24 1760 P11: I live with my wife and we like it.
- 25 1761 R/L: Alright. Stop. Is he on track? **(The 'R/L' asks of the 'PS' to comment whether  
 26 or not 'P11' is describing his flat as he should).**
- 27 1762 Ps: Yes.
- 28 1763 Ps: No. **(‘Ps’ agree, but some disagree).**
- 29 1764 R/L: Is he on track?
- 30 1765 Ps: No, he is not „Describing“.
- 31 1766 R/L: So, is he on track?

- 1 1767 Ps: No, he is „Explaining“.
- 2 1768 R/L: Now, is living with my wife in the flat a part of „Description“?
- 3 1769 Ps: No.
- 4 1770 R/L: You see what happens. This is what happens. I elaborated a lot on the difference  
5 between „Description“ and „Explanation“. Didn“t I?
- 6 1771 Ps: Yes, you did.
- 7 1772 R/L: And, we had a lot of practices in the last session. Hum?
- 8 1773 Ps: Yes.
- 9 1774 R/L: So, we said what is and in the beginning of this session we said, what is meant  
10 by „Description“. Hum? So, is living with your wife or else, I mean other people a part  
11 of „Description“ of [the...]
- 12 1775 P11: No].
- 13 1776 R/L: Alright. So, stick to the question. Okay? Do not deviate. This is how you will be  
14 rated. Even if you explain very well, and you speak a lot, then I will understand that  
15 you do not know what is meant by „Description“. You see, these are the points. Go  
16 ahead.
- 17 1777 P11: And, a kitchen.
- 18 1778 R/L: No. In describing something always move from general to specific. „P11“ had a  
19 good start. But, then he deviated (Hum?) from „Description“ to „Explanation“. Yeah?
- 20 1779 Ps: Yeah.
- 21 1780 R/L: So, if you want to describe your flat. If I were you, I would start, for example,  
22 yeah, saying the area, how big it is. And then, I will name the main parts. My flat is  
23 about 70 square meters. Okay? **(Some of the participants nod their heads)**. Yeah?
- 24 And, it has got a bedroom, a kitchen, a bathroom. [Ha?
- 25 1781 P11: Yeah.
- 26 1782 R/L: A hall], so, the chunks. It is white. It has got 3 windows, for example, Hun?  
27 Then, you start with the hall. In the hall, there is, for example a table, some chairs, a  
28 sofa, a television. Ah, a cassette, for example, player, [Hun...?
- 29 1783 P11: Yes.
- 30 1784 R/L: Something like that]. Flowers. A vase of flowers. [Hun?
- 31 1785 P11: Yes.

- 1 1786 R/L: On the left], some pictures or drawings on the wall, Ha? A fire place at the right  
 2 corner, as you enter the hall. Ha? Now, we go to bedroom, for example a bed. Hum? A  
 3 carpet, some drawings, some pictures, Hun? Bathroom is small for example. It has got  
 4 a shower, but not a bath. Hum? The kitchen is not a very big kitchen. It is most like a  
 5 kitchenette rather than a kitchen. Hum?
- 6 1787 P11: Yes.
- 7 1788 R/L: It has got a stove, a refrigerator. Hum? Some cabinets, a table, something like  
 8 that. Alright?
- 9 1789 P11: Yes.
- 10 1790 R/L: This is how to describe. Okay?
- 11 1791 P11: Yes.
- 12 1792 R/L: „P3“, do you live in a house or a flat?
- 13 1793 P3: I live in flat.
- 14 1794 R/L: Now, would you describe your flat? **(The ‘R/L’ continues checking some of  
 15 the participants’ ‘Speaking Skill’. So, he invites them to come in front of the  
 16 whiteboard and describe their living place. In so doing, he aims to familiarize the  
 17 „PS“ with the difference between „Describing“ and „Explaining“ things. He also aims  
 18 to help the „PS“ learn how to move from general to specific and how to keep the pace  
 19 of their talk about thins. The ‘R/L’ also, high lights the participants’ common  
 20 errors, puts them forward with the ‘PS’ and feeds back on them).** Have a nice  
 21 evening see you all fresh and happy on Friday. And, don’t forget to bring your answers  
 22 to the questions. Okay?
- 23 1795 PS: Sure.
- 24 1796 R/L: Good.
- 25
- 26 **File 3, CD 3**
- 27 **Friday, 11/05/07**
- 28 **Time: 09:00-13:30**
- 29 **Reading**
- 30 1797 R/L: Alright would you please open your „English Grammar in Use“. And, „P8“  
 31 would you please start. **(The ‘R/L’ invites the ‘PS’ to readout their grammar**

1 **practices, which they have done as part of their homework. Reading out grammar**  
 2 **practices in the classroom will reveal the participants' common errors and**  
 3 **problematic areas. The „R/L“ then will know which grammatical arguments and**  
 4 **points are in need of more attention and elaboration. By reading out the exercise**  
 5 **aloud the „R/L“ can also help the „PS“ to improve their pronunciation in particular**  
 6 **and their phonological problems in general. So, each participant reads out one**  
 7 **sentence. However, some of the participants are careless about doing their**  
 8 **homework. So, the ‘R/L’ advises them not to be careless in doing their**  
 9 **homework). You have not done your homework „P12“. Why you are not doing your**  
 10 **exercises? Go ahead. You must do them otherwise you will not make any progress. Do**  
 11 **your homework, Do your exercise at home. (Having checked some of the exercises**  
 12 **the ‘R/L’ draws the participants’ attention to the ‘Conditional’ argument). Okay,**  
 13 **this is a part of the „Conditional Sentences“, which is called „Unreal“. Okay?**

14 1798 Ps: Yes.

15 1799 R/L: Ah, we didn't talk about „Unreal Conditional Sentences“. Did we? So, „Unreal  
 16 Conditional Sentences“. **(The ‘R/L’ writes on the whiteboard ‘Unreal Conditional**  
 17 **Sentences’, and then he teaches the lesson in detail to the ‘PS’. He writes the**  
 18 **structure of ‘Unreal Possible and Unreal Impossible Conditional Sentences’ on**  
 19 **the whiteboard and elaborates on them in length). Finished?**

20 1800 Ps: Yes.

21 1801 R/L: Now, today I am going to talk about „Articles“. Another problematic area that  
 22 non- native speakers have with the English language is the use of „Articles“. **(The**  
 23 **‘R/L’ then, elaborates in length on the ‘Articles’ argument. He answers to**  
 24 **participants’ questions and queries in depth and breadth. He also assigns the**  
 25 **related exercises to be done by the ‘PS’ as part of their homework. In the coming**  
 26 **session the exercises will be checked, analysed, fed back, and the problems would**  
 27 **be removed). Alright any question, problem?**

28 1802 Ps: No.

29 1803 R/L: Now, one of the other things that I would like to talk about today is „C. A“. And,  
 30 do you know what C.A. stands for? C.A. stands for „Contrastive Analysis“ **(The ‘R/L’**  
 31 **writes on the whiteboard ‘C.A. = Contrastive Analysis’). From the beginning of this**

- 1 course, we have always been talking about „Penglish“ and „English“. Do you  
 2 remember?
- 3 1804 Ps: Yes.
- 4 1805 R/L: There are differences between „Farsi“ and „English“. If you do not know the  
 5 rules and you know just the words and vocabulary then „Penglish“ is very likely to  
 6 happen, which is always happening. Because, you do not know the rules, then you  
 7 think well that“s, that“s what it should be, I just put some English words instead of the  
 8 Farsi words. Okay? But, when we discussed arguments such as; „Causative“, „Passive“,  
 9 „Reported Speech“ and „Conditionals“ (You remember?), we saw that there are  
 10 differences, that you must memorize the rules. You must pay attention to them.  
 11 Alright? Comply with them otherwise you’re at risk of „Penglish“. The research has  
 12 shown that there are seven levels of difficulty between „Farsi“ and „English“. Seven  
 13 levels of difficulty. **(The ‘R/L’ writes on the whiteboard ‘Seven Levels of**  
 14 **Difficulty’)**. If you pay attention to these levels of difficulty, then by working hard,  
 15 you will be able to shift from „Penglish“ or „Fenglish“ into English. But, you need to  
 16 exercise a lot. Ah, these seven levels are called, *first: Level Zero*. **(One of the**  
 17 **participants asks a question)**.
- 18 1806 P5: What languages?
- 19 1807 R/L: „English“ and „Farsi“. *Level Zero*, is a level in which there is no remarkable  
 20 difference or no difference at all between „English“ and „Farsi“. That means every thing  
 21 is exactly or nearly the same, whether or not they are, for example, „Phonological“,  
 22 „Morphological“, „Structural“, „Grammar“ or whatever. For example, so, I put „F“ for  
 23 „Farsi“ here and „E“ for English here. Alright? **(The ‘R/L’ writes on the top left side**  
 24 **of the whiteboard ‘F’ and about half a meter to the right of the letter ‘F’ writes**  
 25 **‘E’)**. Also, he writes on the left side of the whiteboard from top to bottom, **L0, L1,**  
 26 **L2, L3, L4, L5 & L6 for ‘Levels’)**. And, I write „Levels“, or „Levels“ and the  
 27 „Languages“. *First, is: ‘Level Zero’*, the first level. **(The ‘R/L’ starts with phone ‘B’,**  
 28 **which has the same sound both in ‘English’ and ‘Farsi’)**. Farsi says „b“, English  
 29 says „b“. Is there any difference at all?
- 30 1808 Ps: No.
- 31 1809 R/L: „Bad“, „bad“.

- 1 1810 R/L: Any difference in the meaning, in the pronunciation? hum?
- 2 1811 Ps: No.
- 3 1812 R/L: What is „Bad“ in English? Opposite of „Good“. What is „Bad“ in Farsi?
- 4 1813 Ps: Opposite of „Good“.
- 5 1814 R/L: Opposite of „Good“. Alright? And, it is of 3 sounds. Okay? The same exactly.
- 6 Hum? **(The ‘R/L’ articulates the three sounds, ‘b’, ‘æ’ and ‘d’, in both languages).**
- 7 So, 3 sounds, 3 sounds. The same amount of sounds. Yeah? The same pronunciation.
- 8 Yeah? The same meaning. The same concept. Every thing the same. Okay? Exactly the
- 9 same, „b“ exactly the same in „Farsi“ and English, „bad“ exactly the same in „Farsi“ and
- 10 „English“. There are many other words, with a slight difference in pronunciation. For
- 11 example, brother we say „baradar“. Hum? „brother“, „baradar“, „Mother“, „Madar“.
- 12 Hum? The same thing. Han? The same meaning. So, sometimes, everything is exactly
- 13 the same, sometimes, nearly a little, or very slight difference. So, this is called „Level
- 14 Zero“. But, ‘Level One’ is when in „L2“, we also can call it „L2“. **(The „R/L“ refers to**
- 15 **„English“ as „L2“ and to „Farsi“ as „L1“).** And, this is called „L1“. So this „L“ refers to
- 16 „language“. Han? This „L“ refers to level. **(The „R/L“ distinguishes between „L“ for**
- 17 **levels and „L“ for languages on the whiteboard, so that the „PS“ would not get**
- 18 **confused).** Don’t mix it. This is level, this is language. „Farsi Language“, „English
- 19 Language“. We call Farsi language, „L1“ and „English language“, „L2“. Alright?
- 20 1815 P9: We can say „E“ and „F“?
- 21 1816 R/L: Hum?
- 22 1817 P9: Why don’t we say „E“ and „F“?
- 23 1818 R/L: These are linguistic terms. **(The ‘R/L’ points to ‘L1’ and ‘L2’).** Okay?
- 24 „Technical Terms“.
- 25 1819 P12: In English we say „L1“ and Farsi „L2“.
- 26 1820 R/L: Yes, but because we are going from „Farsi“ to „English“, we call our mother
- 27 tongue, mother tongue is also called, ha, „L1“, and the destination language, ham, is
- 28 also called destination language. „Departure Language“, „Destination Language“. **(The**
- 29 **„R/L“ refers to „English“ as „Destination Language“ and „Farsi“ as „Departure**
- 30 **Language“)** These are different linguistic terms, „Technical Terms“. In „L1“, that is
- 31 „Level One“. Okay? For one item, for one word in „L2“, there are different

- 1 equivalences in „L1“ or Farsi language. For example, „Book“. Okay? There are  
 2 different books. Hum? Different words for book, what are they? **(The ‘R/L’ writes on**  
 3 **the whiteboard Farsi equivalence, such as; ‘Ketab’, ‘Daftar’ and ‘Zakhireh**  
 4 **kardan’ for ‘Book’)**. Alright? There are many different words, which can have many  
 5 different meanings. Sometimes, they are irrelevant. Hum?
- 6 1821 P5: Sorry, we didn’t finish.
- 7 1822 R/L: Hum?
- 8 1823 P11: L1 for L1.
- 9 1824 R/L: Yeah?
- 10 1825 P11: Level, Level 1?
- 11 1826 R/L: There are, there are more than one equivalence in „L1“ for a word in „L2“, four  
 12 equivalences in „L1“ for a word, for a phrase in „L2“. 3: ‘Level 2’, when there is no  
 13 equivalence for words or terms in „L2“, for those terms in „L1“. Okay? When there are  
 14 terms or phrases or words in „L1“, which do not have any equivalence in „L2“. So, this  
 15 is absent **(The ‘R/L’ writes on the whiteboard ‘Ghe’, ‘Khe’, ‘Chandomin’, which**  
 16 **are Farsi phones or words, for which there is no equivalence in English, for**  
 17 **example, ‘Ghe’)**. What is (ق) or (غ) in English? Or, (خ)? Do we have? Do we have...?
- 18 1827 P9: „GH“.
- 19 1828 R/L: We don’t have.
- 20 1829 P9: „GH“ or „KH“.
- 21 1830 R/L: No. Can you get an English to say „ق“?
- 22 1831 Ps: No.
- 23 1832 R/L: Can the English say „Ghormeh Sabzi? Or, „Ghameh“? They cannot say. Okay?  
 24 Can they say, „غلام“, „Gholam“? Or, „خوب“, „khoob“? Hum? They cannot say. It is  
 25 absent. They can never say, „غیوه“, „Ghameh“. Hum? They can eat it, but they can never  
 26 say it. Hum?
- 27 1833 P8: They taste it.
- 28 1834 R/L: Hum?
- 29 1835 P8: They taste it.
- 30 1836 R/L: They can eat it.
- 31 1837 P8: But, they use „GH“ instead of „ق“.



- 1 1838 R/L: They cannot say. They cannot say. You cannot say. Ha? You ask an English to  
 2 say, „طشك“, „Ghashogh“, to say, „سفف“, „Saghf“. They cannot say. If there is absent,  
 3 whatever they use. Hum? You cannot put it in action. They do not have, „خ“, „kh“.  
 4 Okay? Some others or „kh“. Or, for example, „مگر“, „Magar“. What is „Magar“ in  
 5 English? „Magar“. Hum? Okay? „Magar na goftam?“ How do you say „Magar na  
 6 goftam“ in English? Hum?
- 7 1839 Ps: % X %.
- 8 1840 P11: „Didn't I say?“
- 9 1841 R/L: Hum? You say, “Didn't I say?”. But, „Magar na gofteh Boodam?“
- 10 1842 P11: „Hadn't I say?“
- 11 1843 R/L: So, you say different things. Okay? So, you do not have. Hum? You see? So,  
 12 we do not have a single word for „Magar“ in English you say, you use different forms  
 13 of „Negative Interrogative“ based on the tense. Hun? „Magar Gharar Nist?“ Hum? How  
 14 do you say „Magar gharar nist?“. „Shoma bache chandom khooneei?“ How do you say  
 15 it in English? Or, „bache chandomi“. Hum?
- 16 1844 PS: Hah, huh, heh, hnh.
- 17 1845 R/L: „Shagerd chandom shodi, emsal?“ Hum? How do you say it in English?
- 18 1846 P9: Awal shagerd shodam!
- 19 1847 Ps: Hah, huh, heh, hnh!
- 20 1848 R/L: Hum? Hum? „Aghaye Bush chandomin reeise jomhour Amricast?“ How do you  
 21 say it in English? Ha? We do not... „Chandomin“. For „chandomin“ we do not have...  
 22 Okay?
- 23 1849 P12: How can we say it in English?
- 24 1850 R/L: Okay? So, for „Chandomin“, „Magar“ you do not have any special word in  
 25 English Alright?
- 26 1851 P12: How can we translate it in English?
- 27 1852 R/L: Yes, there are ways of course. But, it is not the word we do not have  
 28 „Chandomin“ in English. We do not have „Magar“ in English. We say, „Where does  
 29 Mr. Bush come in the presidency of America?“ Okay? „Where does Mr. Bush come in  
 30 the presidency of America?“ „Where do you come in your family?“ What does it mean?  
 31 Hum? „Where do you come in your family?“

- 1 1853 Ps: Huh, hah, heh, hnh!
- 2 1854 R/L: Shoma chandomin bache khone hastin? Hum?
- 3 1855 P3: Where do you come?
- 4 1856 R/L: Where do you come in your classroom? Hum? „Where do you come?“, means  
5 what? „Shagerd chandomi?“ Ha? Alright? So, there is no „Chandomin“ or „Magar, or  
6 „Kh“ or „GH“ in English so, you see there are things, which happen. 4: Level 3. If you  
7 pay attention to these things very carefully and deeply and consider them, then you  
8 will have a good shift from „Penglish“ to „English“. It is „Overgeneralization“,  
9 „Overgeneralization“. We have already talked about it. For example, translate, translate  
10 this sentence into English. **(The ‘R/L’ writes a Farsi sentence. ‘Ali beh madreseh  
11 rafteh ast.’ On the whiteboard and invites the ‘PS’ to translate it into English).**  
12 How do you say it in English?
- 13 1857 Ps: Ali has gone to school.
- 14 1858 R/L: Hun? Ali has gone to school. Another sentence. **(The ‘R/L’ writes on the  
15 whiteboard. ‘Ali dar class neshesteh ast.’, and invites the ‘PS’ to translate it into  
16 English).** How do you say it in English?
- 17 1859 PS: % X %.
- 18 1860 P11: „Ali is sitting in the class.“
- 19 1861 R/L: Hum?
- 20 1862 P11: „Ali is sitting in the class.“
- 21 1863 R/L: What is the format? Ali, okay? What is the tense for these two examples in  
22 Farsi? Hum? What is the tense?
- 23 1864 Ps: „Mazi Naghli.“
- 24 1865 R/L: Hum? What do you say it in English?
- 25 1866 Ps: Present perfect.
- 26 1867 R/L: Present perfect. So, the tense of these two Farsi sentences in Farsi in the Farsi  
27 language is „present perfect“. But, what do you say for the second sentence in English?  
28 Do you use „present perfect“? Do you say, „Ali has sitten in the class“? Hum?
- 29 1868 Ps: No.
- 30 1869 R/L: So, what do you say?
- 31 1870 Ps: Ali is sitting in the class.

- 1 1871 R/L: Ali is sitting in the classroom. **(The ‘R/L’ writes on the whiteboard, ‘Ali is**  
 2 **sitting in the classroom.’)**. Right? You see. Although the second sentence is „Present  
 3 perfect“ in the Farsi language, its equivalent in English is „Present continuous“. Hum?  
 4 So, it is not „Present perfect“. And, recently we had a lot of talks about, (hum?),  
 5 „Causative“. Yeah? „Passive“, „Reported speech“, „Conditionals“. Hum? And, we saw  
 6 not always things are the same. Hum? Do you remember? For example, for the  
 7 „Conditional sentences“, you all tended to translate the „present“ and „future“ ideas into  
 8 „past“, because of the structure of the sentence. See these sentences in Farsi and  
 9 translate them into English. **(The ‘R/L’ writes a set of Farsi sentences on the**  
 10 **whiteboard such as; ‘Darsam ra khondam.’, ‘Taklifam ra anjam dadam.’,**  
 11 **‘Dandanhayam ra mesvak zadam.’, ‘mashinam ra taamir kardam’ and**  
 12 **‘cheshmam ra amal kardam.’ And, invites the participants to translate them into**  
 13 **English).**
- 14 1872 R/L: Have you translated in English, into English? **(The ‘R/L’ asks of ‘P8’).**
- 15 1873 P8: Yeah.
- 16 1874 R/L: Hum? Hum?
- 17 1875 P5: I read my lessons.
- 18 1876 R/L: I read my lessons. **(The ‘R/L’ writes the participant’s translation on the**  
 19 **whiteboard for the first sentence).**
- 20 1877 R/L: I have done my homework.
- 21 1878 R/L: Hum?
- 22 1879 Ps: I have done my homework.
- 23 1880 R/L: Hum? Hum?
- 24 1881 P9: <X>. I did my homework.
- 25 1882 R/L: Louder, louder, I did my homework.
- 26 1883 PS: I did my homework. **(The ‘R/L’ writes ‘P9’s’ translation on the whiteboard**  
 27 **for the second sentence).**
- 28 1884 P11: I brushed my teeth.
- 29 1885 R/L: Hum? I brushed my teeth. **(The ‘R/L’ writes ‘P11’s’ translation for the third**  
 30 **sentence).**
- 31 1886 P14: I repaired my car.

- 1 1887 Ps: I had, I had, I had my car...
- 2 1888 P5: I had my car repaired. **(The 'R/L' writes 'P5's' translation on the**  
3 **whiteboard).**
- 4 1889 R/L: Okay, so you see, things happening. Choose among these three sentences. So, I  
5 brushed my teeth. Alright? You all agree. Hum?
- 6 1890 PS: Yes.
- 7 1891 R/L: Two, mashinam ra taamir kardam? You can either say. I repaired my car. Or, I  
8 had my car repaired. So, which one is more usual.
- 9 1892 Ps: Both.
- 10 1893 R/L: Both of them are possible. But, in using the language, which one is more  
11 possible and why there is only one form in Farsi, but there are 2 forms in English?  
12 And, what are the differences? What do normally English people say?
- 13 1894 Ps: The second one.
- 14 1895 R/L: The second one. In what occasion they may say the first one if he really is a  
15 mechanic, or knows how to repair a car. You see? So, the norm in „Farsi“ is that we  
16 say, „Machinam ra taamir kardam“. But, the norm in „English“ is, „I had my car  
17 repaired“, is causative, unless otherwise, (Okay?) you really have the knowledge of  
18 repairing a car and you really did it. So, if I say, „I repaired my car“ (Okay?), the hearer  
19 will think that, I am a mechanic, and know how to repair a car. Right? Otherwise, you  
20 shouldn't say, I repaired my car. You should say, „I had my car repaired.“ Or, I had, for  
21 example, John to repair my car. Right? But, can we say, „I had my teeth brushed.“?  
22 Hum?
- 23 1896 Ps: It depends on.
- 24 1897 R/L: If, If, If you have artificial...
- 25 1898 Ps: Artificial...
- 26 1899 R/L: Teeth, hum? If you have artificial teeth.
- 27 1900 Ps: Hah, huh, heh, hnh.
- 28 1901 R/L: Then, hah, huh, heh, hnh, you may give it to your son or grand son (Hun?) to  
29 brush it for you.
- 30 1902 PS: Hah, huh, heh, hnh.
- 31 1903 R/L: Alright. So, what do we say?

- 1 1904 P5: I had surgery on my eyes.
- 2 1905 R/L: What do you say for that?
- 3 1906 R/L: Can we have two forms?
- 4 1907 Ps: No.
- 5 1908 R/L: I had my eyes operated. Okay? So, you see they are different things. I had my  
6 eyes or eyes operated. **(The 'R/L' writes on the whiteboard, 'I had my eyes  
7 operated.')** So, as you can see in the first form we use the same tense. In the second  
8 form, it depends on the situations. You can use either. But, the norm is the second one.  
9 In the last one the norm is only this one. You cannot have the other choice, because it  
10 is impossible, that you can do it on your eyes. You cannot do any operation on your  
11 eyes. Okay?
- 12 1909 P11: Excuse me.
- 13 1910 R/L: Yes, „P11“.
- 14 1911 P11: Why have you written, „I had repaired my car?
- 15 1912 R/L: Because, it is its structure.
- 16 1913 P11: We can say, „I have repaired my car.“ It doesn't go with that.
- 17 1914 R/L: In that case you should say, „Machinam ra taamir kardeh am.“
- 18 1915 P11: No. If you wrote, ah, „Machinam ra taamir kardeh boodam.“ It is, „I had repaired  
19 my car.“
- 20 1916 R/L: No, this is, „Taamir kardam.“ This is format.
- 21 1917 P11: I have repaired my car.
- 22 1918 R/L: This is the format. This is the structure of the sentence you cannot say that. This  
23 is the rule of language. Okay? I had my..., I had... No. Sorry, No, I had my... No. I  
24 got it. I got it. „I had my car repaired.“
- 25 1919 P11: I had my car repaired. **(The 'R/L' had mistakenly written on the whiteboard,  
26 'I had repaired my car' instead of 'I had my car repaired.' This error has caused  
27 confusion for 'P11', who raised the question that resulted in the above discussion  
28 between the 'R/L' and the participant. Finally, when the 'R/L' turned back to  
29 write the sentence on the whiteboard, he noticed to the error. And, he says to the  
30 'PS' to correct the error, and thanks 'P11' for his attention).**
- 31 1920 R/L: The format was wrong.

- 1 1921 P11: Yes.
- 2 1922 R/L: Okay? So, please correct that one. Thank you „P11“. „I had my car repaired.“
- 3 Now, I got your point, „I had my car repaired.“
- 4 1923 P12: If somebody do for us we should use causative?
- 5 1924 R/L: If, for any reason you cannot do it yourself, and you have to ask somebody else
- 6 to do it for you, then you must use causative. Okay? Sometimes, the action is in a way
- 7 that you can never ever do it yourself. Sometimes, may be you do not have the time.
- 8 Or, you are ill. For some reasons you cannot do it yourself. So, you have to ask
- 9 somebody else to do it for you. Alright? Is that clear? 5: *Level 4* is when there are
- 10 things in „L2“, which are absent in „L1“ (Okay?), which are absent in „L1“. There are
- 11 things, I mean phonology, words, phrases, sentences in „L2“, which are absent in „L1“.
- 12 That means English has them, Farsi does not have them. For example, „ð“ or „θ“
- 13 (Okay?) are absent in Farsi. Do we say, „ð“? Hum? „ð bûk“, we say „de“ you cannot
- 14 say. As English cannot say „Gh“ they say „Q“ instead of „GH“ or „K“ instead of „ġ“.
- 15 You say „de“ or „te“ instead of „θ“ or „ð“. Okay? Instead of „birthday“ you say
- 16 „bertday“ or „berdday“. Hun? You cannot say „br θ day“. Because, it is not in our
- 17 language. Instead of bath „bæ θ“. You say „bat“, or „bus“. Uhm? Also, as you might
- 18 remember, we talked about some tenses. Hum? There are some tenses. For example,
- 19 „Perfect future“ is not in Farsi. „Perfect future continuous“ is not in Farsi. We normally
- 20 use equivalence. In „Present“ or „Simple future“. Hum? 6.
- 21 1925 P5: If I want to say, „Mikham mashinamo taamir konam.“ I have my car repair?
- 22 1926 R/L: „I want to have my car repaired“ okay? (**‘P5’ has a query about the way of**
- 23 **saying the correct structure for repairing his car by a repairperson. The ‘R/L’**
- 24 **elaborates on the problem to clarify the correct structure**). Or, I want to repair my
- 25 car depending on the situation whether you know how to repair, whether you are a
- 26 mechanic, then you say I want to repair my car.
- 27 1927 P5: No, I“m not.
- 28 1928 R/L: If you are not and you intend to give it to be repaired, then „I want to have my
- 29 car repaired“.
- 30 1929 P5: „Mashinamo taamir mikonam?“
- 31 1930 R/L: Hum?

- 1 1931 1764 P5: „Mashinamo tammir mikonam.“
- 2 1932 R/L: Are you doing it now?
- 3 1933 P5: „Mashinamo taamir mikonam.“ Is refer to future? „Mashinamo taamir mikonam.“
- 4 Farda mashinamo taamir mikonam.“
- 5 1934 R/L: I will have my car repaired to morrow. I will have my [car...
- 6 1935 P5: Repaired tomorrow]. Okay.
- 7 1936 P9: Can we say, „I have my car repair?“ „I have my car repair.“
- 8 1937 R/L: We don't say that. Okay? We don't say that.
- 9 1938 P3: Excuse me would you give me example for, „th“, „θ“ for „Birthday“?
- 10 1939 R/L: Yes. For example you say „Birthday“ or „Bath“, „Birthday“ or „Bath“.
- 11 1940 P3: What about, „The“?
- 12 1941 R/L: You say, „Bat“. Okay?
- 13 1942 P3: What about the first one, „The“, „ðə? **(The participant has a query about the phonetics of, 'ð' and 'θ' which stand for 'th'. The 'R/L' tries to clarify the sound differences).** „ð“, „Bathe“, „bāð“, „Bath“, „bæθ“, „Bathe“, „bāð“. „bāð“ is „Verb“. „bæθ“ is „Noun“. To have a bath and bathing. She is bathing.
- 14
- 15
- 16
- 17 1943 P3: Okay.
- 18 1944 R/L: 6: Or, Level 5 is when there are many equivalences in „L1“ for a form in „L2“,
- 19 there are many equivalences in „L1“ for a form in „L2“. What did I say? Sorry.
- 20 1945 Ps: In „L1“.
- 21 1946 R/L: There are different forms or equivalences in „L2“ for a form in „L1“. **(The 'R/L' writes a word in 'Farsi' 'e.g. baz kardan' on the whiteboard, which has more than ten equivalences in English).** Okay? You have different forms „open“, „undo“
- 22
- 23
- 24 „unwrap“, „disclose“, „unlock“, „dismantle“, „clear“ many others. **(The 'R/L' writes some of the equivalences in 'L2' for 'baz karden in 'L1' on the whiteboard).**
- 25
- 26 Disassemble, Hun? Ah there are many other forms and *the last one*, which of course
- 27 we disregard, it is, is that none of them have it in comparison with the first one, which
- 28 both have it. So, we disregard the last one. Alright? Because, there are forms in other
- 29 languages. One of us has it. Okay? So, disregard it. Any questions? So, always
- 30 consider and remember these. Right? In your language. So, these are important points
- 31 to pay attention to them. Alright? Okay. Now, would you please open your „504“.

- 1           *(„504“is the vocabulary book. About this book and how and why it is used as one of*  
 2           *the essential materials in the program, I have already talked).*
- 3 1947 P12: Excuse me, slang which level is?
- 4 1948 R/L: Pardon me!
- 5 1949 P12: Slang.
- 6 1950 R/L: It depends on. They...
- 7 1951 P12: Which level?
- 8 1952 R/L: They may go. They may go here. **(The ‘R/L’ shows different levels written on**  
 9           **the whiteboard to the participant).** They may go here. Okay? We have talked about  
 10           it.
- 11 1953 P12: Yes.
- 12 1954 Ps: six or seven you said 7 levels?
- 13 1955 R/L: Yes, I’ve said there is nothing, no information in both languages. Here we have  
 14           the same information in both languages **(The ‘R/L’ shows ‘Level 1’ written on the**  
 15           **whiteboard).** There is no, It depends on different languages. For example, in  
 16           „Turkish“, in „French“. You know. May be there are things, which have been borrowed.  
 17           They have been borrowed from other languages. Alright? Alright, now would you  
 18           please open your „504“? **(The ‘PS’ take out their book named ‘504’).** Okay, ready  
 19           everybody? Yeah?
- 20 1956 Ps: Yes.
- 21 1957 R/L: Good! Lesson 10?
- 22 1958 Ps: Yes.
- 23 1959 R/L: Yes?
- 24 1960 Ps: Yes.
- 25 1961 R/L: Okay listen to me please. **(The ‘R/L’ reads out the new vocabulary to the**  
 26           **‘PS’. The new vocabularies are; ‘Excel’, ‘Feminine’, ‘Mount’, ‘Compete’,**  
 27           **‘Dread’, ‘Masculine’, ‘menace’, ‘Tendency’, ‘Underestimate’, ‘Victorious’,**  
 28           **‘Numerous’ and ‘Flexible’. The aim of the „R/L“in doing so is to prevent bad habit**  
 29           **formation in terms of pronunciation and intonation. Then, they repeat after the**  
 30           **‘R/L’. Next, each participant repeats the new vocabulary and the ‘R/L’ error**  
 31           **corrects. Finally, every participant reads a sentence to bring the lesson to an end.**



1       **The ‘R/L’ corrects every participant’s errors and feeds back. Then, he allots the**  
 2       **‘PS’ two minutes to silent read the text at the end of the vocabularies. The text is**  
 3       **about 150 words length. The participants’ task is to report the content orally as**  
 4       **much as they can. *The idea is to give the „PS“ an opportunity to improve their***  
 5       ***general comprehension and „Speaking Skill“ basal on the seen text. Meanwhile, the***  
 6       **‘R/L’ answers to some of the participants’ questions and queries). Okay finished**  
 7       every body? Alright. Let’s take a break for 15 minutes, and then come back to the  
 8       class! Any questions, problems?

9   1962   PS:   No.

10 1963   R/L:  Good!

11

12       **File 4, CD 3**

13       **Friday, 18/05/07**

14       **Time: 09:00-13:30**

15

#### Listening & Speaking

16 1964   R/L:  Okay. Can I have a cassette, please? And, where were we „P11“? Do you  
 17       remember? *(By asking these questions, the „R/L“ aims to engage the „PS“ in the*  
 18       *classroom activities).*

19 1965   P11:  I think we are here? **(The participant shows his book to the ‘R/L’).**

20 1966   R/L:  Hum? **(It seems that ‘P11’ is not oriented so the ‘R/L’ asks of another**  
 21       **participant).** „P8“, where are we?

22 1967   P8:   We have done page 57.

23 1968   R/L:  No, did we analyze it completely?

24 1969   P5:   Page 57.

25 1970   R/L:  Did we analyze up to section 2?

26 1971   Ps:   Up to section 3

27 1972   P9:   No, up to here.

28 1973   R/L:  Yes, question number 5. *(The „R/L“ knows himself where they begin the*  
 29       *lessons and where they end in each session, because he makes a record of every skill*  
 30       *and the material to keep the pace under control in all time. But, by asking these*  
 31       *questions he aims to keep the participants involved and responsible towards their*

- 1 *tasks*). Alright. So, who has got the cassette, any of you? **(One of the participants,**
- 2 **'P3', gives her cassette to the 'R/L').** IELTS 1, Cassette No. 2. Yes? **(The 'R/L'**
- 3 **plays the cassette to fix it on the track).** Okay? Yeah? We discussed it. We have
- 4 analyzed it before. Yeah? It is „Listening Test 3“ from „Cambridge IELTS 1“. ‘Richard
- 5 Lee“. **(The 'R/L' writes the name on the whiteboard. And then, walks and checks**
- 6 **all the participants' answers one by one. He talks to every single participant about**
- 7 **the problems).** For this you will not get the mark, because you have not written capital
- 8 „L“
- 9 1974 P3: Is it not capital „L“?
- 10 1975 R/L: It is not, It is not capital „L“ for the English *(The participant"s „l" is closer to*
- 11 *small „l" rather than capital „L").* So, be careful with these subtle things. Hum? **(The**
- 12 **'R/L' writes on the whiteboard small 'l' and capital 'L' and draws the**
- 13 **participants' attention to capitalization in the English language and tells them**
- 14 **that they should write 'Lee' not 'lee', then he plays the cassette for another**
- 15 **question to provide the „PS“ with an opportunity to get some hints and techniques to**
- 16 **be able to promote their „Listening Skill“ score in the test).** So, two things, first of all,
- 17 „30“ Okay and as you can see it, „13“ before that immediately after one another „13“
- 18 and „30“, and then, „Enmore“. First of all, it"s the matter of capital (E) for „Enmore“,
- 19 and then the correct pronunciation. Right?
- 20 1976 P9: Is capital „R“ for „Road“?
- 21 1977 R/L: Yes, capital „R“ for „Road“ **(The 'R/L' then goes and checks the participants'**
- 22 **handwritings for capitalization and the numbers).** So, as you can see, there are
- 23 different things to consider. Right? So, when, when a common noun refers to
- 24 something particular, it is considered as proper noun. Okay? And when a common
- 25 noun is accompanied with a proper noun, then it is considered as proper noun. So,
- 26 university, school, (Okay?), when it comes with „Tehran“, „the University of Tehran“,
- 27 or „Tehran University“, it is both capital. „Road“, „Avenue“, „Street“, Okay, they are
- 28 common nouns, but when they are with a proper non they refer to something particular,
- 29 Alright? So, „Saadi Street“ for „Saadi“ and „Street“. Alright? Ah, „Williams Road“, „W“
- 30 for „Williams“, „R“, capital „R“ for „Road“ Alright? Be careful, many of you, in fact,
- 31 lose one or two bands in your „Listening“ simply for these, (Hun?), tiny subtle things.

1 Be careful. Do not lose mark for capital, capitalization, or spelling. Right? At least all  
 2 of you will lose normally one band for that. **(The ‘R/L’ plays the cassette for another**  
 3 **question)**. So, for „Newport“, be careful, it is one word. Some of words which are  
 4 combined or combo, compound noun, both parts must be capital in the beginning.  
 5 Right? See the difference between Newport and New York. **(The ‘R/L’ writes on the**  
 6 **whiteboard ‘Newport’, ‘New York’)**. „Newport“ is one word. That’s only capital in  
 7 „New“. „New York“ on the other hand, is capital both in „New“ and „York“. So, you  
 8 must be careful whether a word is a two part word or just one part. One chunk. I  
 9 suggest that you memorize the spelling of the very common English names for female  
 10 and masculine. Some dictionaries have a list of common English names for both men  
 11 and women at their end. Okay? The most common words, ah, names such as;  
 12 „Andrew“, „Peter“, „Jacqueline“, „Joanne“, „Jim“, „John“. Okay? Try to memorize the  
 13 spelling „Anne“, „Ann“. Okay? So, be careful that „Ann“, „æn“ is „A“ double „N“ But,  
 14 Anne „æŋ“ is „A“ double „N“, „E“. Okay? „Patricia“ Hum? „Kathy“.

15 1978 P9: „Ann“, has no „E“?

16 1979 R/L: No.

17 1980 P9: Ann „æn“, „A“ double „N“.

18 1981 R/L: Yeah.

19 1982 P9: And, „Anne“ „æŋ“ has „E“.

20 1983 R/L: „E“ at the end. Okay? So, these are the simple things that with a little try, you  
 21 can, ah, keep yourself in the safe side. Hum? **(The ‘R/L’ plays the cassette for the**  
 22 **next question. ‘Architecture’, ‘Architecture’). The rest of sentence is about the**  
 23 **registration number of the car. The speaker makes a mistake about the order of**  
 24 **letters and numbers. But, then he corrects himself. *The purpose of designing these***  
 25 ***kinds of questions is to evaluate the range of the attentiveness and comprehension of***  
 26 ***the testees***). So, you can see in the natural speaking things like these happen. It  
 27 happens to all of us. Hum? This is one of the aspects of authenticity. Right? It is not in  
 28 the laboratory in the (Hum?) laboratory, you just follow the patterns, routines and  
 29 patterns. In natural speaking, these things happen. You forget something (Hum?), you  
 30 say something up to the end and then you forget. I did it right now myself, (Hum?),  
 31 when I was doing causative (Hum?). And, „P11“ paid attention. I was discussing and

- 1 talking to you and I wrote something different (laughingly), (Hum?), (Yeah?) And  
 2 then, it was, ah, I mean astonishing and this is what should we say „had not, „have“.  
 3 And then, I saw that instead of, for example, „I had my car repaired.“ I said, I have  
 4 written, „I had repaired my car.“ (Okay?) Things happen in natural way, (Okay?) In  
 5 speaking it happens. Many times, you“re talking with somebody and then your  
 6 thoughts are flying (Hum?) Then, you“ll say something differently. Then, you correct  
 7 yourself, (Hum?) Or, by some discourse, some talks or talk backs then you are  
 8 corrected. (Yeah?)
- 9 1984 P9: Excuse me, I have a question about numbers. What“s difference between „Oh“  
 10 and „Zero“? „Zero“, „Five“, „Eight“ and „Oh“, „Five“, „Eight“. Both of them happen can  
 11 we write that?
- 12 1985 R/L: Yeah.
- 13 1986 P9: In „Writing“, how can we...?
- 14 1987 R/L: We know that.
- 15 1988 P9: In „Writing“, how can we separate them?
- 16 1989 R/L: I talked about different forms of „Zero“. Didn“t I? In one of the sessions, I  
 17 remember that I said, (Okay?) First of all, it“s in the written form, „Zero, in nearly oval.  
 18 **(The ‘R/L’ writes on the whiteboard ‘0’)**. Okay? „Oval“. Okay? Oh, oh, as letter „O“  
 19 is circle. So, in the writing form, so, be careful. For example, „One“, „Oh“, „Seven“,  
 20 „Oh“, „Five“, „Two“, „107052“. That you say, for example, ah, what „Cock“ this is  
 21 circle. Ah, you see this circle, this is oval. **(The ‘R/L’ writes on the whiteboard ‘0’**  
 22 **vs. ‘O’ , ‘0’ oval, ‘O’ circle. And then, talks about the difference of the form of ‘0’**  
 23 **and ‘O’ in written texts)**. Right? Okay? Secondly, I said there are different words  
 24 used for zero. Do you remember that I elaborated on that? Okay?
- 25 1990 P5: Just in „Writing“ you mean?
- 26 1991 R/L: Ha?
- 27 1992 P5: You mean in the „Writing“.
- 28 1993 R/L: SO, Nil is for competitions, races. „Naught/Nought“ is for a discussion or  
 29 research. „Zero“ is in mathematics and physics. „Oh“ is normally for register numbers  
 30 or passport number, car numbers, telephone numbers. Okay? And, sometimes they use  
 31 „Zero“. But, „Oh“ is more common.

- 1 1994 P9: When in register they say „Oh“, „Oh“ is „Zero“ or „Oh“?
- 2 1995 R/L: Zero (**The participant is unhappy about the use of, ‘Oh’, he argues that it**
- 3 **could be confusing in ‘Listening Test’. He argues that because some of the**
- 4 **registration numbers such as; passport numbers and car numbers are a**
- 5 **combination of numbers and letters it could be very much probable that testees**
- 6 **write letter ‘O’ or number ‘0’ when hearing ‘Oh’ Although, the ‘R/L’ tries to**
- 7 **reason and convince the participant, he himself finds it as a weak point in**
- 8 **designing such questions).**
- 9 1996 P9: It is „O“.
- 10 1997 R/L: No, it is „0“ because it is in the numbers.
- 11 1998 P11: It is followed by letters (**The participant reads out the number**).
- 12 1999 R/L: Yeah, this is exactly on purpose. This is exactly on purpose that they want to
- 13 know when you are talking about umbers. Okay? „Oh“ refers to „Zero“.
- 14 2000 P11: Does „Oh“ have in the numbers?
- 15 2001 R/L: It doesn“t have, because there are 3 letters and then the rest is numbers. (**The**
- 16 **‘R/L’ plays the cassette again and again on the part of the registration number of**
- 17 **the car. The registration number is ‘LYX058K’. ‘Oh’ is the boundary between the**
- 18 **letters and the numbers in the ‘registration number’. So, for OTEFL students it**
- 19 **could be a real problem, therefore, a weak point in the design of the IELTS**
- 20 **„Listening Test“.** **The ‘PS’ do not seem quite pleased with the ‘R/L’s’ explanations.**
- 21 **But, they seem unable to argue more. The ‘R/L’ plays the cassette to continue**
- 22 **analysing the test).** Okay? And then, it is a „Ford“. Okay? The reason that they insist
- 23 on this part of the conversation is first of all to give you an idea as non-native speakers
- 24 that in real situations in natural speaking things like these happen that people make
- 25 mistakes. Native speakers make mistakes in saying something, because may be they
- 26 are unsure. They are not sure about something. Alright? Secondly, there is a technique
- 27 in testing that things are not definite. Questions and answers are not in order. They are
- 28 not rigid. They are not fixed as it used to be in traditional TOEFL, (Okay?) that you
- 29 had some definite questions and some definite answers. Right? They are very much
- 30 artificial. Hun? And then, it is getting used to a system, anyway. Hun? The system of
- 31 registering car numbers in an English-medium community. Okay? So, and then „F“ for

- 1 „Ford“ should be capital. Now, let me check your answers. So, it is „LYX“ and some of  
 2 the people again we go back to phonology write „G“ for „J“. You remember I listed for?  
 3 Do you remember from the beginning sessions?
- 4 2002 Ps: Yes.
- 5 2003 R/L: I listed some common mistakes; A, I, R, E, (Okay?) „J“, „G“, „L“, „M“, „M“, „N“,  
 6 (Hun?), „P“, „D“, „D“, „C“, „T“, „T“, „C“. Okay? People, I mean non-native speakers. Or,  
 7 Farsi speakers make these common mistakes in realizing the phones. Hun? Alright.  
 8 Now, let me check your answers. It is „LJX 058 K“. **(The ‘R/L’ walks and checks**  
 9 **every single participant’s answers to the questions to see whether or not they have**  
 10 **complied with the rules of language. However, some of the participants are still**  
 11 **puzzled about writing ‘Oh’. So, one of the participants raises questions).**
- 12 2004 P4: At last I didn’t get that I should..., I write it like this „0“ like „Zero“ or „O“?
- 13 2005 R/L: No, like „Zero“ as I said.
- 14 2006 P4: Because it’s a letter after that again?
- 15 2007 R/L: Yes, yes, but if you might remember, it mentioned 508K, so we know that for  
 16 that reason that it says 508, we know that it is a „Zero“, it is not letter „O“. Because,  
 17 letter does not come in the middle of two number?
- 18 2008 P4: Uhum.
- 19 2009 R/L: That’s why speci, it is a matter of smartness. It is a matter of smartness and  
 20 attentiveness. Alright? Ah, it said, for example, „508 K“ (Hun?), **(The ‘R/L’ writes on**  
 21 **the whiteboard ‘508 K’)**, is that we know a letter will not come in the middle of two  
 22 numbers in a car plate. You see it was a hint to help you, (Okay?), a hint to help you  
 23 that the letter will not come in the middle of two numbers. So, when it comes to the  
 24 right one. That it said „LJX“, you know that this „Oh“ is the number. Is not the letter!  
 25 It’s a matter of smartness and attentiveness. Okay? As I’ve already told you IELTS in  
 26 not only the test of language. It is also the test of your smartness and attentiveness and  
 27 speed. This is one of the distinguishing points between IELTS and TOEFL or some  
 28 other tests. Okay? Any more questions? Is that clear now? These are important points.  
 29 These are important points that you pay attention when you are doing the test, and  
 30 when you are in the real situation of conversation and interaction and communication.  
 31 Right? Because, later on you intend to go and live or work and study in an English-

1 medium community. This is the place to learn all these things, to get all these  
 2 information. Okay? And adapt yourself. Any more questions? Good, so, the purpose,  
 3 the main purpose, of analysing your test are these points. Otherwise, you can do it at  
 4 your home and find the correct answers and check, and then give yourself a rough  
 5 mark or band. The main purpose that we talk about it, is to draw your attention to those  
 6 critical points. Alright? Good. **(The ‘R/L’ plays the cassette for the next question).**  
 7 So, cashier’s office opens at. Which is the correct answer?  
 8 2010 Ps: „C“.  
 9 2011 Ps: „D“. **(Some of the ‘PS’ select ‘C’, but some of them opt for ‘D’).**  
 10 2012 R/L: „C“. But, you heard different words, which are all here „in the test“ (Okay?)  
 11 different numbers. Different words, which are all in the answers. So, you must follow  
 12 the conversation to come to the right point. Al right? **(The ‘R/L’ plays the cassette).**  
 13 Another important point is that you pay attention to the stem. Because, one of these is  
 14 for closing 04:30 they close at 04:30. So, you must read the stem very carefully.  
 15 Whether it says cashier office opens or closes. Okay? So, most of the people lose  
 16 marks because they do not pay attention to the stem of the question. Okay? Always pay  
 17 attention to the stem of the question. This is very important 50 or may be more percent  
 18 of the band lost or the mark lost is because you do not read carefully and understand  
 19 and make sense of meaning of the stem of the questions. Either in „Writing“ or in  
 20 „Reading“ or in „Listening“ or in „Speaking“ doesn’t make any difference. Sometimes,  
 21 you deviate in your „Writing“ and „Speaking“, because you do not pay attention to what  
 22 you are asked of what is the question? I’ve paid attention many times that I ask you  
 23 something just you answer something quite different from what I have asked you to  
 24 answer. And, it is the same in your „Readings“. And, it is the same in your „Listenings“.  
 25 So, please read the instructions very carefully and understand them. Read the sentences  
 26 very carefully and make sense of them. Right? You will be in the safe side. You will  
 27 save at least two bands. Okay? I bet you on that at least 2 bands in „Reading“ and  
 28 „Listening“ is lost, because of not paying attention to the instructions and reading  
 29 questions carefully, at least 2 bands. Alright? So, give it a try, it worth it. **(The ‘R/L’**  
 30 **plays the cassette for the next question).** Now, this is again a tricky one what is you  
 31 answer **(The ‘R/L’ walks and checks the participants’ answers. He discusses the**

1           **answers with the ‘PS’. He then draws the picture of a car on the whiteboard and**  
2           **describes different windows of a car).** You see, these are very important to know.  
3           These are the different parts of your car. Okay? My drawing is not very good. This is  
4           „Front wind screen“. This is „Front window“, this is „Rear window“. This is „Rear wind  
5           screen“. So, when there is a pause immediately go to the questions. Okay? **(The ‘R/L’**  
6           **plays the cassette for the next question).** „November 1991“, **(The ‘R/L’ checks the**  
7           **participants’ answers and points out their problematic areas).** So, the correct  
8           answer can either be „November 1991“ or „Nov. 1991“ this is acceptable. But, if you  
9           forget one of the two, then you, it is unlikely that you get the mark. If you forget  
10          „November“ or the „year“. **(The ‘R/L’ writes the month and the year in different**  
11          **form such as; ‘Nov. 1991’, ‘November 1991’, ‘11, 1991’, ‘11/91’ on the**  
12          **whiteboard, then he plays the cassette for the next question. Next, he stops the**  
13          **cassette, checks the participants’ answers one by one and gives the required**  
14          **instructions. For example, he draws the participants’ attention to letter ‘S’ for**  
15          **plural as in ship and ships. He reminds them that if they forget to write ‘S’ for**  
16          **plural, then they may lose their mark).** So, because it says no more than 3 words, it  
17          says no more than 3 words. If you wrote „a number of“ if it happened that you wrote  
18          like this. „A number of historic ships“ Right? Now, 1 , 2 , 3 , 4 , 5. **(The ‘R/L’ writes**  
19          **the phrase on the whiteboard and describes how to answer correctly to such**  
20          **questions).** What do we do? And, it says no more than 3 words.  
21   2013   Ps:    We put the extra words in brackets.  
22   2014   R/L:   And then, you are in the safe side. Okay? So, whenever, you come to a phrase,  
23          or a clause, (Okay?) which exceeds the 3 words, then put things such as prepositions or  
24          articles in brackets. Just leave the main words out. Right?  
25   2015   P12:   Excuse me, I couldn’t get it.  
26   2016   R/L:   I couldn’t catch it. This is the matter of phonology and pronunciation you must  
27          listen more and more to the natural language, „Speaking“. The best way to improve, it  
28          is listening to the radio stations and TV is the best way. It is very important if you just  
29          listen one or two hours a day, you will improve very much. Okay? Try it. You’ll see  
30          the results. Some people, some people improve their listening to band „7“, „8“ or even  
31          „9“, just by listening to these stations and just paying attention to some techniques.



- 1 Because, what is important is that you catch something. Okay? You catch a word. You  
 2 do not miss it. So, you must adapt your sense of hearing to this frequency. **(The ‘R/L’**  
 3 **continues playing the cassette for the next part).** So, this is an example. (Okay?) It’s  
 4 a good rest for you. Okay? So, green and arrows. Don’t forget „S’ for plural, plural  
 5 „Arrows“ not „Arrow“. So, you see how simply you can miss the answers and miss the  
 6 marks or the bands, or the scores, (Alright?), very simple, very simple things. „Green  
 7 arrows“ is not..., nothing very important. It’s a matter of hearing it. It’s the matter of  
 8 adapt..., adoption, adaptation, of your sense of hearing to the English sound. Hum?
- 9 2017 P3: In green small „g“?
- 10 2018 R/L: It’s Okay. **(The ‘R/L’ plays the cassette for the rest of the conversation. He**  
 11 **points out important points when required.)** What is the difference between „Every  
 12 hour“ and „On every hour“? Hum?
- 13 2019 P9: Every one hour may be exactly one hour.
- 14 2020 R/L: You see, these are purposeful questions and answers these are purposeful. What  
 15 is the difference between „Every hour“ and „On every hour“? Hum? „Every hour“ and  
 16 „On every hour“. **(The ‘R/L’ writes on the whiteboard whatever he says about the**  
 17 **question).** Hum?
- 18 2021 P9: „Every one hour“ means each hour But, „On every hour“ means in the beginning  
 19 of every hour. Exactly on „1“, „2“.
- 20 2022 R/L: Okay, so, if you say, for example „Every hour“ may be one is 09:50, so the other  
 21 is? The other one is?
- 22 2023 Ps: 10:50.
- 23 2024 R/L: Hum? 10:50, and the next is? Hum? The next is?
- 24 2025 Ps: 11:50.
- 25 2026 R/L: „On every hour“ means?
- 26 2027 Ps: „9“, „10“.
- 27 2028 R/L: Right? It is a critical matter. Be careful. Okay? **(The discussion in this regard**  
 28 **continues. The ‘R/L’ answers to some of the participants’ queries and questions).**  
 29 “The cook doesn’t cook very well.”, said Mr. Cook. So, you see in one sentence we  
 30 use „cook“ in different forms and meanings, as a proper noun as verb, as common  
 31 noun. Alright? So, I just want to draw your attention to a fact that how simply you lose

- 1 marks and scores in your „Listening“. Mostly, it is the matter of what? What is the most  
 2 important part in „Listening“? Hum? Hum? What is the most important part in  
 3 „Listening“? Hum?
- 4 2029 Ps: „Landing of the words“.
- 5 2030 R/L: „Landing of the words“, one of them. What else?
- 6 2031 Ps: „Pronunciation“.
- 7 2032 R/L: „Pronunciation“.
- 8 2033 Ps: „Intonation“.
- 9 2034 R/L: „Intonation“, good. You remember from the very beginning? You see, most of  
 10 these things, (hum), refer back to your „Pronunciation“, „Intonation“ and „Landing of  
 11 the words“. Hum? And then, the adaptation of your sense of hearing to the frequency  
 12 of the language, of English sounds, (Okay?) the music of the sound. Okay? Otherwise,  
 13 these are not complicated, (hum), matters in the language. They are simple terms. You  
 14 have heard them, many times. Okay? Good. **(The ‘R/L’ plays the cassette and stops  
 15 it for every single question and answer. He keeps on giving hints, checking the  
 16 participants’ answers and giving instructions).** Okay, some points here with this  
 17 number. First of all, if a currency is mentioned and the sign or symbol of that currency  
 18 is not in the written form, you should write it. Okay? So, if in the book, or in your  
 19 question book, the sign of dollars was there it is not needed that you write it. If it is not  
 20 then you should write it. So, secondly, I suggest that you write in „Arabic numbers“.  
 21 Do not write in letter, it takes a lot of time and then you may commit a mistake. Hum?  
 22 So, do not write „Seventy“, **(The R/L writes ‘Seventy’ on the whiteboard)** unless  
 23 otherwise, you are instructed to write numbers in letters. So, be careful to read the  
 24 instructions very carefully. Sometimes, instructions ask you or expects of you to write  
 25 figures in „Letters“, not in „Arabic numbers“, „Arabic numbers“. **(The ‘R/L’ writes on  
 26 the whiteboard 1, 2, 3, etc.)** These are called „Arabic numbers“.
- 27 2035 P9: „Arabic“!
- 28 2036 R/L: Yes.
- 29 2037 P9: They are from Arabs?

- 1 2038 R/L: Yes, Alright? And, of course, if you add Australian Dollars write „AUD“ (**The**  
 2 **‘R/L’ writes on the whiteboard ‘AUD’, Australian Dollars).** Question? Problems?  
 3 Are you all Okay?
- 4 2039 PS: Yes. (**Some of the ‘PS’ ask some more questions about ‘AUD’ and the ‘R/L’**  
 5 **answers to their questions and explains more. One of the participants asks a**  
 6 **question, which seems to be important).**
- 7 2040 R/L: Important question, say it again, please.
- 8 2041 P3: Can we write the names all in capital?
- 9 2042 R/L: Who has the answer. Can we? No, no it is different Okay? If it is only a single  
 10 word isolated by itself such as a proper noun, it’s Okay if you write it all in capital.
- 11 2043 P3: All in capital?
- 12 2044 R/L: Yes, all in capital. For example, the, I say what’s your name? Okay? What’s  
 13 your name? „Mary“, it is in isolation and it is a single word alright. What’s your name?  
 14 My name is Mary, or just, „Mary“. Right? But, if it is a part of a sentence, then you  
 15 must follow the rules of that sentence in the „Upper case“ and „Lower case“. Okay? So,  
 16 for example, if I say, I come from „Sydney“, then „S“ for „Sydney“ is capital, not all of  
 17 it or „Sydney Road System“. „S“ for „Sydney“, „R“ for „Road“ and „S“ for „System“  
 18 must be capital, the rest lower case. So, you must follow, hum, the rules of the letters  
 19 in your sentence. Okay? And, you can see whether the answer is a part or the missing  
 20 part of the sentence, (alright?), when it comes for example, to this. You see? You must  
 21 follow this rule.
- 22 2045 Ps: Uhum.
- 23 2046 R/L: Okay? Is that clear? (**The ‘R/L’ continues playing the cassette for section 3 of**  
 24 **the IELTS ‘Listening test’. For each question he stops the cassette and talks about**  
 25 **the important critical points. He also gives the required hints and techniques**  
 26 **needed to do the test more successfully).** So, it is very important that you pay  
 27 attention to the „stem“. Regarding to seasons, „Air fares“ are lowest when, are lowest  
 28 Hun? Underline „Lowest“. Or „Lowest air fares“ „air fares are lowest“. Right? So, what  
 29 is the answer?
- 30 2047 Ps: „C“.

- 1 2048 R/L: „C“, are non- refundable“ they are even cheaper. Okay? She says, „They are  
 2 even cheaper, if you don’t ask for your fund. Sometimes, the three words are necessary  
 3 otherwise the meaning is not complete, or it deviates from what is expected. Okay? It  
 4 changes the whole meaning. So, sometimes, one word may be enough. Sometimes, the  
 5 3 words must be there, because they are all in one chunk, one chunk. Okay? So,  
 6 „powerful computer programs“ is one chunk. Okay? **(The ‘R/L’ plays the cassette for  
 7 the rest of section 3. As usual, he stops the cassette and talks about important  
 8 points. He also provides the participants with an opportunity to learn about the  
 9 advantages of powerful computer programming in different aspect of modern life,  
 10 He also presents his own personal experiences and the benefits he has gained in  
 11 relation to the ‘computer programming’ to the participants).** Be very sharp in  
 12 reading the information Okay? Don’t just sit passively. Always monitor the words,  
 13 always. Once is not enough. *[(The „R/L“ plays the cassette to check and analyze  
 14 section 4 of the test. When necessary he elaborates on the important points and hints  
 15 such as; grammatical points, semantically, syntactical, pragmatically, and all in all  
 16 linguistic points. (The lecturer „on the cassette“ talks about „marketing management“  
 17 as an example. she talks about „spaceman“). The „R/L“ asks of the participants to  
 18 find out whether or not they comprehend the concept of spaceman in the example].*
- 19 2049 R/L: So, what is meant by this „spaceman“? What do you think of this „spaceman“? Is  
 20 this the spaceman, who goes to the space?
- 21 2050 Ps: No.
- 22 2051 R/L: No, this space. Okay? „Spaceman“, that prefers this space of the supermarket,  
 23 each goods should go where. Okay?
- 24 2052 P9: „Space-man“ or „Spaceman“?
- 25 2053 R/L: „Spaceman“. **(The ‘R/L’ writes on the whiteboard ‘Spaceman’).**
- 26 2054 P8: „Spaceman“ is a soft ware.
- 27 2055 R/L: Can be many things. This is what I argue. Okay? Can, can be a software, can be  
 28 a person, who manages the space for putting things, in different places and can be a,  
 29 per, a person, who goes to explore the space. Okay? So, it is not only the matter of  
 30 going to space. Right? In this context, in this context, by „spaceman“ it means a  
 31 computer program. Okay? And, that software is probably named „spaceman“. Okay?

- 1 So, „spaceman“ can refer to a person or to a device. Hum? And, when it refers to a  
 2 person it, it can refer to a person, who goes to explore the space, or, for example  
 3 manage an area for putting things in suitable places. Alright?
- 4 2056 P11: „Astronaut“.
- 5 2057 R/L: „Astronaut“, yes. So, one of the meanings of „spaceman“ is astronaut. Okay? One  
 6 of the meanings. **(The ‘R/L’ then plays the cassette for the last questions of the**  
 7 **‘Listening Test’)**. Again quickly read as many times as you can, as many times as you  
 8 can. Okay? Once is not enough. The more you read the more information you will  
 9 gain. So, read them as many times as you can. **(The ‘R/L’ plays the cassette for the**  
 10 **very last questions. One of the questions is related to linking ‘S’. ‘Linking S’ is**  
 11 **one of the problematic areas of the participants in terms of phonology. So, he**  
 12 **checks all the participants’ answers one by one to see whether or not they have**  
 13 **considered ‘Linking S’ in ‘Hot spot’)**.
- 14 2058 R/L: Hot spot (hôtspôt). Only „P9“ has written it correctly. So, what is it? What is it  
 15 here? What aspect?
- 16 2059 P1: „Landing of the words“.
- 17 2060 R/L: Louder please.
- 18 2061 P1: „Landing of the words“.
- 19 2062 R/L: „Landing of the words“. This is what I insist. **(The ‘R/L’ writes on the**  
 20 **whiteboard ‘hot spot’)**. This is what you normally write. How do you read it?  
 21 (Normally)? Normally, how do you read it?
- 22 2063 Ps: „Hot- e- spot“.
- 23 2064 R/L: You say „Hot- e- spot“. But, the native speaker doesn’t say „hot- e- spot“. They  
 24 say „hôtspôt“. Okay? So, „S“, (Hun?), goes there **(the ‘R/L’ links the letter ‘S’ from**  
 25 **‘spot’ to the ‘end’ of ‘hot’ like ‘hots’) . „hôtspôt“.**
- 26 2065 P5: But, you said if the first letter of the second word is like the last letter of the first  
 27 word we should combine them.
- 28 2066 R/L: This is one of them, one of them. Then, it is the matter of joining „S“, such as;  
 29 „ûpstârz“, „up stairs“.
- 30 2067 P5: Only this?

- 1 2068 R/L: „dăinstârz“, „down stairs“, (Okay?), linking „S“ or linking „T“ sometimes. Okay?  
 2 I’ve made some examples of different situations, (Okay?), different cases. „Want to  
 3 go“, you remember? „Want to go“. „Up stairs“, „down stairs“, (Hun?), „Police station“,  
 4 „bus stop“. Okay? **(The ‘R/L’ continues answering to the participants’ ordinary**  
 5 **questions).** And then, pay attention to another tricky point. This is the matter of  
 6 attentiveness and smartness, is the ordering of numbers. Hun „P11“? You see the  
 7 ordering of the numbers **(The ‘R/L’ shows to ‘PS’ the last two questions which are**  
 8 **not in a casual order)!** Normally, you expect of the numbers to be in a row or in  
 9 order. Okay? But, it comes from 39 to 40. 40 to 41 and then Jumps up to 42, Hun?  
 10 Alright? 41 and then jumps up to the top of the page to 42 Okay? **(The physical place**  
 11 **of ‘Question number 41’ is at the bottom, right corner of the page, whereas**  
 12 **‘Question number 42’ is at the top right corner of the page)!** So, be careful always.  
 13 Some people, I’ve experienced it a lot, that some people have lost a great deal of bands  
 14 or scores just because of not writing the answers in the right position, for the right  
 15 number. Because, not paying attention to this ordering of the numbers of the question.  
 16 Okay? The answers are all correct, but they are not in the right place. Many people  
 17 have failed their test simply for that. So, you understand things. You make sense of  
 18 things. Hum? Meaning is made, but then you are not careful, where to write your  
 19 answers. When you are transferring the answers from question booklets to your answer  
 20 sheet, be very careful. Alright? Sometimes, it is a matter of losing the whole test,  
 21 (Okay?) or may be sometimes a bunch of questions. Hum? Ten questions and ten  
 22 answers, because of the displacement with the number of answers you lose all the  
 23 marks. So, the matter of the landing (hum) of the words again and it was „new products  
 24 41“. Now, get ready, Any questions, problems? Okay? Are you ready to do another  
 25 test?
- 26 2069 Ps: Ps: ((X)). **(Some of the participants nod their heads).**
- 27 2070 Ps: Yes.
- 28 2071 R/L: „Test number 4“.
- 29 2072 PS: Yes.

- 1 2073 R/L: Is that Okay? So, please, please try to pay attention to all the points that I  
2 mentioned, (Hum?) and observe them in the coming test, the test that you are going to  
3 do now. (Right?) Ready everybody?
- 4 2074 PS: Yes.
- 5 2075 R/L: Practice test number 4. Pick up your pencils. Please, be attentive. Alright? Use  
6 all your powers and the knowledge. Okay „P5“? You are Okay?
- 7 2076 P5: Yes.
- 8 2077 R/L: Good. Everybody? „P4“you’re Okay?
- 9 2078 P4: Yes.
- 10 2079 R/L: „P9“are you Okay?
- 11 2080 P9: Yes.
- 12 2081 R/L: Okay, quicker, please, are you Okay? Yes? So, go to page 15 everybody. Ready  
13 everybody? „P9“ Alright? Good, no consulting (**The ‘R/L’ goes over all participants  
14 one by one he observes them while they are getting ready to take the ‘Listening  
15 Test’, by asking them questions. The „R/L” aims to make sure that they do not have  
16 any problem, which might negativity effect their performance in taking the test. He  
17 then plays the cassette for test 4). After the test and the break the participants get  
18 engaged in their discussion groups as part of their ‘Speaking’ skills classroom  
19 activities.**
- 20 2082 R/L: Time for silent reading is up. Now, would you please begin your discussion.  
21 Decide who is going to talk for or against the topic and begin your conversations.
- 22 2083 P5: Time’s up?
- 23 2084 R/L: Yes.
- 24 2085 P5: This topic, they want, they explain about, ah, spend money, and so...
- 25 2086 R/L: What about your position? Don’t you want to talk on the positions? Who is, ah,  
26 for the topic, who is against the topic? Who agrees with it, who disagrees with it and  
27 the rest.
- 28 2087 P9: Oh, topic?
- 29 2088 R/L: Hum.

- 1 2089 P9: Um, spending money on the waste, on the space (unreadable) explained in the  
 2 passage, or this reading part, yes? We are to look upon hunger in the instead of  
 3 spending money on the [space...
- 4 2090 P4: Like] the other concerns, space was the study for the governmental [operation...
- 5 2091 P9: The] point is to spending on the places were linking the planet can live in is or  
 6 shortage of oxygen something, I don't think it takes, I don't think [it takes...
- 7 2092 P5: Don't you think] it is about our life and [the space...?
- 8 2093 P9: Because, I don't think it takes short time. I, I think it takes long time to make that  
 9 place suitable for living [beings...
- 10 2094 P4: It is] about the [space...
- 11 2095 P9: Yeh] there is a knowledge, yeh...
- 12 2096 P4: It's about the space.
- 13 2097 P9: um
- 14 2098 P4: The knowledge of space.
- 15 2099 P9: Um
- 16 2100 P4: This knowledge is power.
- 17 2101 P9: What, what does that knowledge help, help us. It is [knowledge yeh...
- 18 2102 P4: It's power.
- 19 2103 P9: Hum?
- 20 2104 P4: For you said.
- 21 2105 P9: Yeh, [Okay...
- 22 2106 P4: Who] knows about [planet...
- 23 2107 P9: Yeh]
- 24 2108 P4: Planet.
- 25 2109 P9: Yeh, I believe that knowledge is power, but it become power when we, we, we  
 26 use it. If we know about the moon, that's knowledge, but I don't think that's power,  
 27 because we don't use it. We don't use that, we know about the light of moon, that's  
 28 knowledge. That light help us to see in the on dark time or on night time. That's that  
 29 becomes power. I believe that knowledge is power, but it becomes power when we use  
 30 that. So, I don't know the space knowledge is helping us to live in this [world...
- 31 2110 P5: Is this] money there to [balance...



- 1 2111 P9: Um
- 2 2112 P5: All of] in the poverty, the people and in the, in the space race?
- 3 2113 P9: Yeh.
- 4 2114 P5: So, not every money in space race to find something in [a...
- 5 2115 P10: I disagree] with the this topic that space race is for knowledge (unreadable) it is  
6 for discovery of other planets for the problem of population on the Earth...
- 7 2116 P4: There are other solution too the for [example...
- 8 2117 P9: Um] yeh.
- 9 2118 P4: Okay, there is information about also you know that we know that, that someone  
10 landed.
- 11 2119 P9: yeh
- 12 2120 P4: At least we know about the atmosphere. Only if we know [that...
- 13 2121 P10: Yeh]
- 14 2122 P4: Discredited that for the other place.
- 15 2123 P9: You are not [arming...
- 16 2124 P5: You cannot prevent the [summer...
- 17 2125 P4: Who?]
- 18 2126 P5: On the] space something wrong we know [something...
- 19 2127 P9: Ozone] layer you mean?
- 20 2128 P10: We can send satellite and we can understand if something is wrong with the  
21 ozone layer and [then...
- 22 2129 P9: The only thing that you are right in that [case...
- 23 2130 P10: And, we can't find solution [too...
- 24 2131 P9: Yeh, in that case you're right. But, I don't think that's good..., That's good. I  
25 don't think that's good to invest money on Mars to uhh...solution, solution for  
26 problem. That's good idea, that's good to invest on it. But, I don't think to invest  
27 money on Mars and the other planets will help us.
- 28 2132 P10: We keep [that...
- 29 2133 P9: Yeh...]
- 30 2134 P10: Um
- 31 2135 P9: So, um

- 1 2136 P10: To decide] to know about something is human natural...
- 2 2137 P9: Um
- 3 2138 P10: You, human natural want to know something that the current the current  
4 situation is not good. There are many things on Earth...
- 5 2139 P9: You mean for ozone on the Earth?
- 6 2140 P4: For the ozone layer.
- 7 2141 PS: Hah, huh, heh, hnh.
- 8 2142 P4: Another finding...
- 9 2143 P9: Yeh, what sort of problem, global warming [and ...  
10 2144 P5: Global] warming [and...]
- 11 2145 PS: Hah, huh, heh, hnh.
- 12 2146 P5: That's a problem.
- 13 2147 P9: Oh, yes...
- 14 2148 PS: Hah, huh, heh, hnh.
- 15 2149 P9: It says, the article says, ah, how can the money which is invest, investing, which  
16 is invested on the space, invested on the poor people on the Earth might be big big  
17 solution in human...(unreadable)...
- 18 2150 R/L: Does anybody want to add anything else at all?
- 19 2151 PS: ((X)). Nodding to say „No“.
- 20 2152 R/L: So, what is the conclusion?
- 21 2153 PS: Hah, huh, heh, hnh.
- 22 2154 P9: How do we stop it.
- 23 2155 R/L: Okay, would you please tell us what you discussed and what you concluded.  
24  
25
- Report back**
- 26 2156 P9: I said investing money on space is waste, ah, it doesn't help us. But, P4 says it  
27 does, because it's knowledge and knowledge is power. But, if we use that power that  
28 knowledge is good and must be of people's interest. Some people won't think this. She  
29 „P10“ disagrees with this article. But, P5 agrees with this article because of global  
30 warming...
- 31 2157 PS: Hah, huh, heh, hnh.

1 2158 R/L: Okay, thank you very much.

2

3 **File 5, CD 3**

4 **Sunday, 20/05/2007**

5 **Time: 17:00-21:30**

6

### Reading

7 2159 R/L: Now, „P1“ would you like to come and sit over there, please. **(One of the**  
 8 **participants keeps distance from the rest. *Simply, may be for the reason that she***  
 9 ***probably finds herself at a lower level than the rest. So, the ‘R/L’ invites her to***  
 10 ***change her seat and get closer to the rest of the participants).*** So, get closer to other  
 11 people over there. Alright. So, prepare yourself with the „Reading“. Do we have any  
 12 „Reading“ left from the previous sessions to be analysed?

13 2160 Ps: No.

14 2161 R/L: No? If not, then let’s do a „Reading“. Okay, now, would you all go to page 100?  
 15 There are 9 questions based on True/ False/Not Given. Alright? And, you have about  
 16 15 minutes to do that. Start please. So, begin doing this „True/False Test“ **(The ‘PS’**  
 17 **get busy doing a ‘Reading’ test. As soon as the allotted time elapses, the ‘R/L’**  
 18 **announces the end of the time).** Alright. Time’s finished. Stop. Stop and close your  
 19 books now. **(The ‘R/L’ asks the ‘PS’ to stop and close their books after the 15**  
 20 **minutes allotted time is over. Then, he asks the ‘PS’ to count the number of the**  
 21 **questions they have succeeded to answer and to announce it. Some of the ‘PS’**  
 22 **have succeeded to answer to 3 of the questions, some two, some nothing and so on.**  
 23 **The ‘R/L’ tells the ‘PS’ an anecdote about a man who was playing with his ring in**  
 24 **his room at night. He says that the ring fell down the man’s finger. Because, it was**  
 25 **night and there was no electricity in the man’s room he couldn’t find the ring in**  
 26 **the room. But, the man noticed that there was a light on outside his room in the**  
 27 **street. So, he went out to find his ring in the street! *By telling this anecdote the***  
 28 ***„R/L“ aims to draw the participants’ attention to the fact that they should get benefit***  
 29 ***from „Opening a window“ in their text by „Skimming“ and „Scanning“: And, stick to***  
 30 ***that „window“ to find their answer. Or, else they couldn’t expect to succeed. In fact,***  
 31 ***the „R/L“ had chosen a part of a „Reading“ text that was somehow tricky. In that***

- 1            **part there were two ‘Reading Passages’ with some similarities and the bunch of**  
 2            **the questions in the middle with the first question starting with a word, which**  
 3            **belonged to the ‘Reading Passage’ that was unrelated to the question, *the „R/L“s“***  
 4            ***purpose of choosing this part of the „Reading Test“ was to provide the participants***  
 5            ***with an opportunity to learn a lesson about attentiveness. And, this was also a***  
 6            ***warning that the testees shouldn’t rush to the questions, as a technique in doing a***  
 7            ***„Reading Test“ more successfully. The ‘R/L’ had already advised the participants***  
 8            ***that they should first read the instructions very carefully and match every point***  
 9            ***to be certain that they are on the right track. And then, they get started with***  
 10           ***doing the test. So, he asks of the ‘PS’ questions to see whether or not they can***  
 11           ***realize the big point!*** So, why and what has happened „P3“ do you think?
- 12 2162 P3: I don’t know.
- 13 2163 R/L: What has happened „P10“ to us. Hum?
- 14 2164 P10: I don’t know.
- 15 2165 R/L: „P9“, what has happened do you think?
- 16 2166 P9: We should find the place of answers, I think.
- 17 2167 R/L: So, what haven’t we done that we should have done? Paying attention to what?
- 18 2168 PS: % X %.
- 19 2169 R/L: To my instructions, you did not pay attention to my instructions. This is the  
 20 disaster. What have I always told you „P1“ to do?
- 21 2170 P1: ((X)). **(The participant nods her head).**
- 22 2171 R/L: Is it what I have said?
- 23 2172 P12: Follow the instructions.
- 24 2173 R/L: Louder. Repeat, please.
- 25 2174 P12: Follow the instructions.
- 26 2175 R/L: What instructions?
- 27 2176 P12: The instructions of the text.
- 28 2177 Ps: What we should do?
- 29 2178 R/L: Yes, did you pay attention to what is your task and what you should do? Where  
 30 can you find about this? Where? Where from? Where from can we find what is our  
 31 task? Hum? Where? Where is it? Show me? So, where is it? **(The ‘PS’ open their**

1 **books and look at their books curiously to see what has gone wrong. Then, the**  
 2 **‘R/L’ asks one of the participants, ‘P11’, to read the instructions aloud. It is not**  
 3 **until he has read the instructions that the ‘PS’ understand about their mistake in**  
 4 **doing the wrong text. And, the class bursts in laughter)!**

5 2179 PS: Hah, huh, heh, hnh!

6 2180 R/L: Hum?

7 2181 PS: Hah, huh, heh, hnh!

8 2182 R/L: How many times have I told you to read the instructions very carefully? Unless  
 9 you are sure that you have understood your task. Unless you have understood what to  
 10 do, where to go, do not move ahead. Don't be in a rush to jump into the text, when it is  
 11 not the place where you have lost your ring. Hum? This is what happens in your real  
 12 test. It has always happened for many people. I have ample of examples. I have had  
 13 uncountable students, who had done this mistake, (Yes?) because they are always in a  
 14 rush to go into the text. There is nothing in the text if you don't check what you are  
 15 going to deal with. So, first make sure where you have lost your ring, (Ha?) „P8“.  
 16 Okay? Always, devote some time to read the instructions very carefully. Unless other  
 17 wise, you read the instruction and you know what your task is, you should not move at  
 18 all. Okay? You should not move at all. Pay one more minute, (Hum?) to read the  
 19 instructions very carefully. Underline the important points. Underline the keywords,  
 20 make sure that you know what you are supposed to do, what you are going to do. Plan  
 21 ahead, be ahead. Be sure about your task. Okay? Know what your task is. Read the  
 22 instructions. Hum? Follow them. This is a point of smartness and attentiveness in the  
 23 IELTS Test. I've always told you that IELTS, despite many other tests is not only the  
 24 test of English knowledge. It is also the test of smartness, attentiveness, speed,  
 25 knowledge, everything. How many times have I told you? Use your English  
 26 knowledge. Use your textual knowledge. Use your universal knowledge. Okay? Be  
 27 attentive. Be smart. Be clever. Hum? It is a mixture of all these things in one exam.  
 28 Yes? I do not want to appraise IELTS. I am one of the critiques on IELTS. Yeah? I do  
 29 research on it. Yeah? However, I mean in comparison with others of the tests it has  
 30 these privileges and quality. Anyway, now, you learnt something important. Yes?  
 31 Didn't you?

- 1 2183 PS: Yes.
- 2 2184 R/L: Did you learn anything? Did you all learn something important, or not? Yes, or  
3 No? Yes?
- 4 2185 PS: Yes.
- 5 2186 R/L: Yes? Louder.
- 6 2187 PS: Yes.
- 7 2188 R/L: Yes, yes, yes, very vital. Hum? **(The 'R/L' asks of the 'PS' one by one to  
8 make sure whether or not they have noticed the point).**
- 9 2189 P3: Why all of us had this mistake. All of us!
- 10 2190 R/L: Yes, because, because you do not pay attention to your teachers' instructions.  
11 Because, you do not put importance to your teaches' ah, ah, I mean instructions. What  
12 I said. Because, you think that only giving some answers is important. It's important  
13 but first you must know what you are going to answer, what are you going to deal  
14 with? And, this is the trick. This is one of the ticks that you want to know the tricks.  
15 The trick is, huh, hah, heh, hnh, that you must be clever. You must be smart, you must  
16 be attentive. Hum? Do not take things as granted. Do not take things as granted. Hum?  
17 May be there is a difference. Sometimes, the questions come before a text. Sometimes,  
18 they come after a text. Sometimes, they are in parts. Some parts before the text, some  
19 parts after the text. Okay? So, do not be formalized. Do not act like robots!
- 20 2191 Ps: Humm.
- 21 2192 R/L: Human is very much different from robots. You are not pre-programmed. You  
22 are not formulated. Huh? You must be flexible. You must see everything. The eyes  
23 must move everywhere. See every point, every place. Hum? First, read the instructions  
24 very carefully. Make sure that you have understood the instructions and you know  
25 what you are going to do. Plan ahead. Then, read the questions and try to understand.  
26 Unless you understand the questions and the concept of them, unless you conceptualize  
27 the concept, you will not be able to answer the question. It is unlikely that you can give  
28 a good or proper answer or succeed to answer the questions correctly. Right? So, this is  
29 one of your main weaknesses in dealing with the receptive tests. That is „Reading“ and  
30 „Listening“. It also happens in your „Writing“ and „Speaking“. Most of the time, you  
31 deviate in „Speaking“, most of the time, you deviate in „Writing“. Why? Because, you

1 do not read the prompts, the rubrics, very carefully you do not make sense. You do not  
 2 make meaning of. You do not understand what they are asking you to do. What is your  
 3 task? IELTS is a task based test, a task based exam. Okay? It is not only a test. We  
 4 discussed the difference between „Task“ and „Test“ the other day. Do you all  
 5 remember? In a task, you may do some tests. **(The ‘R/L’ asks one of the participants,**  
 6 **‘P9’, who was asked to demonstrate the difference between ‘Task’ and ‘Test’ by**  
 7 **going to see whether or not the video camera was operating properly).** So, um,  
 8 from now on be determined to read the instructions and be sure that you have  
 9 understood. Underline or circle around every important part, every important bit, the  
 10 building blocks, the constituents. Okay? Match your question, your questions with text.  
 11 See whether they belong to „Reading Passage 1 or 2“, which parts. Sometimes, it says,  
 12 for example, the following questions or the following summary is a summary of  
 13 paragraphs „A“ and „B“ or „G“ and „H“. Do you need to read the whole text (Hum?) or  
 14 just part of it? That’s how you can save time. That’s how you can be sure that you are  
 15 on the right track, on the right path. That’s how you can make sure of giving  
 16 appropriate answers to questions. See? Alright. So, should we check the answers now?  
 17 Hum? Or, did you all fail? Hum?

18 2193 PS: Hah, huh, heh, hnh.

19 2194 P9: We should check the instruction to find the right answers.

20 2195 R/L: Huh, hah, heh, hnh. Okay? This happens to your real test. So, listen to me please  
 21 carefully. This can happen, may happen, has happened, will happen, (Hum?) in your  
 22 real test. Unless otherwise, you read the instructions. Always first seek for the  
 23 instructions check it. Make sure you have understood, conceptualized it, then go to the  
 24 questions, read the questions, every single question that you want to answer. Make sure  
 25 that you have conceptualized it. You know what it wants you to do. What test expects  
 26 of you to do. Alright. Then, you can easily and hopefully, simply find the right answer  
 27 to the questions. Okay?

28 2196 P8: Excuse me.

29 2197 R/L: Yes?

30 2198 P8: Should we read the question first, one by one. Or, read all the questions first and  
 31 then go to the main body?

- 1 2199 R/L: No, I tell you something important about answering the questions. First of all,  
 2 never ever challenge with the question. As I have already told you some of the  
 3 questions are time consuming. It is another aspect of smartness and attentiveness. You  
 4 are not bond to answer the questions in order. If you may recall, I told you the other  
 5 day that sometimes you may spend ten minutes on finding an answer to a question,  
 6 whereas if you leave it and go ahead may be the answer is a part of some questions  
 7 ahead or the next question. Or, may be while answering to question number 3 the  
 8 answer to question number 1, which is a time consuming question will be revealed,  
 9 come out, emerge. Okay? This is IELTS. IELTS is authentic. Okay? It talks to you. So,  
 10 if for example, you want to answer „Question number 22“, and you find it challenging  
 11 you find it confusing, just leave it. Go to next question. Huh?
- 12 2200 P8: We must read all the questions?
- 13 2201 R/L: Take a glance, take a glance. Skim it first (Okay?), just once go through all the  
 14 questions, to know which are the key words which are the points in the whole area of  
 15 questions. Alright? For example, there are nine questions here each question is four to  
 16 five to maximum six words. Some of them are, for example, „content words“. Some of  
 17 them are „structure words“. „Structural words“ are common. Okay? So, see the „content  
 18 words“. Do you know what the difference between „content words“ and „structural  
 19 words“ is? Hum? Different parts of speech; noun, verb, adverb, preposition, adjective,  
 20 these are content words. Right? Others such as; determinates, articles they are  
 21 „structure words“. So, „structure words“ are limited in the language. You can count  
 22 them, „The“, „A“, „An“, „This“, „That“ you know. These are very many. **(The ‘R/L’**  
 23 **points to the ‘content words’, some of which he has written on the whiteboard).**  
 24 These are the building blocks, which can mark the fate of your answers. Okay? **(The**  
 25 **‘R/L’ answers the participants’ questions and elaborates on their queries. Then,**  
 26 **he asks of some of the participants to elaborate on the difference between ‘Yes/**  
 27 **No/ Not Given’, questions and ‘True/ False/Not Given’ questions. Next, he talks**  
 28 **more about the difference between ‘Objective’ and ‘Subjective’ questions and**  
 29 **their role in doing a ‘Reading Test’).** So, when you are reading the whole questions,  
 30 all of them, try to categorize them in your mind or by writing just „S“ for „Subjective“,  
 31 „O“ for „Objective“, Hun? So, you can have a rough idea, a rough judgment, about



1 which of them can be more challenging or which of them can be easier to answer.  
 2 Right? Then, for example, you have chosen number two to answer, alright, divide it  
 3 into key constituents, the building blocks. Alright? For example, you have two,  
 4 sometimes, there is one. Sometimes, there are two, sometimes four, sometimes three.  
 5 Hun? Then, try to make sense of it, of it you know try to, conce, conceptualize it. Make  
 6 sure that you know, what the question is saying. Unless you are sure that you've  
 7 understood the questions very well, do not move to the text. Okay? These are the very  
 8 important steps before going to the text to answer the questions if you want to do a  
 9 successful test. This was all.

10 2202 P9: Sorry sir, sometimes, at first I can't understand text exactly, but after I find some  
 11 key words in text and read the text, then I understand what the sentence is about.

12 2203 R/L: Then, you must always keep an eye on the question.

13 2204 P9: Yes, exactly.

14 2205 R/L: In that case, because of the lack of vocabulary, or weakness of vocabulary, yes,  
 15 sometimes it happens. In such a case then you must always keep an eye on the question  
 16 and go back and forth, (Hum?) to make sure that you have definitely understood the  
 17 concept of that question, what it means, because in „True/ False“ questions and „Yes/  
 18 No“ questions, you must compare the concept of the question with the concept of the  
 19 text. If these two concepts agree, then the answer is „True“ or „Yes“. If they oppose,  
 20 disagree, then the answer is „No“ or „False“. If you cannot make a definite  
 21 decision, it is not straight forward, there is some ambiguity or vagueness then you  
 22 know that it is „Not Given“. Is that clear?

23 2206 P9: Yes.

24 2207 R/L: Alright? So, I'll give you a bit more time this time to go through all the process.  
 25 Alright? I'll be generous in giving time, now. Do the test again. First, read the  
 26 instructions carefully then go through all the questions. Then, divide them into  
 27 „Subjective“ and „Objective“ questions. Then, go to the key constituents or building  
 28 blocks. Okay? Identify them. After you have identified the key terms or key words or  
 29 key constituents „P8“ then choose the question that you want to answer then go to text.  
 30 Skim it, find the window after you have found the window, focus scan it, okay, to find  
 31 out the key constituents. May be you do not find the exact words. Okay? Because, you

- 1 are always being tested on the vocabulary power; synonyms antonyms, okay, or may  
 2 be you will get the paraphrase of the whole sentence. Do you know what paraphrase is  
 3 by now?
- 4 2208 Ps: No.
- 5 2209 R/L: Don't you?
- 6 2210 Ps: Yes.
- 7 2211 R/L: Okay. So, may be some of for example meaning of accommodation you find  
 8 „Student hostel“, (Okay?) or „Student house“. Yeah? Or, for some others or may be the  
 9 whole sentence is paraphrased. Okay? Is that clear?
- 10 2212 Ps: Yes.
- 11 2213 R/L: Then, compare the concepts. Make sure you have understood the concept of the  
 12 question make sure that you have understood the concept of the text. If these two  
 13 concepts, despite the differences between the words, the sentences, the forms,  
 14 „Passive“, „Active“, „Causative“, bla bla, bla, (Yeah?) „Reported speech“, „Direct  
 15 speech“, „Indirect speech“, ha, all these things, if despite all these differences the  
 16 concept were exactly the same then the answer is? Hum? Answer is?
- 17 2214 P8: Easy.
- 18 2215 R/L: No, what is the answer then.
- 19 2216 Ps: „True“.
- 20 2217 R/L: „True“ or „Yes“. If the concepts disagree or oppose the answer is?
- 21 2218 Ps: „No“.
- 22 2219 R/L: „No“. And, if you cannot make sure that these concepts have some sort of  
 23 relation whether direct or indirect or inverse. Hum? Then, the answer is?
- 24 2220 Ps: „Not given“.
- 25 2221 R/L: „Not given“. **(The ‘R/L’ tries to have a quick wrap up of whatever, he has**  
 26 **already instructed to the ‘PS’. He aims at brushing up their mind to warm them up**  
 27 **for the test ahead of them. He then answers to some of the participants’ questions**  
 28 **and queries about ‘Not Given’ alternatives).** And, finding „Not Given“ answers is a  
 29 bit tricky, because sometimes if you do not have, ah, high knowledge, you will see a  
 30 lot of information which are the same in the question. And then, you will say, okay,  
 31 this is true, because for example I found this part and then I found this also, that’s true.

1 So, 70% percent, test takers tend to give „True“ answers to „Not given“ questions and  
 2 30% tend to give „False“ to the „Not Given“, because they see some of the some parts  
 3 of the questions in the text. Then, they think, okay, this is „True“, because I saw it. It is  
 4 not true.

5 2222 Ps: Yes.

6 2223 R/L: Okay? So, you must see whether the concepts are there, whether you can  
 7 compare them. Or else, it is „Not given“. Is that clear? **(The ‘R/L’ continues**  
 8 **elaborating and explaining on the similar questions raised by some other**  
 9 **participants).** Now, that we’ve discussed it and we know where to go, I’ll give you  
 10 some time say about 15 minutes, (Alright?) so, rub out, erase all the answers that you  
 11 gave and they are all possibly wrong or may be by chance some of them are correct,  
 12 right but they are not as they should. Okay? And then, go to the text. Start, please.  
 13 **(The ‘R/L’ walks and observes the ‘PS’ while doing the test to see whether or not**  
 14 **they are on the right track and know what to do. Sometimes, he stops and talks**  
 15 **with some of the participants, about their approach to the test).** Finished every  
 16 body? Yeah? Okay. Now, let’s check the answers. **(The ‘L/R’ and the ‘PS’ check**  
 17 **and analyse the questions and answers. They discuss with each other their**  
 18 **answers and the reasons for choosing the answers. The ‘L/R’ also elaborates on**  
 19 **some semantically, syntactical and pragmatically aspects of the questions to**  
 20 **clarify the reasons for the answers to the questions).** Okay. Pay attention to this  
 21 question. What is important is I mean in „True/False/ Not Given“, if you write „T“ for  
 22 True, or „F“ for „False“ or „NG“ for „Not Given“, follow the instructions. What does it  
 23 say? (Alright?) It say „True“, so write „True“, And sometime, it says write „T“ for  
 24 „True“ „F“ for „False“. So, when it says „True“ write „True“ completely. But, one  
 25 thing, which is a bit risky is that some people write „Yes“ instead of „True“ or „Not“ or  
 26 „No“ instead of „False“, then it is probable that you lose your marks, hah, huh, heh,  
 27 hnh. Okay? This is the point. Although you have found all the answers correctly, you  
 28 will get no mark. It is probable that you get no marks, no scores. Alright? This is  
 29 another point that you must be careful. So, sometimes you will think that „Reading“  
 30 was easy and I will get „band 7“, then when they, I mean announce your results, you’ll

1 see that your „Reading“ is „5“. Then, know that you have done some mistakes in  
2 entering the answers. Hun „P11“?

3 2224 P11: Yes.

4 2225 R/L: Good. **(The ‘R/L’ continues elaborating on different forms that ‘Yes/No/Not  
5 Given’ Questions appear in the test-different forms such as; ‘Correct’,  
6 ‘Incorrect’, ‘No information’, ‘Accurate’, ‘Inaccurate’, ‘Insufficient information,  
7 ‘A’, ‘B’, ‘C’,-etc. The ‘R/L’ continues answering some of the participants’ variety  
8 of questions and queries. Also, he informs the participants not to write their  
9 answers for the ‘Reading’ in the question booklet, because there is no extra time  
10 to transfer the answers from the question booklet to the answer sheet as it is usual  
11 in the ‘Listening Test’. At the end, he assigns the ‘PS’ another ‘Reading Passage’  
12 to do in 20 minutes as part of their class work for the IELTS Academic Reading  
13 test preparation).**

14  
15 **File 6, CD 3**

16 **Sunday, 20/05/07**

17 **Time: 17:00-21:30**

18

19 **Listening**

20 **(Before the class get started one of the participants, ‘P12’, asks of the ‘R/L’ a  
21 question about the use of article ‘The’ before the word ‘War’. The ‘R/L’ answers,  
22 “if a definite war is marked by a known time or place or era, etc, it takes ‘The’,  
23 ‘e.g. the 2nd World War’, otherwise it does not”).**

24 2226 R/L: Alright, do we have „Listening“ today, now? This time „Listening“?

25 2227 Ps: Yes.

26 2228 R/L: Good, so prepare your books, please. „The 400 IELTS“, ready every body?

27 2229 P12: Which book?

28 2230 R/L: The 400, 400 IELTS based test book. **(“What has happened?”, asks the ‘R/L’  
29 of ‘P8’).**

30 2231 P8: I do not bring my book.

- 1 2232 R/L: I haven't brought it. **(The 'R/L' error corrects immediately)**. Why haven't you  
 2 brought your book? **(The participant explains that most of the 'PS' are more**  
 3 **interested in doing IELTS 'Listening test' analysis rather than taking more**  
 4 **'Listening test' practice in the classroom. The 'R/L' asks for all the participants'**  
 5 **comments on the issue. They mostly agree on doing 'Listening test' analysis. So,**  
 6 **the 'R/L' invites them to put the '400 IELTS based Listening test' material away**  
 7 **and take out their 'IELTS 1'. 'Listening test 4' has been taken by the 'PS' in the**  
 8 **previous 'Listening' class. So, they decide to analyse it. The 'R/L' prepares the**  
 9 **cassette player and fixes the audio system for 'Test number 4'. In the meanwhile**  
 10 **some participants ask of the 'R/L' some general questions. The cassette is ready**  
 11 **now)**. Okay, everybody please go to practice test 4 on 75. As you might remember in  
 12 the last session, last session we did this test. Okay? Now, we are going to analyse it  
 13 and give you some hints on the test. Any question? Any problems up to this point? No?  
 14 So, listen, please. **(The 'R/L' plays the cassette. Normally, after the instructions,**  
 15 **there is an example to warm up and orient the test takers. *Paying well attention to***  
 16 ***the instructions and the example can play an important role in taking the test more***  
 17 ***successfully*. So, the 'R/L' draws the participants' attention to the importance of**  
 18 **instructions and examples)**. This is example. Okay, again as I explained to you all, as  
 19 with „Reading“, (Yeah), care about the instructions. Instructions are very, very  
 20 important. Examples are very important. Do not miss out the information about  
 21 instructions and examples. They can be very helpful. **(The 'R/L' plays the cassette**  
 22 **for the rest of the test)**. So, what is the possible answer?
- 23 2233 PS: „C“.
- 24 2234 R/L: „C“. “Up the stairs, go to the left.” Okay? So, directions. Hum?  
 25 “„Administration“ is on your right.” So, up the stairs, „left“, „right“, so which of these  
 26 four pictures explains this direction.
- 27 2235 PS: „C“.
- 28 2236 R/L: „C“. Okay? Is that clear to all? **(The 'R/L' plays the cassette for the next**  
 29 **question)**. What is the answer?
- 30 2237 PS: % X %. „A“.
- 31 2238 R/L: Has any of you answered „B“?

1 2239 P8: Yes, first, I did.

2 2240 R/L: First, ah, this is the tricky part. This is „...hundreds of people“. Not „Hundred“.

3 Then, pay attention to the question. The stem, “How many people are waiting in the

4 queue?” Ah, „P8“, „Queue“, is a key element. Han? So, you must underline it. “How

5 many people are waiting in the queue?”, (Right?), „Queue“ is important and the woman

6 says, “There are at least fifty people in the queue.” So, the focus is on the „Queue“

7 right? But, it also says „Hundreds“, but not „Hundred“. **(The ‘R/L’ plays the cassette**

8 **for each question. Then, at the end of talk about each question he stops the**

9 **cassette and talks about the question and the probable answer they all discuss**

10 **with each other. And, the ‘R/L’ analysis the stem of each question, compare it**

11 **with the talk and matches it with one of the alternatives. *The talk about the kind of***

12 ***food mentioned in the question bears a cultural load clearly. Different nations have***

13 ***different foods which are not necessarily known to other nations. Therefore, this***

14 ***question has caused some sort of confusion for the participants. So, the ‘R/L’***

15 ***elaborates on it).*** Ah, actually this question has got something of, ah, culture across

16 language or linguistics. For example, these kinds of food are very common in English-

17 medium countries or communities. They are not that much familiar with you Iranian

18 people except for „Pizza“. You’ve never had „Fried Rice“. So, it is a cultural matter that

19 can, I mean they can be advantageous and you can be disadvantageous here, because

20 you don’t know these things in your „Universal knowledge“, that’s a matter of

21 „Universal knowledge“. So, it’s a bit of discrimination, may be. Hum? And, you do not

22 have, I mean meal like „B“. Because, we do not have „Cheese and tomato sandwiches“

23 like „B“. It is very common in English–medium communities. So, only „A“ and „C“ can

24 be, ah, I mean known to you. „B“ and „D“ are unknown. So, it’s a matter of culture and

25 eating habits, which are not usual in Iran. So, this is one of the critiques on IELTS that

26 I make. Okay? So, other communities, other people, so as an „International Test“, it

27 must consider all these differences. So, there must be something that is known to all

28 the test takers all around the globe. One of the critiques on IELTS is these kinds of

29 questions cannot be counted as standard questions. Right? Good. Now, for example

30 you have ambiguity about „Fried Rice“. What is „Fried Rice“? Okay, you don’t know it.

31 It is like we put „Ghormeh Sabzi“ instead of „Fried Rice“ as a question. So, other

- 1 people do not know, what are „Ghormeh Sabzi“ or „Ghameh Polo“ or „Fesenjoon“?
- 2 Okay? Or, „Kaleh Pacheh“ or „Haleem“ for example .
- 3 2241 Ps: Hah, huh, heh, hnh.
- 4 2242 R/L: Yes? They don't know what are these foods. So, any way let's go ahead. **(The**
- 5 **'R/L' plays the cassette for the rest of the test. Every question and answers**
- 6 **suggested by 'PS' are all analysed and discussed).** So, be careful about this
- 7 capitalization. Again and again, I tell you about capitalization. I warned you already.
- 8 **(The 'R/L' writes capital 'P' and small 'p' on the whiteboard and explains a bit**
- 9 **about them especially for proper nouns).** All the names must be written correctly.
- 10 Dictation is important. Not only in „Listening“, but also in „Reading“. Sometimes,
- 11 sometimes, be careful everybody. In „Reading“, you lose marks despite finding the
- 12 correct answers, because of misspelling, dictation, and capitalization. Alright? And, so,
- 13 if it is a proper noun you must write it correctly. Dictation must be correct. If it is
- 14 common words depends on. If it changes the meaning you are likely to lose the mark.
- 15 If it doesn't change the meaning you are likely to get the mark. Okay? So, try to be
- 16 precise in dictation, importance in dictation. Okay? Any question? **(The 'R/L' plays**
- 17 **the cassette for the next question, and then checks the participants' answers).** If
- 18 you might remember in the very beginning sessions, I told you about the critical letters
- 19 such as „I“, „A“, „R“, „J“, „E“, do you remember? And, I talked about different sounds of
- 20 letter „R“. **(The 'R/L' elaborates on the difference between the pronunciation of**
- 21 **letter 'R' both in English and in Farsi. The 'PS' ask whether or not there are**
- 22 **differences between British variety, American variety and Australian variety. The**
- 23 **'R/L' talks about some of the phonological differences and makes some**
- 24 **examples).** There are differences there are some obvious differences between
- 25 Australian English and British English and American English in terms of
- 26 pronunciation and, well, accent any way.
- 27 2243 P9: Do they say to „day“, „die“?
- 28 2244 R/L: „Daiy“, „daiy“, daiy“. For „face“ they say, “faice, faice”, „Education“ is
- 29 “Educaition”. Okay? “Educaition”. Instead of „Hi“ they say “Hey”.
- 30 2245 Ps: Hey?
- 31 2246 R/L: Hum? „Hey“, „Hey“, instead of „Hi“, “Hey”, Hum?

- 1 2247 P9: We don't have „Hey“.
- 2 2248 R/L: No, but they say, “Hey”, instead of „Hi“. Instead of „Beach“ they say, “Baich”,  
3 “Baich”.
- 4 2249 P9: English don't say „Hey“?
- 5 2250 R/L: „Hey“ is some sort of rudeness in American English.
- 6 2251 P9: Yes, but in Australian?
- 7 2252 R/L: But in Australian “Hey” means Hello. Or, sometimes, “What did you say?”  
8 When you are very intimate friends instead of saying „Excuse me“ they say, “Hey”. If  
9 you say something and they do not understand. Hum? This is their language anyway.  
10 Okay? So, there are differences. British English is claimed to be the most polite variety  
11 of English.
- 12 2253 P9: And?
- 13 2254 R/L: And, I think it is anyway.
- 14 2255 P9: Excuse me?
- 15 2256 R/L: They say, “Excuse me”, “Pardon” for most of the things. Or, would you please.  
16 Hum? Yes, English, British English is very the most polite language.
- 17 2257 P9: Australian?
- 18 2258 R/L: No, It is not that much polite.
- 19 2259 P9: Is it between US and British? Hum?
- 20 2260 R/L: May be worse than American variety.
- 21 2261 P9: Hah, huh, heh, hnh.
- 22 2262 R/L: Yeah, this is their language. And, they have got their own, ah I mean special  
23 terms or expressions, things that you have never heard them or never heard of. For  
24 example, for every thing you say or you give them. They say, “No worries!” “No  
25 worries!” “No worries!” You hear it every where you go. They say a lot, “Sorry.  
26 Sorry” for many things they say, “Sorry, or how is it going?”, “How is it going?”
- 27 2263 P9: What about Canadian?
- 28 2264 R/L: „Canadian English“ is closer to „American English“. It is something between  
29 British and American. Yeah? Alright? **(The ‘R/L’ discusses the answer to the**  
30 **question with the ‘PS’, and then plays the cassette for the next section. And, he**  
31 **follows the same routine in analysing the questions and answers. He explains**



1 more about the phonological problematic areas, for example ‘Landing of the  
 2 words’ and ‘Linking S’. He also talks more about ‘Capitalization’. He explains to  
 3 the participants that sometimes the change of stress from second syllabus to the  
 4 first syllabus changes the part of speech from ‘verb’ to ‘noun’ and vice versa. The  
 5 ‘R/L’ then continues playing the cassette for the next questions. He stops the  
 6 cassette when explanation or the questions and answers seem necessary.  
 7 Moreover, he elaborates on the meaning of some vocabularies and the  
 8 participants’ semantically issues. Having done with section two of the ‘Listening’  
 9 test, the ‘R/L’ continues to section 3. Next, there is a point about how to write  
 10 numbers when they appear in a ‘Listening’ test). 3 hundred million. So, how are  
 11 you going to write 3 hundred million? (The ‘R/L’ checks the participants’ answers  
 12 to see the way they have written the answer). Okay, so you have written it  
 13 differently. But, be careful. It is the matter of time, (Hum?), and saving time for these  
 14 lengthy numbers, okay, that you want to write 3 hundred million, requires eight zeroes  
 15 , or 8 „ohs“ or „noughts“ or dots. Okay? Hun? It is a bit risky. Isn’t it? First of all,  
 16 because you are shaky about the number of zeroes, okay, and you are concentrating or  
 17 that may be you’ll miss the rest of the questions and answers and talk and  
 18 conversation. When immediately after this number can be the other part of the question  
 19 or the answer to the other part of the question. Okay? So, if I were you I wouldn’t write  
 20 it like this. (The ‘R/L’ writes on the whiteboard 300.000,000). Nor, would I write it  
 21 like „P12“s“ (‘P12’ has written the number all in letters, ‘i.e., Three hundred  
 22 million’). Some of you have been wise enough to write it like this (300 million).  
 23 Okay? When you are writing in the question booklet write it like this (The ‘R/L’  
 24 writes on the whiteboard 300 mil). „300 mil“, then, in the 10 minute time, hum, that  
 25 you are allotted to transfer your answers from your question booklet, then you can  
 26 either write it with million, or like this. (The ‘R/L’ writes on the whiteboard  
 27 300,000.000). Okay? So, when doing the test, I think it is wiser if you try to be  
 28 shorthand, (Okay?) when it goes to lengthy names or numbers or letters or words or  
 29 whatever. Hum? Yeah? Then, in the allotted time for transferring the answers from the  
 30 question booklet to the answer sheet, you can complete them, or write the complete  
 31 word or phrase or clause or sentence or whatever. Alright? Because you know,

1 because, ah, most of the time this is another point that you must pay attention in the  
 2 „IELTS Listening test“, 2 or 3 answers to questions are given in a very little pausing.  
 3 Okay? Sometimes, a sentence may be the answer to questions. Or, immediately, after  
 4 answering the first question the next part starts with the answer to another question you  
 5 must listen carefully and concentrate and be careful with these things. Okay? That I  
 6 say be shorthand immediately answer and be aware. On the contrary, sometimes, there  
 7 is a lengthy irrelevant discussion or argumentation. They just talk and talk, then you  
 8 get confused you don't know whether you have missed the answer or you have to wait.  
 9 Okay? That's why you must always concentrate and be alert. So, sometimes, the  
 10 answers to 2 even 3 questions are given with no break time. Okay? Sometimes, the talk  
 11 goes on and on and on and on and on and on. Okay? They want to know, whether you  
 12 are following the track or not? There is a purpose on this way. Because, they want to  
 13 know whether you can capture the information whether you can follow the people,  
 14 native speakers are talking in the real situation whether you can follow every thing to  
 15 the right point. Or, whether or not you get confused and miss the clue.

16 2265 P9: Excuse me.

17 2266 R/L: Yes, „P9“.

18 2267 P9: Isn't, isn't better to write in booklet with a pen instead of pencil? Because, it  
 19 is...

20 2268 R/L: You must. It is not a matter of choice „P9“. It is, it is an obligation that for  
 21 „Listening“ and „Write“ and „Reading“ you must use a pencil. You are not allowed to  
 22 use a pence, ah, a pen.

23 2269 P9: In booklet?

24 2270 R/L: Yeah, [you...

25 2271 P9: In booklet with pen].

26 2272 R/L: You must write with a pencil not a pen.

27 2273 P9: Because, it is much rapid.

28 2274 R/L: You are not allowed to use a pen for „Listening“ and „Reading“.

29 2275 P9: Alright.

30 2276 R/L: It is obligatory. It is mandatory that you use a pencil and, ah, people in the day  
 31 of exam tell you that do not use a pen.

- 1 2277 P9: But, in „Writing“?
- 2 2278 R/L: In „Writing“ it’s up to you whether or not you use a pen or pencil. Okay? You  
3 can choose. **(The ‘R/L’ then carries on answering to some questions and queries. He also reviews some hints. The ‘R/L’ draws the participants’ attention to some of the IELTS specific test designing such as cluster questions, not in order numbering of the questions, etc.).** Now, look down the page; you see this diagram of  
4 this „Coca Cola Can“. See the numbers of the questions. **(The ‘R/L’ shows the picture to the ‘PS’).**
- 5  
6  
7  
8
- 9 2279 Ps: They are not in order.
- 10 2280 R/L: They are clustered. Ha? This is another point that most people don’t pay  
11 attention to this. Hum?
- 12 2281 Ps: They are clues?
- 13 2282 R/L: Cluster, cluster.
- 14 2283 Ps: Cluster?
- 15 2284 R/L: Yeah, okay? They are not in order. They are in different places. Cluster  
16 everywhere. Okay? Cluster, so you see that „31“ is on top, whereas it should, for  
17 example be „30“, „26“. And, where is „26“? Somewhere in the middle between „29“ and  
18 „28“, and then, „27“ to the left, „30“ to the top right, „28“ to the bottom right. Okay? You  
19 see it is all cluster everywhere. So, you must keep an eye on these things. Some people  
20 write the answers in the wrong position or place. **(The ‘R/L’ then plays the cassette for this part of the ‘Listening’ test. He stops the cassette for every single question to elaborate on the points and hints. He, sometimes, writes critical points in terms of phonology semantics and syntax on the whiteboard. Next, the ‘R/L’ plays the cassette for the last section of the last section of the test, section 4).** So, in this part  
21 you must take care of 10 questions right? **(Some of the participants have some semantically and orthographically queries about the dictation of the words and changes when adding ‘ING’, or ‘ED’, for changing the tense of a sentence from present to past, etc. The ‘R/L’ answers the questions and when needed he explains in length with examples. For example, if a verb like ‘Write’ takes ‘ING’, then letter ‘E’, should be omitted, etc. Then, he continues with the cassette. The ‘R/L’ draws the participants’ attention to one of the questions, ‘Q. 34’ where the answer**
- 22  
23  
24  
25  
26  
27  
28  
29  
30  
31

1 **to the question is repeated in another part of the talk).** So, in this part it was a  
 2 bonus. Hum? You are given a tip if you missed the answer to question number „34“ it  
 3 was repeated. So, sometimes things like these happen, (Hum?), that if you miss out an  
 4 answer don't worry, may be it'll be, (hum) repeated later on or immediately. **(The**  
 5 **'R/L' plays the cassette for the rest of the test. He answers the participants'**  
 6 **questions and queries and brings the analysis of the 'Listening' test to an end).**

7

8 **Files 1-5, CD 5 & File 1, CD 6**9 **Sunday, 10/06/07**10 **Time: 17:00-19:30**

11

12 **Instructions and 'R/L' & 'PS' Interactions**

13 2285 R/L: Okay, good afternoon.

14 2286 Ps: Good afternoon.

15 2287 R/L: So, what day and what date is today? Yeah?

16 2288 Ps: % X %. Sunday.

17 2289 R/L: Sunday and what date?

18 2290 Ps: Huh, hah, heh, hnh. 10th of June.

19 2291 R/L: 10th of June. yeah? 10th of June 2 thousand and seven.

20 2292 Ps: Huh, hah, heh, hnh.

21 2293 R/L: Alright, so, ah. Shall we start? Let's start with „English Grammar in Use“.

22 2294 Ps: Yes, „English Grammar in Use“.

23 2295 R/L: Yes? Any question? Any problem to start with?

24 2296 P12: Excuse me. I have a problem.

25 2297 R/L: Yes? (**'P12' asks of the 'R/L' about 'Modals' and 'Question tags'. The 'R/L'**  
 26 **elaborates on 'Question tags' and the use of 'Modal'; e.g., 'Will'. He says to the**  
 27 **participant that the use of 'Modals' is situational. He also explains that there are**  
 28 **some exceptions. For example: 'Don't be late. Will you?').**

29 2298 P5: I have a problem with specific support in „Writing“. (**'P5' has a question about**  
 30 **the use of specific supports in paragraph especially when it deals with statistics**  
 31 **and narratives. The participant has used false and imaginary supports. The 'R/L'**

1           **has criticized him and pointed out and fed back that statistic and narratives must**  
 2           **be source based. For example, the participant has written, according to “the**  
 3           **Prime Minister of the United States!” Clearly, the United States does not have a**  
 4           **‘Prime Minister’.**) I have put two case for support my ideas have and you said. You  
 5           said that one of them is narrative example.

6 2299 R/L: Yes.

7 2300 P5: ...and the other one is statistics.

8 2301 R/L: Yes. Do you have sources for them? Does America have a „Prime Minister“?  
 9 Does America have a „Prime Minister“?

10 2302 P5: ((X)). **(The participant shrugs).**

11 2303 R/L: Yes or no?

12 2304 P5: No. „Foreign Minister“, I think.

13 2305 R/L: But, you, we know that America does not have a „Prime Minister“. England has  
 14 a „Prime Minister“. America has „President“. And, you have written for example here,  
 15 “The Prime Minister of U.S.A....” We don’t know. We know that it is untrue.

16 2306 P5: Yes.

17 2307 R/L: The United States doesn’t have a „Prime Minister“. The United States has a  
 18 „President“. And, then here you say, “...the statistics, Bla, bla, bla.” Where is the  
 19 source? Do you have any source?

20 2308 P5: No.

21 2309 R/L: So, you cannot just say something. It says but based on realities. On the sources.  
 22 You cannot just makeup something of your own. Alright? When you are developing a  
 23 „Writhing“, you must cite, and then you must give references. You see?

24 2310 P5: and we cannot use the narrative example?

25 2311 R/L: If you give the sources and they are truthful.

26 2312 P5: Give the sources of the end of the „Writing“?

27 2313 R/L: Yes. You must give sources. Fore example, if you said, „the President of US said  
 28 so and so...“, then you must reference it to the source. Where ,when and how? Okay?  
 29 You just can’t say something you know like that. Is that clear?

30 2314 P5: Yes.

1 2315 R/L: Good. (The 'R/L' continues elaborating on some other examples to clarify  
2 the point of quotation for the 'PS'. The participant's other question is about the  
3 difference between 'Argumentation and Exposition Writings'. The 'R/L' explains  
4 the difference between the two types of 'Writing' in length. In addition, the 'R/L'  
5 elaborates once more on the format of 'Academic Writing' and its features. The  
6 'R/L' also talks about the properties of 'Introduction', 'Main body' and  
7 'Conclusion' in an essay. The participant has also a question about editing the  
8 news. He thinks that 'Censor' is only for political issues. But, the 'R/L' explains  
9 that editing can also be done on 'Economical', 'Military', 'Educational', 'Sport',  
10 'Family' and 'Social matters', etc. 'P12' also has a question about 'Main issue'  
11 and 'Sub issue' in a topic. The 'R/L' explains, and elaborates on them. Next, the  
12 'R/L' invites the participants to open their 'English Grammar in Use' and read  
13 out their exercises to be checked out. The 'PS' read out their exercises to be  
14 checked out. The 'PS' ask about the use of more than one verb in a sentence. The  
15 'R/L' elaborates on the 3 forms of  $v_1+v_2$  in a sentence. He explains that there are  
16 about 85 verbs, after which the second verb takes 'TO'. He adds that there are  
17 about 30 verbs, after which  $v_2$  takes 'ING'. And also, there are limited number of  
18 verbs such as; modals and also verbs such as; 'let', 'make', 'help', after which the  
19 verb is bear. Finally, he explains that some verbs such as; 'like', 'would like', etc.,  
20 are common between groups 1 & 2. Of course, there is a significant difference  
21 between meaning and the concept. Then, the 'PS' continue reading their exercises  
22 to be checked. A remarkable number of questions rise when doing the exercises.  
23 The 'R/L' elaborates comprehensively on every single 'PS's' questions. Having  
24 done some exercises, explanation and clarifications on the grammatical points, the  
25 'R/L' invites the 'PS' to put their grammar book away and take out their  
26 'Listening' books. The 'PS' are supposed to practices on their 'Listening' Skill.  
27 First, the 'PS' will take a 'Listening' test from '400 IELTS based questions', and  
28 'What to Say', which contain authentic conversations and resemble the IELTS  
29 'Listening' tests, specially sections 3 and 4. So, the 'R/L' tries to set the cassette on  
30 the right track). Okay? Get ready. Yes? It's about to start. Alright. (The 'R/L' plays  
31 the cassette for the 'PS' to take the 'Listening' Test). Okay, „P3“; what is the first

- 1 question please? **(The ‘R/L’ invites the ‘PS’ to read the questions one by one. Then,**
- 2 **he analyses the questions and answers. And also, he checks the ‘PS’s’ answers and**
- 3 **elaborates on the questions).** So, you must read the questions carefully. Right? So,
- 4 some, some test takers, ah, they miss the answer, because they have not read the
- 5 questions very carefully. Right? Sometimes you fail even in „Reading“. They don’t
- 6 read the questions carefully. They do not understand what’s their task in the questions.
- 7 What they are supposed to do. So, they go to the wrong answers. **(The ‘R/L’**
- 8 **continues explanation in more details. He also explains on the currencies and the**
- 9 **way of writing their signs and symbols. Then, he invites the ‘PS’ to repeat the**
- 10 **useful expressions after the cassette in chore. Next, he invites the ‘PS’ to read the**
- 11 **transcription of the test sentence by sentence. Each participant reads one**
- 12 **sentence. The ‘R/L’ corrects the ‘PS’s’ errors and feeds back when necessary.**
- 13 **Next, the ‘R/L’ assigns the ‘PS’ to read the main text silently in a few minutes,**
- 14 **and then report it orally one by one.)** Ready every body? Please, start. **(The ‘R/L’**
- 15 **reminds the ‘PS’ to comply with the rules of reported speech. The ‘R/L’ has**
- 16 **already taught reported speech to the ‘PS’. So, they have already been informed**
- 17 **of the rules.)** Alright. Now, let’s deal with „Speaking“ and have some practices on
- 18 your „Speaking“. Do you have your „For & Against“ with you?
- 19 2316 Ps: Yes.
- 20 2317 R/L: So, please open your „For & Against“. **(Some of the ‘PS’ have forgotten to**
- 21 **bring their books. So, the ‘R/L’ asks those ‘Ps’ who have brought their books to**
- 22 **share them with those who have forgotten to bring their books).** Alright. I’ll ask
- 23 you some questions. **(‘P3’ has a query about ‘explanation’).**
- 24 2318 P3: Excuse me. What is the difference between „Explanation“ and „Description“?
- 25 2319 R/L: Yes, yes um. I think we talked about the difference between „Description“ and
- 26 „Explanation“. Do you remember?
- 27 2320 P3: Yes, yes.
- 28 2321 R/L: And, we had some examples. For example, I said describe this class room, or
- 29 describe this television set. Or, describe, for example, hum, how a machine works.
- 30 Things like these.
- 31 2322 P3: Yes. „Description“.

- 1 2323 R/L: This the description. But, when you explain it is subjective. Alright. Now, I am  
 2 going to ask you some questions, starting with you, „P3“. Ah. „Discuss the factors  
 3 affecting people to have more or less children in your country.“
- 4 2324 P3: To have?
- 5 2325 R/L: More or less children in your country. Is that clear?
- 6 2326 P3: No.
- 7 2327 R/L: Dis, discuss the factors .
- 8 2328 P3: Yes. In which page?
- 9 2329 R/L: 123. Number 10. **(The ‘R/L’ addresses the page of the book and the number  
 10 of the question so that the participant could read the question to have a visual  
 11 contact with the words in the rubric).** ‘Discuss the factors effecting people to have  
 12 more or less children in your country‘.
- 13 2330 P3: Uhum.
- 14 2331 R/L: It wants you to talk about your country. Alright? So, forget a bout other  
 15 countries.
- 16 2332 P3: Uhum, ah, um.
- 17 2333 R/L: Yes? If you want to say topic sentence it should be related to your topic.
- 18 2334 P3: Yes.
- 19 2335 R/L: One of the things, which is the scope of your discussion in your topic. The scope  
 20 is your country. Okay? Not the world. Okay? So, the scope is your country. So, you  
 21 must devote your topic and topic sentence to your country. **(The ‘R/L’ asks of the  
 22 ‘PS’ to speak out about the topic. Each participant talks about the topic in terms  
 23 of their own point of view. The ‘R/L’ error corrects the ‘PS’ when needed. One of  
 24 the ‘PS’ has a query).** Now, another question.
- 25 2336 P3: Excuse me.
- 26 2337 R/L: Yes? Please.
- 27 2338 P3: Can I ask a question?
- 28 2339 R/L: Please, do.
- 29 2340 P3: What can I do if I don“t have any idea about the subject? For example, here,  
 30 there is a describe „IT“ or data bank.
- 31 2341 R/L: Uhum?



- 1 2342 P3: I don't like data bank and I don't have any idea about the IT system.
- 2 2343 R/L: Of course, it is not about bank. It is about „data bank“, „data bank system.“ what  
3 is data bank system?
- 4 2344 P3: Uhum?
- 5 2345 R/L: So, when you don't know, then you fail that question [beca...]
- 6 2346 P3: Do I?]
- 7 2347 R/L: Yes, because in the „Speaking“, they may ask you these kinds of questions. So, if  
8 you do not have any idea, then you fail that part. These are, for example, a general  
9 information, um. What's your view point about the Internet, you, you, you lose that  
10 mark. It matters.
- 11 2348 Ps: % X %.
- 12 2349 R/L: For example, if they ask you, „what are the advantages and disadvantages of e-  
13 mail?“ and you say, “I don't like e-mail.”
- 14 2350 Ps: Hah, huh, heh, hnh.
- 15 2351 P3: Uhum.
- 16 2352 R/L: Okay? So, you lose that part of the discussion.
- 17 2353 P3: I must, I have to?
- 18 2354 R/L: You must know things and you must explain things and you must describe  
19 things.
- 20 2355 P3: For example, it says, „describe a traditional dish in your country.“
- 21 2356 R/L: Yes.
- 22 2357 P3: What are the ingredient? Uhhh. Hah, huh, heh, huh. **(Now, at this point, the  
23 participant gets the point and she releases a sound of astonishment and starts  
24 laughing at her mistake and misunderstanding. The rest of the ‘PS’ accompany  
25 her in laughing! The ‘R/L’ talks about the importance of vocabulary power in  
26 decoding questions whatever they might be.)**
- 27 2358 R/L: That means your vocabulary is not strong enough. If you do not [know...]
- 28 2359 P3: That is not vocabulary.] I don't know, um „IT“ or „Traditional dish.“
- 29 2360 R/L: Traditional dish. That's, that's, so that means vocabulary! That means when you  
30 do not know. When you do not know what is „Traditional dish“ it means that your  
31 vocabulary is weak. Okay? Or, when you don't know what is „IT“ or what is „Data

- 1 bank“ it means that your vocabulary is not strong enough, is not powerful enough,  
 2 because you misinterpret it. So, when we say, „The traditional dish“, it means  
 3 traditional food. Yes. So, „what is the traditional dish of your country?“ So, what is it?  
 4 Hum?
- 5 2361 Ps: „Ghormeh Sabzi“, „Ghameh“, „Chelo Kabab“ and „Abgosht“.
- 6 2362 R/L: So, these are all. So, this is. Yes. This is because your vocabulary knowledge is  
 7 not as it should be.
- 8 2363 P3: I think, ah a plate, huh, hah.
- 9 2364 R/L: Yes, but, yes, but here when we say a „Traditional dish“ it means food not the  
 10 plate. **(The discussion about ‘Traditional dish’ continues between the ‘R/L’ and  
 11 the ‘PS’. The ‘R/L’ elaborates in length about traditional foods, their ingredient,  
 12 ‘IT’ and ‘Data bank’. Finally, the ‘PS’ conclude that they should work hard on  
 13 the vocabulary and empower it).** So, based on the amount of information that you  
 14 have, the way you explain things, the vocabulary you use. (Okay?) Your syntax and  
 15 others you get bands and band scores. Okay? **(The ‘R/L’ keeps on answering to the  
 16 participants’ questions).**
- 17 2365 P12: When are starting to talk about a topic should we start first with introduction  
 18 then main body like as writing?
- 19 2366 R/L: Oh, this is a good question. Yes. You see. Uhm. „Speaking“ is somewhat like  
 20 „Writing“. What you say, you write. What you write, you say. So, as with „Writing“ in  
 21 „Speaking“ when you are going to elaborate or talk about a topic, then you’d better  
 22 start with a „Motivator“, and „Introduction“ and „Main body“ and „Conclusion“. Of  
 23 course, that „P3“ was thinking of a motivator, for example, that I, ah, drew her attention  
 24 to the scope of topic that is ,ah, limited to your country. Okay? So, she started to say,  
 25 for example, „children is a big problem in the world“, it is out of our scope of the  
 26 discussion. You can say, for example, in my country. Okay? Having more or less  
 27 children is a controversial issue. Okay? Or, as you, for example, use as a proverb, as a  
 28 „French proverb“ for, ah, the motivator of your talk. Okay? **(‘P12’ asks about the time  
 29 allotted to answer such questions. The ‘R/L’ answers that the allotted time is  
 30 about 2-3 minutes. And that, the whole time allotted for ‘Speaking’ is about 11-15  
 31 minutes. The ‘R/L’ reminds the ‘PS’ that he has already talked about all the**

1 **details. However, he reviews all the rules once more. The ‘R/L’ answers the**  
 2 **participants’ extra questions and queries).** What is important is selecting  
 3 appropriate words to transfer what you want to say. Okay? So, you must be careful in  
 4 choosing the right word. So, right word in the right position is important. But, if you  
 5 say sophisticated words, but they are not related to the topic and they are inappropriate.  
 6 Then, it is not good. Is that clear? A simple but appropriate word in talking, in  
 7 explaining, in describing, is much, much better than using a sophisticated advanced  
 8 word, which is inappropriate in your discussion or explanation or description. Is that  
 9 clear?

10 2367 PS: Yes.

11 2368 R/L: Any more question problems? So, have a nice evening all of you.

12 2369 PS: Thank you, you too.

13 2370 R/L: Enjoy your evening and see you all fresh on Friday for your exam, the third  
 14 exam, the second attainment exam. Yes! And, your last exam. Okay?

15 2371 PS: Yes.

16

17 **Friday, 15/06/07**

18 **Time: 09:00-13:30**

19

20 **The 2<sup>nd</sup> attainment test/The 3<sup>rd</sup> (The last) test**

21 2372 R/L: Okay. Good morning gentle persons.

22 2373 PS: Good morning.

23 2374 R/L: Good morning. Yeah, today, which is 15<sup>th</sup> of June two thousand and seven, you  
 24 are going to take IELTS attainment test. This is the second attainment test, also it is  
 25 your 3<sup>rd</sup> test that you are taking in this, ah, research project. You know all the rules and  
 26 regulations. So, nothing to be added. *(Because, the „PS“ have already sat the IELTS*  
 27 *exam twice, they are quite familiar with the rules. So, there is no need to waste time*  
 28 *and to explain them again).* Ah, cell phones off please. And, do not forget to write  
 29 your e-mail addresses on the answer sheets that I have given to you. Okay? So, you  
 30 know all the rules and instructions. Please, listen to the instructions very carefully and  
 31 read the instructions very carefully as we have talked in the classroom. Alright? And,

1 follow the rules. Okay? And, I wish you all the best and good luck with the exam. So,  
2 do all your best. **(The ‘R/L’ distributes the question booklets and the answer sheets**  
3 **to the ‘PS’)**. As usual you have some minutes to fill out the form. **(The ‘PS’ get busy**  
4 **with filling out the information from. The ‘R/L’ instructs the ‘PS’ to write their e-**  
5 **mail address either on the top or the bottom of the first page of the answer**  
6 **sheets.)** Please, do not open the question booklet. Wait for the instructions. Okay.  
7 Ready every body? Now, we are about to start the test. Okay, you may open your test  
8 books now.  
9

1 **Friday, 15/06/07**

2 **Time: 09:00-13:00**

4 **The last test**

5 **The test is being started. The ‘R/L’ plays the cassette for the ‘Listening Test’ of one of**  
 6 **the specimen IELTS tests named ‘Action plan for IELTS’, which resemble the actual**  
 7 **IELTS Exam.**

8 2375 R/L: Is that clear to every body?

9 2376 PS: Yes.

10 2377 R/L: Okay. **(The ‘R/L’ checks to see whether or not all the ‘PS’ can hear the**  
 11 **cassette clearly. The ‘PS’ begin taking their last IELTS Exam in the research**  
 12 **project. After the ‘Listening Test’ is over, the ‘R/L’ announces 10 minutes for**  
 13 **transferring the answers from the question booklet to the answer sheet).** Okay.  
 14 You have 10 minutes to transfer your answers from your question booklet to your  
 15 answer sheet. 10 minutes started from now. **(After eight minutes the ‘R/L’**  
 16 **announces the remaining time).** Two minutes left. If you have finished with  
 17 transferring your answers, you can double check your answers and wait for my  
 18 instructions to proceed to your „Reading Test“. Alright, time finished. Now, you can  
 19 proceed to your „Reading.“ You have one hour time to answer 40 questions in your  
 20 „Reading.“ 60 minutes. Please, begin your „Reading“ now. I will announce the time 30  
 21 minutes and 15 minutes to the end of the time allotted for your „Reading.“ Don’t forget  
 22 that for „Reading“ it is not like „Listening“, you will not be allotted any time to transfer  
 23 your answers to your answer sheet. In the „Reading Test“, you must write your answers  
 24 in your answer sheet. So, do not write your answers in the question booklet. It is not  
 25 like „Listing.“ 30 minutes left, 30 minutes left. **(15 minutes later, the ‘R/L’**  
 26 **announces the remaining time),** 15 minutes left. Only 15 minutes left to the end of  
 27 your „Reading“. **(10 minutes later the ‘R/L’ announces the remaining time).** 5  
 28 minutes left. Only 5 minutes left. **(As soon as the allotted time elapses the ‘R/L’**  
 29 **announces the end of the time).** Okay, time is up for „Reading.“ The allotted time for  
 30 the IELTS „Reading Test“ is up now. Please, stop „Reading.“ Stop „Reading“ now.  
 31 **(The ‘R/L’ announces the end of the IELTS Reading Test and instructs the ‘PS’**

1 **to stop ‘Reading Test’ and proceed to the ‘Writing Test’).** You can proceed to your  
 2 „Writing Test“ now. The allotted time is 60 minutes. 20 minutes for the task one and 40  
 3 minutes for task 2. You can opt to do task 2 first. Or, task 1 first. It’s up to you. See  
 4 how you do better, and how you are convenient to start. Please, start with your  
 5 „Writing Test“, the allotted time is 60 minutes. I will announce the time to the end of  
 6 your allotted time 30 minutes and 15 minutes to the end of your time.

7 2378 P9: Can announce the time more?

8 2379 R/L: It is the rule of exam. It actually resembles your real exam. So, everything is  
 9 based on that. It’s identical to your real exam. It resembles your real exam. You follow  
 10 the same rules, the same discipline. **(The ‘R/L’ announces the remaining time).** 30  
 11 minutes left. Only 30 minutes left from the allotted time. **(The ‘R/L’ announces the**  
 12 **remaining time).** Only 15 minutes left. Only 15 minutes left from the allotted time.  
 13 **(The ‘R/L’ announces the remaining time).** 2 minutes left. Only 2 minutes left. You  
 14 can wrap up now. **(As soon as the allotted time elapses the ‘R/L’ announces the end**  
 15 **of the time).** Alright, the allotted time for the „Writing Test“ of your „IELTS Exam“,  
 16 „Test 3“ is up now. Please, stop writing now. Put your answer sheets under the  
 17 transparent covering of your question book lets.

18

19 **File 6, CD 5**

20 **Sunday, 17/06/2007**

21 **Time: 17:00-21:30**

22

23 **Talking about the results of the last test**

24 **The R/L gives the results of the test three to the ‘PS’, so that they can see their**  
 25 **‘Literacy’ changes in their four skills.**

26 2380 R/L: So, see what you have done with the test with the 3<sup>rd</sup> test. Whether you are  
 27 happy about the result or not, what are your comments about the results? Any question  
 28 any problems?

29 2381 P3: Excuse me, I, ah, I didn’t have time. I lost a lot of, ah, ha...

30 2382 R/L: Have you done any progress in your „Reading“?

31 2383 P3: About my „Reading“, yes.

- 1 2384 R/L: Yes? Okay, alright. **(The ‘R/L’ checks the participant’s result and sees that**  
 2 **the participant has promoted in her skills).**
- 3 2385 P3: But, I think, ah, I accepted.
- 4 2386 R/L: „Expected“.
- 5 2387 P3: Expected many, um, I expected that I can, ah, more I can more, ah...
- 6 2388 R/L: You could do better may be?
- 7 2389 P3: Yes, but . . .
- 8 2390 R/L: Then, you need more practice. You know it all comes with practice.
- 9 2391 P3: But, I think in, in this that session. I, um, received many, ah, information about  
 10 „Reading“.
- 11 2392 R/L: Yes?
- 12 2393 P3: And, I expected that, ah, in this session I can, ahhh, ahh, ah more...
- 13 2394 R/L: Do much better.
- 14 2395 P3: Yes.
- 15 2396 R/L: Yeah. [Sometimes, ...
- 16 2397 P3: But, ah, excuse me in, ah, the „Reading“ in some texts I can, ah, I could, I could  
 17 done.]
- 18 2398 R/L: I could do.
- 19 2399 P3: I could do many thing that after that text, I lost my time. And, I wasn’t, I  
 20 [think...
- 21 2400 R/L: So, you got nervous], [and...
- 22 2401 P3: Yes.]
- 23 2402 R/L: Yeah, You must be relax in the... You know. Of course, it is difficult I know  
 24 that, but, ah, try to..., you know. Keep your sense and be relax not to panic. Mostly,  
 25 people you know do badly in the tests because they panic. You know, they panic that  
 26 you know may be they face shortage of time or what may happen, things like that you  
 27 know.
- 28 2403 P3: But, I know the way of the, ah, um...
- 29 2404 R/L: Dealing with the questions.
- 30 2405 P3: Yes, dealing with...
- 31 2406 R/L: Yes, but you panic. Hah, huh, heh, hnh.

- 1 2407 P3: Yes. Hah, huh, heh, hnh.
- 2 2408 R/L: No, no try not to panic. Any way, you have learnt what to do and how to do.
- 3 2409 P3: Yes.
- 4 2410 R/L: So, you need more practice to be a bit more confident, you know.
- 5 2411 P3: Uhum, 16 of Tir, I have the IELTS exam.
- 6 2412 R/L: So, you have IELTS Exam on 16<sup>th</sup> of Tir.
- 7 2413 P3: Yes, 16<sup>th</sup> of Tir.
- 8 2414 R/L: 16<sup>th</sup> of Tir. So, just try to work more, practice more.
- 9 2415 P3: Yes.
- 10 2416 R/L: To be more, ah...
- 11 2417 P3: Yes.
- 12 2418 R/L: Ah, ah, I mean, ah, relaxed and confident in doing texts. It all comes by practice.
- 13 Now, you've had rather good progress.
- 14 2419 P3: Uhum, in all skills...
- 15 2420 R/L: And, you are about to have your „6“. You already have two, ah, „6“band scores
- 16 in two of the skills. And, „Listening“ you are about to „6“. So, if you repeat a bit
- 17 [more...
- 18 2421 P3: Uhum.]
- 19 2422 R/L: You could improve it.
- 20 2423 P3: Yes.
- 21 2424 R/L: Very good, you know, in the first test you had answered only seven correct, um,
- 22 you know answers, and then improved to „14“ and now to „18“.
- 23 2425 P3: I know.
- 24 2426 R/L: So, it [means...
- 25 2427 P3: I know...
- 26 2428 R/L: ...if you work...
- 27 2429 P3: Yes, I know...
- 28 2430 R/L: ...work.] If you just give it a bit more push, hu...
- 29 2431 P3: Hah, huh, heh, hnh. Okay?
- 30 2432 R/L: Yes? Just spending 2-3 hours on [„Listening“...
- 31 2433 P3: Uhum.]



- 1 2434 R/L: So, you can simply jump to above „6“ in „Listening“. And, for your „Reading“ try  
2 to learn more vocabulary. Vocab is very important.
- 3 2435 P3: Uhum and grammar.
- 4 2436 R/L: And grammar. You know if you master grammar and vocabulary, they will play,  
5 ah, they will play a very important role in improving your „Reading“, because you must  
6 understand. Okay? And, using all those [techniques...
- 7 2437 P3: Techniques.]
- 8 2438 R/L: „Vocabulary“, „Semantics“, „Syntax“, you know?
- 9 2439 P3: Uhum.
- 10 2440 R/L: Will make the result.
- 11 2441 P3: Thank you, yeah.
- 12 2442 R/L: Okay?
- 13 2443 P3: Um... **(The ‘R/L’ checks the rest of the participants’ results. The ‘R/L’ talks  
14 to them and makes different suggestions to guide the ‘PS’ how to organize their  
15 study and how to make more improvement in their language. The ‘R/L’ suggests  
16 the ‘PS’ practice more and expose themselves to the origin sources. One of the  
17 participants puts forward his view points).**
- 18 2444 R/L: Okay. Any questions, any problems about the results of your test? So, „P11“ you  
19 must give it a push (Hun?), a little push.
- 20 2445 P11: A little yeah, hah, huh, heh, hnh. **(The participant is very happy and proud of  
21 his promotion. He has had a significant progress in gaining a high band score of  
22 ‘6.5’ in total and band score ‘7’ in both his ‘Writing’ and his ‘Speaking’).**
- 23 2446 R/L: You are very closed. Hun? You had a very good improvement in your  
24 „Listening“.
- 25 2447 P11: To tell you the truth, I just, hah, huh, heh, hnh, did it in your class. I don“t really  
26 get the time...
- 27 2448 R/L: Yes, it“s not good.
- 28 2449 P11: Just attending your class has improved me nothing else.
- 29 2450 R/L: But, I mean if you just [spend...
- 30 2451 P11: I know.]
- 31 2452 R/L: Some hours at home.

- 1 2453 P11: It would be really better.
- 2 2454 R/L: You can just you [know...
- 3 2455 P11: Yeah.]
- 4 2456 R/L: Very closed.
- 5 2457 P11: So, yeah.
- 6 2458 R/L: I mean you are very, very closed to your aim.
- 7 2459 P11: Yeah.
- 8 2460 R/L: Ah, just [2 hours...
- 9 2461 P11: Yeah.]
- 10 2462 R/L: Two hours you know extra time at home on your „English Pronunciation in  
11 Use“, „Speaking Clearly, I think will make it and if you spend two [hours...
- 12 2463 P11: Just,] ah, what I wanted to do about „Reading“.
- 13 2464 R/L: Uhm.
- 14 2465 P11: I want was that I didn“t, ah get the time to, ah, answer all of them.
- 15 2466 R/L: Uhm.
- 16 2467 P11: At first, I did the first passage, then, ah, I after that I, I second passage. I thought  
17 it would be may be hard for me, uhum.
- 18 2468 R/L: Uhum.
- 19 2469 P11: So, I went to the last passage.
- 20 2470 R/L: Uhum.
- 21 2471 P11: As you said just, I think about five minutes was left.
- 22 2472 R/L: Uhum.
- 23 2473 P11: So, I didn“t. I can“t.
- 24 2474 R/L: I couldn“t.
- 25 2475 P11: Yeah. yeah, yeah. yeah, I could not manage the time to answer all of them.
- 26 2476 R/L: Uhm.
- 27 2477 P11: So, I just did them by chance.
- 28 2478 R/L: Uhm.
- 29 2479 P11: I just read the instruction of the, of that test and all of them was, ah, just  
30 something like A, B, C., I nothing for read, ah, for „Writing“. Not, nothing for...
- 31 2480 R/L: Uhum.

- 1 2481 P11: Ah, [for...]
- 2 2482 R/L: They were „Multiple choice“ question.]
- 3 2483 P11: By scanning, ah, the passage or something that needed to write, a, other  
4 expression just multiple choice question and I did them by chance, I didn't read them  
5 all. **(‘Ps’ are very curious to know what band score ‘P11’ has got in ‘Reading’. So,  
6 they ask him. “I’ve got band ‘6’.” He says. Then, the ‘PS’ interacted with each  
7 other about his approach to doing the ‘Reading’ test).**
- 8 2484 R/L: Could the techniques you learnt in the class help you at all in your „Reading“?
- 9 2485 P11: Yes, some of them, for example, ah, for those, ah, questions that you must read  
10 all of the text. For example they may by the same expression that we must match them  
11 with the whole passage it is really time consuming. I think, ah, it is really time  
12 consuming and because you should read all of the text. And, the answers are of  
13 something relative to each other. If you choose, for example number three for that  
14 question may be it is, ah, the answer for another one.
- 15 2486 R/L: Uhum.
- 16 2487 P11: Really makes it difficult to do all of them. I think for this type of questions if we  
17 have time we should do at the last after doing them.
- 18 2488 R/L: At the end of your test.
- 19 2489 P11: Yeah, yeah at the end of test.
- 20 2490 R/L: So, always be worried about the time consuming questions, be careful not to  
21 waste time on the time consuming questions. [x].
- 22 2491 P11: In the five minutes left I did the best.
- 23 2492 R/L: Uuhum.
- 24 2493 P11: Because, I just read the instruction and it said from, for example „B to J“.
- 25 2494 R/L: Uhum.
- 26 2495 P11: Nothing else, „B to J“, and then I, ah chose the letters, ah, ah it was my chance.  
27 **(The talk between the participants continues. ‘P3’, asks, “From your sense ?”  
28 ‘P11’ answers, “Yes, may be from my sense).**
- 29 2496 R/L: From your general understanding.
- 30 2497 P11: Yes, may be from general understanding.
- 31 2498 R/L: „General theme“.

- 1 2499 P11: Yes, but I read the instruction, may be I choose from „Example F“, for example  
2 letter, that is not written in the list.
- 3 2500 R/L: Um.
- 4 2501 P11: But, I read the instructions.
- 5 2502 R/L: So, reading instructions helped you.
- 6 2503 P11: Yes, it helped me.
- 7 2504 R/L: Uhum.
- 8 2505 P11: It was written for example, “Choose the letters from B to J.” So, it took the letter  
9 in this range.
- 10 2506 R/L: This is why I always insist. Try to read the instructions very carefully.
- 11 2507 P11: Yeah.
- 12 2508 R/L: They will be very helpful.
- 13 2509 P11: For example, I chose, for example that one, ah, I chose, I didn’t choose it again,  
14 because it was just for one, for example passage, or one paragraph . It didn’t, ah didn’t  
15 match with two, two passage. It was all about the instructions that I read. And, it was  
16 my chance, for example two or three of them would be „True“, be „True“, because it  
17 doesn’t have any negative marks.
- 18 2510 R/L: Uhum.
- 19 2511 P11: And, it is of chance, yeah, you should match it. **(The talk between the ‘PS’**  
20 **continues).**
- 21 2512 P11: If you have time may be you can answer all the questions correctly. If you don’t  
22 have time, you should, ah choose the passages.
- 23 2513 P12: So, based on the limitation of time, should we choose them like that?
- 24 2514 R/L: May be sometimes it will help you, so take your chance **(In this way, the talk**  
25 **between the participants and ‘R/L’ continues for a while on answering to the**  
26 **questions randomly if they were uncertain of an answer. That is they could make**  
27 **a good guess. The ‘R/L’ checks some of the other participants’ results and keeps**  
28 **talking to them and making suggestions on how to make more progress and how**  
29 **to promote their band scores in the IELTS Exam. The ‘PS’ ask of the ‘R/L’ about**  
30 **‘Speaking’ skill and factors affecting their performance in the ‘Speaking’ test**  
31 **part of the IELTS Exam. They are curious to know whether or not the accent and**

1       **the variety of English i.e. ‘Australian’ or ‘British’ varieties play a significant role**  
 2       **in ‘Speaking’ or for example whether or not they could play a hindering role. The**  
 3       **‘R/L’ replies that the kind of ‘Australian’ or ‘British’ variety is not a big concern,**  
 4       **because the interviewer speaks a little and their accent is standard. In addition,**  
 5       **‘Part one’ of the ‘Speaking’ test is more like patterns and routines. In ‘Part two’**  
 6       **the interviewees are given a ‘Cue card’ in which the topic is written. So, they can**  
 7       **get the information from the written text. Moreover, in the interview this is the**  
 8       **interviewee, who speaks most of the time, may be about 85%. But, the interviewer**  
 9       **may speak about 15%. Furthermore, if the interviewee did not understand any**  
 10       **part of the interviewer’s talk because of the pronunciation, etc. they can ask the**  
 11       **interviewer to repeat himself/herself). In „Speaking“, I tell you, I tell to you all, in**  
 12       **„Speaking“ just try to be relax and listen carefully listen to what the interviewer is**  
 13       **asking you. Don“t panic. Be relax. And, be all ears. You know be all ears. What she or**  
 14       **he asks you questions and make notes, if you don“t understand, say, “Excuse me would**  
 15       **you repeat that again.”, for example it“s better.**

16 2515 PS: Uhum.

17 2516 R/L: Make sure that you understood the purpose or his purposefully, you know.

18 2517 PS: Uhum.

19 2518 Ps: What about native speakers?

20 2519 R/L: It does not matter whether they are native or non-native speakers, because those  
 21 people who are chosen as your interviewer, they are also native like. Those non-native  
 22 speakers are expert English teachers, who mostly hold a PhD in „Teaching English“ or  
 23 in „Linguistics“ otherwise they would not choose them as examiners.

24 2520 PS: Uhum.

25 2521 R/L: To be an examiner for IELTS is not an easy job you know.

26 2522 PS: Uhum.

27 2523 R/L: It is not so easy to just be an examiner. You have to go through many different,  
 28 you know, exams yourself.

29 2524 PS: Yes. Yes.

30 2525 R/L: To be an examiner, so not everybody can easily be an IELTS examiner. So,  
 31 don“t worry.

1 2526 PS: Okay, hah, huh, heh, hnh.

2 2527 R/L: Okay? So, just be relaxed and practice more. Okay?

3 2528 PS: Uhum. **(‘Ps’ ask some other general or common questions. The ‘R/L’**  
 4 **answers to their questions. The ‘R/L’ answers to all the questions and elaborates**  
 5 **on any kind of queries that the ‘PS’ might have. Then, the ‘PS’ carry on doing**  
 6 **some grammar practices from their book named ‘English Grammar in Use’.**  
 7 **Next, the ‘R/L’ teaches the ‘PS’ how to develop letters in English as they may be**  
 8 **given in the IELTS Exam ‘General module’. And then, the ‘R/L’ assigns the ‘PS’**  
 9 **to develop a letter as part of their class work. Finally, the ‘PS’ ask a lot of cultural**  
 10 **based questions about different aspects of life and migration such as different**  
 11 **kinds of marriages, etc.).**

12

13 **File 7, CD 5**

14 **Monday, 18/06/2007**

15 **Time: 09:00-13:30**

16

17

#### **Some more instructions and interactions**

18 2529 R/L: Okay, good morning gentle persons. So, today is 18<sup>th</sup> of June Two Thousand and  
 19 Seven. And, we’ve got „Reading“ and „Listening“. Yes? So, would you start with the  
 20 „Reading“? Han? Let’s start with some of the „English Grammar in Use“. Yeah? Do  
 21 one of the pages. **(The ‘PS’ have not brought their ‘English Grammar in Use’ with**  
 22 **themselves, because they had thought the focus of class work in the ending**  
 23 **sessions of the course might be mostly on practices resembling the actual IELTS**  
 24 **Exam. So, the ‘R/L’ asks of them if they have brought their other book named**  
 25 **‘Developing Reading Skills’ But, The ‘PS’ do not have this book on them too. So,**  
 26 **the ‘R/L’ invites the ‘PS’ to take out their other book named ‘504’, which is used**  
 27 **to promote the participants’ vocabulary power).** Okay, let’s start with one of the  
 28 lessons of „504“ and then we will start with doing some exercises on your IELTS  
 29 „Reading“ texts. Okay? Okay. **(The ‘R/L’ makes some suggestions on extra**  
 30 **materials to the participants to promote their vocabulary power. Then, he reads**  
 31 **out some 12 new vocabularies to participants. The 12 new vocabularies are;**

1 **'Unruly', 'Rival', 'Violent', 'Brutal', 'Opponent', 'Brawl', 'Duplicate', 'Vicious',**  
 2 **'Whirling', 'Underdog', 'Thrust', 'Bewildered'. And, assigns them to do the**  
 3 **practices in the classroom. The 'R/L' corrects the participants' errors and feeds**  
 4 **back. He also, explains and elaborates on the participants' phonological,**  
 5 **semantically and syntactical problematic areas. At the end of the practice, the**  
 6 **'R/L' assigns some homework such as developing single sentences, using each of**  
 7 **the new vocabularies and also two 'Writing' tasks).** Now, let's move on to your  
 8 IELTS book, please.

9 2530 PS: Which part?

10 2531 R/L: Let's do some „Matching“. (The 'PS' take out their 'IELTS Cambridge' book  
 11 and find a 'Matching' test type). Alright, this is a good one here. Let's go to page  
 12 „80“. We've got lovely ones here. So, you have, ah, a completion 80, 81, 2, 3. So,  
 13 we've got a completion of „List of Headings“, „Fill in the blanks“ and some  
 14 „Matchings“. Hum? Right? Have you done it before?

15 2532 PS: No, we haven't.

16 2533 R/L: No? Alright, so I just get on explaining a bit about „Fill in the blanks“. Yes? Ah,  
 17 another „Reading“ test type is „Fill in the blanks“. This is, in fact a kind of pictorial  
 18 „Cloze test“, in which instead of words you have drawings. You have pictures, that  
 19 drawing or picture is related mostly to one of the paragraphs in the text. So, you must,  
 20 in fact match the information provided in the paragraph of the text with the information  
 21 provided in the picture. Okay? So, the pictures are described in words. Right?

22 2534 Ps: Yes.

23 2535 R/L: Instead of „Cloze type test“ which is sentences in which you are facing some  
 24 missing words. Then, you have to find them out, you have a picture. Okay? And then,  
 25 you must fill out the missing part through the information provided in the paragraph.  
 26 Okay? This is one thing. And, about the „List of Heading“, I have already talked to  
 27 you. Haven't I? You must be very careful with the „List of Headings“, because  
 28 sometimes the information suggested, okay, as titles for each paragraph, they are very  
 29 much identical. So, sometimes you'll, you may find two or three choices which are  
 30 very closed. What is important to distinguish is sticking to the main idea, the  
 31 controlling idea in the paragraph that is the thesis, (Okay?) and the sub issues. And

- 1 then, you see what is most high lighted in the paragraph, so when you are choosing be  
 2 very careful, because they are very closed to each other. The only thing which can be  
 3 an indication is the difference between the sub issues. Sometimes, you have two or  
 4 three suggested titles, which are common in the main issue. Alright?
- 5 2536 PS: Yes.
- 6 2537 R/L: Okay. And, if you want to speed up as I said to you before, first see the  
 7 instructions, see the points in the instructions and then have a glance on the whole text,  
 8 the whole „Reading“ passage. And, high light the things which are shown in the text  
 9 differently such as; italics, names, dates, if there are some words in bold, okay, first  
 10 underline them. Okay? Then, go to the questions. Read the questions very carefully.  
 11 Alright? And then, read the questions and based on them go and decide to answer them  
 12 in the text. Okay? Now, you have 20-25 minutes and start the test. Don't forget to read  
 13 the limitations the number of questions and the time. **(The 'PS' get started with doing**  
 14 **a 'Reading' passage as part of their class work. The 'R/L' walks and observes the**  
 15 **'PS' to see how they approach taking their 'Reading' test. He talks with every**  
 16 **participant, makes suggestions and guides them. He also listens to each**  
 17 **participant's comments. Sometimes, he gets engaged in discussion about different**  
 18 **issues with the 'PS').** Okay? Finished everybody?
- 19 2538 PS: Yes.
- 20 2539 R/L: Now, let's check your work and your answers to see how you have gone about  
 21 it. Now, what is the first one „Paragraph B“? What have you chosen? Hum?
- 22 2540 PS: % X %.
- 23 2541 R/L: Say everybody say your answers.
- 24 2542 Ps: „8“.
- 25 2543 R/L: Everybody? So, why is it „8“, 'P9'? **(The 'R/L' calls for the answers. He and**  
 26 **the 'PS' negotiate and analyze the answers. They negotiate the meanings laid in**  
 27 **each question and answer and the related paragraph in the „Reading“text. In this**  
 28 **way, they go about discussing all the questions one by one. Also, there is a**  
 29 **discussion about those paragraphs, which have been chosen as examples and**  
 30 **apparently omitted from the question).**



- 1 2544 P11: This is, I think a tricky question, because most of us didn't pay attention to  
2 „Paragraph A“.
- 3 2545 R/L: Yeah. But, this is another bunch of questions.
- 4 2546 P11: Yeah.
- 5 2547 R/L: This is what I said. This is exactly the discussion that I had with „P9“.
- 6 2548 P11: At first we didn't pay attention to paragraph A. But, all the answers or most of  
7 them are in „Paragraph A“.
- 8 2549 Ps: Yes, exactly.
- 9 2550 P11: First, I did a mistake.
- 10 2551 R/L: Yes, this is what the discussion that I had with „P9“. I said, “If a paragraph is  
11 omitted just have a glance on it, have a quick glance on it.” Sometimes, may be you  
12 will find some important or useful information. Just have a quick glance. Skim it.  
13 Alright? Do not dismiss it. Have a glance on it, even a short glance. Secondly, the  
14 other discussion that we had with „P9“ was that he was actually talking about reading  
15 all the instruction and I said, “No, because you will mix up.” Read them all one by one.  
16 So, read the instruction for this part. Do it. Complete it. Go to the next one. Do with it  
17 completely. And, what does it say here in the instruction. It says, “Look at the list  
18 below according to the passage, bla, bla, bla” So, in this case „Paragraph A“ is not  
19 omitted and all the,... nearly all the questions are in „Paragraph A“. Yes? Alright, now  
20 let's move to „No 10“. **(After explaining in length about paying attention to the  
21 instructions and not taking things as granted, the 'R/L' invites the participants to  
22 carry on with the analysis of the remaining questions and answers. the 'R/L'  
23 elaborates fully on the participants' queries. He answers to the participants'  
24 questions in length).** Now, let me put it right. Let me put it right. Just hold on a  
25 minute. **(After the 'R/L's' explanations, a debate heats up between the 'PS' on the  
26 priority of doing different 'Reading' test types in IELTS. Some of the 'PS' believe  
27 that they should do 'Matching' first. Some believe that they should do 'Cloze test'  
28 first and some believe that they should do 'List of headings' first and so on. So,  
29 the 'R/L' controls the debate by clarifying and specifying more details about the  
30 situations).** Let me pat it right. You are talking about two different things. What „P11“  
31 is discussing is completely different from what you are discussing. What „P11“ is

1 discussing and he is right is when we are dealing with a sort of question like what we  
 2 right, we did now. Okay? In which, you had a „Reading“ passage, (Okay?) which has  
 3 three sets of questions. Right? So, the discussion of „P11“ is about this sort of question  
 4 in which you have a „List of headings“ a „Cloze Type“ and a „Matching“ or something  
 5 like that. In such a case it is better to go through the „List of headings“ first. Although,  
 6 although it might seem time consuming in the beginning, as a whole it will be time  
 7 saving. Why? The reason for that is, because you must read every single paragraph to  
 8 find the answers. However, if you find any of the questions time consuming any of the  
 9 single questions time consuming, drop it. Go ahead. Anyway, you have got the  
 10 information. That information might be useful when you are dealing with the  
 11 True/False questions or when you are dealing with your „Cloze test“ or „Matching“ or  
 12 whatever. As we experienced for the question, ah, for „Paragraph A“ in this „Reading  
 13 passage“ which we got the benefit on answering questions 9 to 13, which were mostly  
 14 related to that one, at least two or three of them. Yes? Okay? This is in this case. Do  
 15 you agree all?

16 2552 PS: Yes.

17 2553 R/L: But, if you came to this example of yours, which is only one, one passage or one  
 18 text. And, you have just one bunch of, ahh, „List of Headings“ and nothing else, and  
 19 you know that as a whole in your whole „Reading“ test it may consume your time,  
 20 waste your time, in that case you can drop this part or these five questions. And, go to  
 21 those on which you know how to do, and have it to the end of your test. Okay? So, the  
 22 behaviour is different based on the way that you receive the text. Is that clear?

23 2554 PS: Yes, of course.

24 2555 R/L: Because you do not have any other test in that one, it is only devoted to the „List  
 25 of Headings“.

26 2556 P9: Sorry, I have a question. If in „Headings“ questions we make a simple  
 27 [mistake...

28 2557 R/L: Uhum].

29 2558 P9: For example, this [one.

30 2559 R/L: Uhum].

31 2560 P9: We choose [incorrect...

- 1 2561 R/L: Incorrectly].
- 2 2562 P9: Incorrectly at least I lose about three or four questions.
- 3 2563 R/L: Why?
- 4 2564 P9: Because, we choose this for this and omit this and this for...
- 5 2565 R/L: You shouldn't omit it, firstly, firstly...
- 6 2566 R/L: Another question. What „P9“ is asking, “He says that if I answer one of these  
7 questions wrongly, that wrong question will also spoil the rest of my questions.” And,  
8 he argues that, “The reason is because if he chooses, for example number four for  
9 „Paragraph C“ wrongly, and then he will omit it.” And, that’s why I ask you to read the  
10 instructions carefully. **(The ‘R/L’ reads out the instructions to the ‘PS’. The  
11 instruction says, “The answers can be used more than once.”)** Okay? So, when it  
12 says that you can choose one answer more than once it means, that answer could be  
13 repeated again even two or three times. This is the first thing. Secondly, if it doesn’t  
14 say, so if it doesn’t say that the answers may be repeated or may be chosen more than  
15 once. If you, for example choose number four, (Alright?) do not omit it. May be when  
16 you are dealing with the rest of the paragraphs, (Okay?) for some reasons you are sure  
17 that this number four which you have chosen for „Paragraph C“ is more suitable to  
18 „Paragraph E“. You have reasons for that. Then, you know that you have made a  
19 mistake here. Okay? So, you can correct yourself. Do you agree? Is that clear to every  
20 body? **(The ‘R/L’ asks of all the ‘PS’ one by one to make sure whether or not they  
21 have made sense of his instructions)**. So, do not omit them. Okay? Because, may be  
22 you have made some mistakes. May be you have just stuck to the main idea but not to  
23 the sub issues. You haven’t noticed to the sub issue. So, when you go further in  
24 another paragraph may be it is a clearer picture about the whole idea. And, you have a  
25 better understanding. And then, you decide that, „No“, this for example choice is more  
26 suitable to „Paragraph E“ rather than „Paragraph C“. Then, it is evident for you and you  
27 know surely that you have made a mistake. So, you can correct that mistake. And, ah,  
28 fix it to the right one. **(Some of the ‘PS’ ask some similar questions. The ‘R/L’  
29 answers their questions and elaborates more on their queries. Then, they continue  
30 with the analysis of the rest of the questions and answers of the ‘Reading test’.**  
31 *The „R/L“ has a sense of humour so he makes jokes with the participants every now*

- 1 **and then. Finally, the ‘R/L’ assigns the ‘PS’ to do another ‘Reading’ passage as**  
 2 **part of their class work for improving their ‘Reading’ skill. After the allotted time**  
 3 **is up, he analyses the questions and answers with the ‘PS’).** Okay. Now, the way to  
 4 approach this question i.e., „Matching“ is what? Do we go from questions to the  
 5 paragraphs or do we go from paragraphs to the questions?
- 6 2567 PS: paragraphs to questions.
- 7 2568 R/L: Okay? So, be careful you should not go from the questions to paragraphs.  
 8 Alright? It is a very lengthy time consuming way. And, may be you never get there.  
 9 You see. So, first you must read the paragraphs and see what is the gist or the concept  
 10 of the paragraph. Then, match it with the concepts in the questions. So, may be first  
 11 you answer question number 20 then number 15 then number 16. Yes? So, in this sort  
 12 of the questions, the questions are not answered in order. Hum? So, most people lose  
 13 time or waste time or cannot match the time in the answering the questions, because,  
 14 they don’t know how to do it, how to approach answering the questions. So, If you  
 15 come to this sort of „Matching“ which you must match the gist of a text with the text,  
 16 first read the text, read the paragraph and then see where you can find that concept. So,  
 17 in this sort of „Matching“ may be first you answer question number 20 then 18 the 15.  
 18 Is that clear?
- 19 2569 PS: Yes.
- 20 2570 R/L: Good. **(The ‘R/L’ continues talking about ‘Matching’ questions individually**  
 21 **with some of the ‘PS’. The analysis of the questions and answers and the reasons**  
 22 **for choosing the answers continues. And then, the ‘R/L’ assigns the ‘PS’ to do**  
 23 **another ‘Reading’ passage as part of their ‘Reading’ skill class work. After the**  
 24 **test is done, the ‘R/L’ and the ‘PS’ start talking about it).** Now, what are the  
 25 important points in this special „Reading“ passage? Did you find anything important?
- 26 2571 PS: „Part A“, „Part B“, „Part C“.
- 27 2572 R/L: Yes?
- 28 2573 PS: Instructions.
- 29 2574 R/L: Instructions. Hum? That’s why I insisted on doing this one. Yeah? Because, as  
 30 you could see sometimes instructions instruct you differently, and this can save you a  
 31 lot of time. What would have happened if you wouldn’t have read the instruction?

1 Hum? You would have read all the „Reading“ passage, (Hum?) from the top to bottom.  
 2 Hum? And, you have wasted may be about 20 minutes or 30 minutes. Yes? But, it’s  
 3 segmented it. Hum? Put it in different parts. So, for this part read only this part, for that  
 4 part only read these paragraphs. Right? So, you can save a lot of time. Yeah? So, you  
 5 can focus on a part of the whole text, not the whole text. Yeah? And another thing you  
 6 should see is this part. In the instruction it says, ah, “Match the list of process „1“ to „6“  
 7 to the paragraphs.” In some of the books it is instead of „1“ to „6“ it is „A“ to „F“ these  
 8 are not origin books it is instead of „1“ to „6“ it is „A“ to „F“. These are not origin books  
 9 they do not observe the copy right. So, they do something wrongly. But, if for example  
 10 you see „P12“s“book it is origin one. Right? Yours is not. **(The paragraphs in some**  
 11 **of the books are identified by ‘Arabic numbers’, but in some others in ‘Letter’.**  
 12 **So, the ‘PS’ are anxious to know whether they should write numbers or letters in**  
 13 **the answer sheet in the real test. The ‘R/L’ assures them that such a thing would**  
 14 **never happen in the real test and that, the issue is only the matter of some typos in**  
 15 **two editions of the practice book. The ‘R/L’ continues on talk about instructions**  
 16 **and the importance of reading the instructions carefully and complying with**  
 17 **them. The ‘R/L’ and the ‘PS’ continue talking and negotiating about the**  
 18 **questions and answers also the reasons for choosing a certain answer to a certain**  
 19 **question).** I am going to give you some information about these missing words. I  
 20 think, I’ve already talked about it in the „Missing words“. Sometimes, you’re needed to  
 21 do some changes in terms of the syntax of the sentence, (Okay?) that means  
 22 sometimes, may be you have to change a name to a gerund or a verb into a gerund  
 23 based on the context. Alright? So, it is not that you use the exact word in the text. And,  
 24 if you might remember, we had in the very beginning sessions that we were doing the  
 25 „Reading“ text about the, ah, ah, that building and the history of buildings and  
 26 architecture, (Okay?) that we, ah, change for example „TION“ to „ING“, (Do you  
 27 remember?) because of the preposition „OF“. Yeah?

28 2575 PS: „Grammatical points“.

29 2576 R/L: Yeah, „Grammatical points“. Yes. **(The ‘R/L’ and the ‘PS’ continue to analyse**  
 30 **and negotiate the meanings in the ‘Reading’ text).** So, sum up. We concluded that if  
 31 you want to save time and get closer to the suitable answers, first of all, you must take

1 a glance on the whole text of „Reading passage“. Just see the title to motivate your  
 2 schemata, (Okay?) your background knowledge. Secondly, go to the instructions. Read  
 3 them carefully. Focus on them, underline the important points. Okay? And then, go to  
 4 the questions. Try to make a correct concept of the questions. It is very important to  
 5 understand fully the questions. Otherwise, you cannot be successful in finding the  
 6 answers. When you are sure that you have got the concept you have a grasp of the  
 7 concept, then go to the right place and try to match the concepts. Okay? Do not expect  
 8 to find the exact words or the exact sentences. Sometimes, may be you find the exact  
 9 words or the exact sentences, but it is not always like that. This is how they weigh your  
 10 vocabulary Power. This is how they weigh your understanding of the grammar. Okay?  
 11 And, this is how they weigh your proficiency in your skills. Is that clear? Any  
 12 question, problems? Okay, on Friday which is going to be the very last day of our  
 13 research project, we will discuss all your skills. We will divide our time for all the  
 14 skills. That is we will, ah, work on your „Reading“, „Writing“, „Listening“ and  
 15 „Speaking“. Okay? And, I“ll give you some more hints or doing a better test Alright?  
 16 And then, if you have any questions, which is left or you are unhappy about it ask me  
 17 on Friday. Alright? Any questions any problems?

18

19 **File 2, CD 6**20 **Friday, 22/06/07**21 **Time: 09:00-13:00**

22

23 **The last day of the Research Project and Pre-specified Focus group**24 **Interview**

25

26 **The Last day of the Research Project**

27 2577 R/L: Good morning gentle persons, I“ll just have a little talk, and then we“ll start  
 28 everything, Alright? As you know today is 22<sup>nd</sup> of June two thousand and seven. And,  
 29 it is the very last day of the data collection in our research project on IELTS Academic  
 30 Preparation Practices to investigate your probable „Academic Literacy Development“.  
 31 In this very last session, first, I would like you to put forward any possible questions or

1 queries that you might have with regard to your English language skills whatever they  
2 might be. Second, I would like to invite your participation in a pre-specified focus  
3 group interview, which may last for about 30 minutes. Then, I will provide you with  
4 some final hints. Okay? Last but no least, we will have light refreshment for farewell  
5 to our participation in this research project. Okay? Now, please, if you have any  
6 questions feel free to ask me whatever they might be **(One of the ‘PS’ asks the ‘R/L’**  
7 **to translate some Farsi sentences into English. The ‘R/L’ does so)**. So, today, ask  
8 any questions, any queries that you have, because it is the last session. Okay? So, feel  
9 free. Right? **(The ‘PS’ ask different kinds of questions, some of which have**  
10 **already been asked and answered in the duration of the course)**. Ah, there are  
11 some codes, (Okay?) and, the way to fill this form out. **(The ‘R/L’ shows the IELTS**  
12 **exam pre-enrollment information form to the ‘PS’)**. *The 8 page, A4 size blue*  
13 *information IELTS form is given to the applicants to be filled out completely. The*  
14 *form is a part of the pre-requisite documents to enroll for the IELTS exam)*. Ah,  
15 there are some codes. Okay? And, the way to fill this form out, because it will be  
16 corrected by computer, so you have to shade or blacken these tiny little rectangles.  
17 Right? First of all, you have a „Center number“ here. Alright? For example, may be  
18 „British Counsel“, or „IELTS Australia“ or „The Ministry of Higher Education“. They  
19 have different codes. These codes are all written on your question papers that they will  
20 hand to you. And, you must enter them in your answer sheet. Alright? They will give  
21 you some time to do that. Then, put your „Candidate name“ here. **(The ‘R/L’ shows**  
22 **the place on the information form to the ‘PS’)**. Okay? You write your „Name“ here.  
23 And, normally, you should underline your „Surname“. Because, you know different  
24 countries they have different, ah „Surnames“ or „Given names“ or „First names“. Right?  
25 So, underline your „Surname“. So, if it is for example, ah, „Shahab Hemati“, under line  
26 „Hemati“, or underline „Ale- Mohammadi“, or under line, ah, „Bahrani“ or  
27 „Samarghandi“ or „Abbaszadeh“ or „Ameli“ or whatever, (Okay?) then, „The day of the  
28 test“. Alright? You see it starts from „1“ to „31“? Alright? For example, today is 22<sup>nd</sup>  
29 June, so you should look for 22<sup>nd</sup> and blacken it with your pencil. Okay? Blacken it  
30 with your pencil. And then, „Month“, for example this month is „Sixth“. You see here  
31 „6“? **(The ‘R/L’ shows the form to the ‘PS’?)** Okay? So, you blacken this rectangle.

1 And, the year is „2007“, so you blacken „7“. Clear? And, this is your IELTS Listening  
 2 answer sheet (**The ‘R/L’ shows a photocopy of one IELTS ‘Listening answer sheet’**  
 3 **to the ‘PS’**). Then, for the „Reading“ here you have „Academic“ and „General“. So, if  
 4 you are sitting for „Academic“, you know that you will blacken this „Academic“. And  
 5 then, there is a „Version number“. This „Version number“ is on your question booklet.  
 6 Okay? It is written there, so you can transfer and put it here. You should not mark  
 7 anything in this column. Okay? You should not mark anything in this column. It is for  
 8 your scores. Alright? So, you just write whatever you want to write a number a letter in  
 9 these long rectangles. Okay? Of course, you have done it before, so you know the only  
 10 thing that I should draw your attention to is: Be careful when transferring your  
 11 questions. Check the number here with the answer sheet, with the number of question  
 12 in the question booklet. Alright? Ah, well, that’s so you know what to do. Oh, one  
 13 more important thing, one more important thing, that, because it has happened for your  
 14 „Writing“. Be careful, when you are developing your „Writing task one“, for example in  
 15 this sheet. This sheet, if you want to use the back of it. Be careful that you are using the  
 16 back of this sheet. (**The ‘R/L’ shows a photocopy of one ‘Writing task paper’ to the**  
 17 **‘PS’**). Okay? Because, it has happened to some people that when they want to write in  
 18 the back of the first sheet, they are not careful, so they double page it. So, what  
 19 happens, the rest of the „Writing task one“ the remaining of the „Writing task one“ goes  
 20 to the back of „Writing task two“. When they want to rate it, there is no name on these  
 21 papers because they will separate the names, everything. So, it is holistic marking, the  
 22 rater, the assigner doesn’t know to whom this paper belong. Alright? And, you know  
 23 what does it mean? So, if you are not careful, then you will lose your marks and scores  
 24 on the „Writing“. Okay? Because, there is no coherence, there is no relationship.  
 25 Alright? It has happened. I have seen. And, they cannot help really. If you go and beg  
 26 and cry, they cannot help, because, they don’t know the names. So, be careful. Okay?  
 27 (**The ‘PS’ ask some ordinary questions. For example, whether or not the answers**  
 28 **are marked by people or machines, or if they will be scored in Iran or in England**  
 29 **or in Australia, etc. The ‘R/L’ provides the ‘PS’ with appropriate answers**). And,  
 30 one thing that I will, ah, I should tell you is about, the „Other names“. „Other names“,  
 31 here you must write the „First name“. Okay? As I said they will ask you for your



1 „Country code“ and „Language code“. For example, Iran is here it is „091“. Okay? The  
2 code for „Iran“ and the code for „Language“ which is „Farsi“ is „034“. Yes, my memory  
3 still works. **(The ‘R/L’ says the code by heart and when he checks and sees that he**  
4 **is right, he gets happy! The ‘R/L’ gives some more and repeated information to**  
5 **the ‘PS’. He continues answering to the participants’ general questions. The ‘R/L’**  
6 **elaborates on the way the ‘PS’ should read and write ‘Ordinal’ and ‘Cardinal’**  
7 **numbers, and their order. He also elaborates on how to say and write decimals,**  
8 **points and ratios in numbers. There are also some questions about scales, which**  
9 **are all answered by the ‘R/L’. The ‘R/L’ provides the participants with some**  
10 **information about structure of formal letters to apply for an education program**  
11 **course at an English-medium university. The ‘R/L’ also elaborates on the reasons**  
12 **for omitting ‘Hyphenization’ and ‘Indentation’ in developing ‘Writing’. He also**  
13 **elaborates on the use of ‘Punctuations’ in ‘Writing’. The ‘R/L’ informs the ‘PS’**  
14 **about different ways of distinguishing between ‘Vowels’ and ‘Consonants’, also**  
15 **between ‘Voiced’ and ‘Voiceless’ phones).**  
16

## Appendix E

### Field Notes

**Field notes**

**By: Iman Rasti**

**Sunday, 18/03/2007**

**Time: 15:00-19:30**

**Number of Participants: 16**

### IELTS preparation Program

#### Listening

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

He then introduced the materials students were supposed to study in „Listening & Speaking“ sessions. Afterwards, he started working with one of the books making students open their books and listen to the tape. He told them how to work with the book at home. He made them repeat after the speaker. After a couple of seconds he stopped the tape and elaborated on the difference between two sounds. Then, he made them repeat the pair of words and explained exactly how the sound should be articulated. He wrote a number of other sounds/symbols on the board and elaborated on the correct way these sounds must be produced. He has chosen the problematic sounds and those which might create difficulty for the non-native learners. He did

1 this by making a number of examples and making students repeating the words or sounds. He  
2 immediately made a connection between what he taught and IELTS listening tests. He played  
3 the tape again and made students look and repeat. He stopped the tape after almost 10 minutes  
4 of practice and assigned the rest to the learners to take care of at home. He started working  
5 with another pair of books by explaining how those two books ought to be used. The  
6 difference between the two materials he used in the same session is that the former teaches  
7 how to pronounce individual phonemes while, the latter requires students to be involved in  
8 task-based listening activities by both listening to the tape and taking notes. Indeed, students  
9 should both listen and write. He checked the answers given by the students later. He did this  
10 very meticulously by analyzing the answers one by one. **(The instructor didn't use his or the  
11 students' mother tongue and insisted on using English as the main language or medium  
12 of instruction throughout the session.)** He then deductively reviewed a number of general  
13 strategies students require to approach the „Listening Questions“ in the IELTS test. The  
14 instructor every now and then tried to rectify mistakes made by students related to phonology  
15 rather than syntax or semantics. He analyzed the answers; meanwhile, he tried to clarify on the  
16 strategies learners need to answer the „Listening Questions“ in IELTS. He tried to make them  
17 aware of how simply they could or would miss the questions and loose scores. The time is  
18 over and the instructor rounded off the class by wishing a good year and holiday for the  
19 students .He did not assign anything for the following session.

20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32

1 **Field notes**2 **By: Zahra Ashegh**3 **Tuesday, 27/03/2007**4 **Time: 17:00-21:30**5 **Listening and Reading**6 **Listening**7 **Time: 17:05**

- 8 • The „R/L“ is well dressed. There is not any contrast in his clothing.
- 9 • “Books ready.” The „R/L“ said:
- 10 • Greeting of the „PS“ and the „R/L“. **(The ‘R/L’ is smiling and all the ‘PS’ smile after**
- 11 **him).**
- 12 • The „R/L“ walks and walks.
- 13 • One of the „PS“ to the „R/L“: “Your place is empty.” The „R/L“ replies, “This is „Penglish“
- 14 or „Fenglish“ and you should say, “I missed you.”
- 15 • The „PS“ laugh.
- 16 • Two of the „PS“ are talking about the „R/L“s“kidding.
- 17 • Up to lesson „5“? Said the „R/L“, “My memory is still working.”
- 18 • Two of the „PS“ came in the class, so late!
- 19 • The „R/L“ looked out of the class.
- 20 • “Listen and repeat after me” said the „R/L“.
- 21 • The „PS“ repeat slowly .Volume is low.
- 22 • The „R/L“ looks at them and encourages them to repeat louder.
- 23 • Now, the volume is high.
- 24 • The „R/L“ comes near the „PS“ and looks at their books.
- 25 • The first exercises are about „Sound discrimination“. There are some minimal sets. These
- 26 are pronunciation exercises.
- 27 • The „R/L“ repeats and repeats.
- 28 • The „PS“ repeat after the „R/L“. **(Choral repetition).**
- 29 • The „PS“ repeat individually.
- 30 • The „R/L“ corrects the „PS“ errors if there is any.

- 1 • *(Peer correction).*
- 2 • The „R/L“ writes the errors on the whiteboard to explain them.
- 3 • He is kidding while correcting. Every body laughs.
- 4 • *(This is „Audio Lingual Method“)*
- 5 • After correction, all of the „PS“ repeat the corrected response.
- 6 • The „R/L“ is drinking water.
- 7 • *(There is may be something to talk about. Two of the „PS“ are teaching each other; may*
- 8 *be one of them did not understand the previous error).*
- 9 • The „PS“ feet are relaxed. *(The class is stress free).*
- 10 • The „R/L“ plays the cassette.
- 11 • The „PS“ do not repeat after the cassette.
- 12 • Now, the „R/L“ tells them to repeat louder and louder. *(Body language speaks).*
- 13 • **(The ‘PS’ try to catch with the cassette, but it is hard).**
- 14 • After some repetition they become skillful.
- 15 • The „R/L“ looks at his watch.
- 16 • The „PS“ are repeating one after the other.
- 17 • The „R/L“ is standing near the one who is repeating.
- 18 • **(The ‘R/L’ corrects any type of errors. He writes any error on the whiteboard and**
- 19 **elaborates in length).**
- 20 • After the „R/L“’s corrections, all the „PS“ repeat the corrected response and shake their head
- 21 to say that it is right.
- 22 • The „R/L“ is still standing near the „PS“ who is repeating. *(Stressful action).*
- 23 • Oh, one of the „PS“ enters the classroom so late!
- 24 • *(This action is not so problematic to the „R/L“)*
- 25 • The „PS“ sits near the door. There is no place.
- 26 • There is a discussion about the American and British accents.
- 27 • **(One of the ‘PS’ seems tired. His hands are on his head).**
- 28 • There is a practice on sound *„/s/“*.
- 29 • The „PS“ laugh. *(Is „/s/“ a funny sound)?*
- 30 • The next exercise is about sound discrimination.

- 1 • The „R/L“ encourages the „PS“. He says, “Bette, better.”
- 2 • The „R/L“ again and again tells the „PS“ to catch up with the cassette.
- 3 • Someone else is late again.
- 4 • The „R/L“ has nothing to say about her being late. (*Stress free action*). The late „PS“ enters
- 5 the class and greets with her friends (*Stress free*).
- 6 • The „R/L“ is drinking water. He takes his glasses out.
- 7 • The „R/L“ is walking. He is looking at the „PS“ to find out if there is someone who does
- 8 not repeat and cooperate.
- 9 • (*The „R/L“ is a leader*).
- 10 • The „PS“ try and try to catch up with the cassette.
- 11 • The next exercise is, „Writing down the missing words“.
- 12 • The „R/L“ is looking at the „PS“ to find if they are writing or not!
- 13 • “Go through the exercises again and again at home.” says the „R/L“.
- 14 • “If you learn how to pronounce, you will be able to read and write skillfully.” says the
- 15 „R/L“.
- 16 • The „R/L“ changes the cassette.
- 17 • “Any problem?” says the „R/L“.
- 18 • The „PS“ look at each other.
- 19 • “Close your books.” says the „R/L“.
- 20 • The „PS“ should listen and repeat.
- 21 • They are repeating silently.
- 22 • The „R/L“ says, “Louder, louder.” (**Body language; hands up**).
- 23 • The „R/L“ is smiling.
- 24 • The „PS“ are smiling while they raise their voice.
- 25 • The „R/L“ treads on one of the „PS“’s toes and immediately says, “Sorry.”
- 26 • “Now, listen to the cassette and answer the questions.” says the „R/L“.
- 27 • The „R/L“ is looking at the „PS“ carefully to find out who does not listen carefully.
- 28 • The „R/L“ sits. (*Maybe he is tired!*)
- 29 • This test is finished.
- 30 • “How many questions did you answer?” asks the „R/L“ of the „PS“.

- 1 • “5, 4, 6, 7, 12, 11, 3, nothing, 5, 3, 4, 5.” reply the „PS“.
- 2 • The „PS“ ask each other about the number of questions they have answered.
- 3 • “The first participant, read the first question.” says the „R/L“.
- 4 • All of the „PS“ answer the question chorally.
- 5 • “Who does agree with him? Hands up!” asks the „R/L“.
- 6 • “And who does not agree? Hands up!” Says the „R/L“
- 7 • Now, to get the right answer the „R/L“ plays the cassette.
- 8 • There is a vague word in the text; oh nobody knows the meaning!
- 9 • The „R/L“ is kidding. He is explaining a word in Farsi to make the story clear.
- 10 • Two of the „PS“ both at the top of the class are somehow active the „PS“ compare to the
- 11 other „PS“, they cooperate actively. They are two males.
- 12 • *(The „R/L“ is a leader in the class).*
- 13 • There is a tricky question, nobody could answer it.
- 14 • The „R/L“ is on the whiteboard to explain it.
- 15 • The „R/L“ plays the cassette again to make the answer clear.
- 16 • Now, there is a point. The „R/L“ is talking about it.
- 17 • It’s about the word „Park Court“ and the assimilation of sound „/k/“ in this word. And also,
- 18 about the separation of „/k/“ and „/ç/“.
- 19 • The „R/L“ is talking about the sound „/r/“ in English and in Farsi and the position of
- 20 tongue. Like „Hard“, „Better“.

21

22 **Time: 17:56**

- 23 • Now, the exercise is finished.
- 24 • “Close the books and listen to the cassette. Repeat after it.” says the „R/L“.
- 25 • The „R/L“ takes off his glasses and starts walking. He is serious, glasses in his hands.
- 26 • The „PS“ frown if they do not understand what they hear.
- 27 • The „PS“ are looking at the other „PS“ while they are listening to the cassette.
- 28 • “Now, open your books and read.” says the „R/L“.
- 29 • We see more and more correction of the errors as we go on.

- 1 • *(The „PS“s“ fet are relaxed. The class is stress free. The „PS“ are not anxious. There is*  
 2 *just one of the ‘PS’ who shakes his feet. It is not clear if he is really anxious)!*
- 3 • The „PS“ are reading. *(The „R/L“ encourages them with the word “Hum.” and “Yeah”.*  
 4 *He also shakes his head).*
- 5 • *(The „R/L“ is somehow tired! He likes to sit, but he stands up to see the other „PS“.*  
 6 *Walking is a distinguishing feature of his teaching. The „R/L“s“hands are in his pocket.*  
 7 *Perhaps, he knows that he is well dressed and likes to show this to the „PS“)*
- 8 • Correction of the errors is done by asking “.....or.....?” e.g.: The „PS“, “He come.”  
 9 The „R/L“, “come or comes?” *(Negotiating meaning).*
- 10 • The „R/L“ is in center of the classroom. He rotates.
- 11 • „PS“ asks whatever crosses his mind. He is an active learner. He listens to the „R/L“  
 12 carefully.
- 13 • *(Cooperation of the „PS“ and the „R/L“ is dear).*
- 14 • To learn the months of the year each of the „PS“ repeats them one after the other.
- 15 • All the „PS“ repeated them.
- 16 • Some of them are memorizing silently.
- 17 • *(The „R/L“ is tired. He is sitting and drinking water).*
- 18 • *(The „PS“ are tired too).*
- 19 • *(Although The „R/L“ is tired, he stands up to teach as much as he can).*
- 20 • The „PS“ should read a text in five minutes and talk about it. They look at the time.
- 21 • “Do not memorize the text. Comprehension is enough. Give me the gist of the text.” says  
 22 the „R/L“.
- 23 • The „PS“ are eager to learn the American and British pronunciations.
- 24 • The „PS“ start talking about the text and the „R/L“ is walking.
- 25 • The „R/L“ stops the first „PS“ and invites another one to continue the rest.
- 26 • The second one starts but after a minute he cannot continue, so the „R/L“ encourages him,  
 27 but he invites another one to continue. *(A psychological point; this means that the „R/L“*  
 28 *does not like the „PS“ to feel ashamed).*
- 29
- 30



1 **Time: 18:30**

- 2 • One of the „PS“s“ cassette fell on the floor. I took it and gave it to him. He said, “Thank  
3 you!” And not “Merci” or “Mamnun”. (*This shows the effectiveness of „Speaking“*  
4 *English in the classroom*). On the wall it is written, “Talk English.”
- 5 • (*The signs of tiredness in the „PS“: „Looking at the ceiling“, „Shaking their feet“,*  
6 *„Breathing loudly“, „Covering their eyes“*)
- 7 • The next step: The „R/L“ plays the cassette.
- 8 • Fill in the blanks.
- 9 • (*The „R/L“ is really tired. He is smiling*).

10 **20 minutes break**11  
12 **Reading**13 **Time: 19:21**

- 14 • The „R/L“ takes the „PS“s“ last session „Writings“ about the assigned topic.
- 15 • The assignments include: 12 sentences from the vocabulary of „504“, one composition  
16 about the topic of the book and another composition about the topic that the „R/L“ assigns.
- 17 • There is one new „PS“ in the „Reading“ class.
- 18 • Repetition of the vocabulary.
- 19 • Each of the „PS“ reads one sentence of „504“. After that there is a text that the „PS“ must  
20 read in 2 minutes and talk about it.
- 21 • “Close your books.” says the „R/L“.
- 22 • The „R/L“ is walking while the „PS“ are talking about the text.
- 23 • There are some local errors in grammar and pronunciation.
- 24 • (**The ‘R/L’ does not correct the local errors while the ‘PS’ are talking about the text,**  
25 ***because local errors do not cut the meaning of the text***).
- 26 • The „R/L“ stands in front of each of the „PS“ while s/he is talking about the text.
- 27 • (*The „R/L“ calls the „PS“ by their last names. What about intimacy?*)
- 28 • The „R/L“ is aware of time when he gives the „PS“ an exercise to answer.

29  
30  
31

1 **Time: 20:12**

- 2 • The „R/L“ is practicing „Word category/Part of speech“. He gives a word to each of the  
3 „PS“ and the „PS“ should give the „R/L“ the other categories/parts of speech of that word.

4 *(Cooperation of the „R/L“ and the „PS“).*

- 5 • “Memorize the vocabularies for the next session.” says the „R/L“.

- 6 • The „R/L“ gives the „PS“ a topic and invites them to write a composition of no less than  
7 200 words in 35 minutes. *(Of course, at home as part of their homework for the next*  
8 *session).*

9 **Start teaching grammar with ‘English Grammar in Use’.**

- 10 • *(Teaching grammar is deductive)*

- 11 • Before teaching grammar, the „R/L“ looks at the „PS“’s homework.

- 12 • The „PS“’s „Speaking“ is more and more while teaching grammar.

13

14 **Time: 20:41**

- 15 • The „R/L“ is talking when giving some examples about the grammar rules.

- 16 • The „PS“ write more and more.

- 17 • “Any question?” asks the „R/L“.

- 18 • Teaching the techniques of the reading comprehension

- 19 • *(Talking English while teaching „Grammar rules“ and „Reading techniques“ is somehow*  
20 *stressful, because some of the „PS“ may not understand the rules).*

- 21 • *(End of the class with a nice smile).*

22

23

24

25

26

27

28

29

30

31

1 **Field notes**  
 2 **By: Zahra Ashegh**  
 3 **Wednesday, 28/03/2007**  
 4 **Time: 17:00-21:30**

## 6 **Writing & Speaking**

### 7 **Writing**

8 **Time: 17:10**

- 9 • The „R/L“ explains the abbreviations. The „PS“ are thinking about them. They are  
 10 interesting for them. The „R/L“ gives the „PS“ a classroom assignment. The „PS“ must  
 11 write something like an autobiography. Of course, there are some techniques of „Writing“  
 12 that the „R/L“ should mention.
- 13 • The „PS“ are listening. The „R/L“ is walking. “Write it in A4 paper” says the „R/L“ to the  
 14 „PS“. Nobody has A4 paper. *(This is the problem for the „R/L“. He must tell them to*  
 15 *bring A4 papers every session).*
- 16 • Oh, the „R/L“ is giving the „PS“ A4 papers! The „PS“ are writing their biography. If there is  
 17 any problem in „Writing“, the „PS“ can ask the „R/L“. The „R/L“ is standing while the „PS“  
 18 are writing. The „R/L“ answers the question in English. „Writing“ is finished and the „R/L“  
 19 is collecting the papers. “Open Grammar in Use.” says the „R/L“. Each „PS“ should read  
 20 one sentence from the previous lesson. If there is any error it must be corrected  
 21 immediately. *(Audio lingual method)*
- 22 • There is also peer correction and group correction too. Teaching grammar is deductive.  
 23 The „R/L“ gives the rule and also some explanations for it. He uses body language to show  
 24 the example. He drops the pen to show that past tense is momentary. *(This reminds me of*  
 25 *TPR and also DM).*
- 26 • The „R/L“ starts talking about the „Techniques of Writing“ and the punctuations. The „PS“  
 27 are writing everything in detail. There are some questions about the „Writing techniques“.  
 28 *(The „R/L“s“voice has monotony).* There is a question from a „PS“. The „R/L“ answers the  
 29 question after saying, “Good question!” *(This means that there is no limitation in asking*  
 30 *question and the „R/L“ is eager to answer all kinds of questions).*

31

1 **Time: 18:05**

- 2 • Most of the „PS“s“ „Writing“ questions are about the number of words in „Introduction“,  
 3 „Main body“ and „Conclusion“. (*The „R/L“ has a very good habit; he asks, “any*  
 4 *question?” at the end of each part).*
- 5 • “Open IELTS 1.”, says the „R/L“. The „R/L“ explains the rules of the book and asks the  
 6 „PS“ to explain special terms of „Writing techniques“. For example, what does main body  
 7 mean? The „PS“ answer the questions. (*Body language is common while explaining*). The  
 8 „R/L“ gives the „PS“ 10 minutes to develop a composition about the given topic. They  
 9 should write just the introduction. (*The task is very hard for the „PS“ . We can see this*  
 10 *pressure on the face of the learners. And, the first step is always the hardest*).
- 11 • After writing the compositions each „PS“ reads his or her composition. We see peer and  
 12 group Correction. The „R/L“ asks all the „PS“ to think about the different compositions and  
 13 give their ideas. The „R/L“ takes the ideas by asking, “was it an introduction?” One of the  
 14 „PS“ has not understood the topic exactly and has written something else. And, what is  
 15 important is that the „R/L“ asks her to read the wrong topic.

16

17 **Time: 18:49**

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

24 **20 minutes Break**

25

26 **Speaking**

27 **Time: 19:21**

- 28 • The „R/L“ had given the „PS“ an assignment. They had to work on an interesting topic,  
 29 then go in front of the class and talk about it in 2 or 3 minutes. The first participant goes,  
 30 but cannot speak, he does not remember the information. It does not matter.

- 1 • The „R/L“ is tolerant, he is waiting, but nothing come out of the participant. “OK, sit  
2 down, the next one.”, says the „R/L“. The next „PS“ starts speaking. Oh..., there are some  
3 errors in the „Speaking“, but there is no correction, they are just local errors. They do not  
4 cut the comprehension.
- 5 • The „R/L“ is silent. *(The „Speaking“ class is the most interesting class among the other  
6 IELTS classes. Speaking about a determined topic is not much effective in „Speaking“  
7 class, because the „PS“ may memorize the information and not speaks naturally.  
8 However, speaking naturally means speaking in an unknown situation and taking help  
9 of the memory, there is not a fixed situation, there are number of situations in the world.  
10 The „PS“ should adopt themselves to the natural situations, situations are not all  
11 determined)!*

12  
13 **Time: 19:39**

- 14 • *(„Speaking“ is the most stressful skill in compare to the other skills).* One of the „PS“ is  
15 speaking. Although there are some errors in his speaking, the „R/L“ does not correct them.  
16 He shakes head to say, “Okay”.
- 17 • Most of the „PS“ look at the „R/L“ and not at the other learners while they are speaking!  
18 Topics are all interesting and comic. The „PS“ should speak not more than 2-3 minutes. All  
19 the „PS“ talked about their topic. Now, they should read a text. After reading the text the  
20 class changes to 3 groups of the „PS“. Each group has 5 members and each group should  
21 talk about the determined topic.
- 22 • The topic here is „Smoking“. *(In each group some of the „PS“ are „For“ and some other  
23 are „Against“ the smoking).*
- 24 • We see kidding in each group. All members are smiling and speaking in a stress free  
25 condition. They are not worry about their mistakes they are eager to deliver their ideas  
26 they are eager to speak. The „R/L“ is walking around the class .He is checking all the  
27 groups.
- 28 • We have no correction in this part of class. Every body is free to say whatever he/she likes.  
29 *(Real communication is clear now).*
- 30 • What is important in this part of the class is to pour ideas and to feel confident that you can  
31 speak. *(Humanistic view).*

1 **The participants' comments on this group work**

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

14

15 **The 'R/L's' comment:**

- 16 • It is not good to have limited number of members in each group, because in this case we
- 17 have limited number of ideas.
- 18 • 4 members in each group is suitable, we have equality too.
- 19 • Too much correction is not good.
- 20 • The „R/L“ plays the cassette. The „PS“ should repeat after the cassette.
- 21 • Volume of repetition is first low and then becomes high, the „PS“ laugh at the intonation of
- 22 the cassette and also the change of their volume.
- 23 • Correction is done when the „PS“ cannot repeat correctly. Now, we have a group of words,
- 24 everybody repeat all of them.

25

26 **Time: 21:10**

27 There are another group of words again. The cassette is off now. Each of the „PS“ repeats just

28 one word of the later group of words. “Practice this words at home.” says the „R/L“.

29 **The end of the class.**

30

31

1 **Field notes**  
 2 **By: Sara Najmabadi**  
 3 **Friday, 30/03/2007**  
 4 **Time: 09:00-13:30**

## 6 **Listening and Reading**

### 7 **Listening**

8 *N.B.: In this text „RL“ refers to „Researcher/Lecturer“, „P“ refers to „Participant“, „PS“*  
 9 *refers to „All the participants“, „B“ refers to „Some of the participants“ and „Q“ refers to*  
 10 *„Question“.*

11 *The class starts with „Listening“ and „Test Analysis“. Before the process begins the „R/L“*  
 12 *gives some instructions like the one below:*

### 14 **Listening Test Analysis: (Phase one)**

#### 15 **How to listen:**

- 16 • The „R/L“: “Sometimes, questions and answers (in a listening test) may not be in order.  
 17 Some answers may appear before the question is asked. So, you may have to track and  
 18 trace the whole conversation. For example, question No. 2 may be answered after question  
 19 No. 6.”
- 20 • The „PS“ open their books and the „R/L“ plays the cassette.
- 21 • Whenever the conversation reaches to a particular part (which may need discussions or  
 22 instructions) „R/L“ stops the cassette and asks questions or gives instructions. When a  
 23 question is asked most of the participants remain silent and only few participants give  
 24 comments. The same process is repeated.
- 25 • The „R/L“ plays the cassette.
- 26 • The „PS“ listen and look at their books. The cassette is paused. Questions are asked and  
 27 answers are discussed. Some „Ps“ take notes. When a new concept is introduced, the „R/L“  
 28 uses „realia“ (such as; students“ bags and hand bags and briefcases to teach the new  
 29 vocabulary) to clarify the meaning. Meanwhile, two of the „Ps“ are appointed for the next  
 30 session to give a 5-minute lecture each.
- 31 • The „R/L“ uses direct error-correction for wrong pronunciations.

- 1 • Again the cassette is played and paused.
- 2 • The „R/L“ walks around the classroom, gives comments, instructions, and clarifies any
- 3 possibly ambiguous parts.
- 4 • Again a question is asked and many participants remain silent.
- 5 • Listening Test Analysis goes on and the „PS“ are asked to say how many questions they
- 6 have answered correctly so far.
- 7 • Again the cassette is played and paused and the „R/L“ gives instructions and explains why
- 8 some „Ps“ can get the mark but some others can“t.
- 9 • When a vague question is popped by a „P“, the „R/L“ approaches him/her to see what
- 10 exactly is asked. Then, proper answer or instruction is given.
- 11 • The class goes on with the same pattern until the test analysis is finished.

12

### 13 **6 Main steps of ‘Test Analysis’:**

- 14 1. Instructions are given.
- 15 2. Cassette is played and the „PS“ listen and look at their books.
- 16 3. Cassette is paused and „Qs“ are asked.
- 17 4. Answers are suggested.
- 18 5. Errors are corrected and the best answer is identified.
- 19 6. Instructions are given.

20

### 21 **Listening: (Phase two)**

- 22 • The second phase is listening. After the „R/L“s“ instructions, the „PS“ listen to the cassette
- 23 and answer to the „Qs“ in „400 IELTS Based Listening Questions“ (test No. 3).
- 24 • The „Ps“ listen to the cassette tracing the lines with their pencil tips. Some take notes.
- 25 • When the conversation is completely finished, the „R/L“ stops the cassette and asks
- 26 questions. „Ps“ are appointed and called to answer the questions. When a few questions are
- 27 asked, answered and discussed, the „PS“ are asked to say how many right answers they
- 28 have had so far.
- 29 • Again question asking starts until all questions are answered and discussed.
- 30 • Finally, „PS“ are asked to say the number of their correct answers they have had in the end.

31



## 6 Main steps of 'Listening'

1. Instructions are given.
2. Cassette is played once from the beginning of the conversation to the end without any pause.
3. Cassette is stopped and „Qs“ are asked.
4. Some of the „PS“ are appointed to answer.
5. Answers are given and discussed.
6. Instructions are given

### Listening: (Phase three)

- The „R/L“ asks the „PS“ to talk about the „Listening“.
- The „R/L“ calls the „PS“ to talk.
- Some „Ps“ use their hands when talking. „Ps“ make use of their gestures. „Ps“ avoid „R/L“s“ eyes. „Ps“ stare at the floor and then look up into the „R/L“s“ eyes.
- The „R/L“ keeps calling „PS“ and they start from where the previous „P“ has finished.
- A participant can't remember so her turn is passed to another participant.
- The process goes on until the whole „Listening“ is orally reviewed.

### 3 Main steps of talking about the 'Listening' practices

1. Listening is done.
2. Some „Ps“ are appointed to talk about the „Listening“.
3. The appointed „P“ continues the previous „P“ from where they were stopped.

### Reading 'Listening' transcripts

- Each „P“ reads one sentence from the „Listening“ script.
- The conversation goes on as the „PS“ take turn reading the sentences.
- Some „Ps“ try to show the tone by stresses on words, some other simply read the sentences without any change of tone.
- Pronunciations are corrected by direct error-correction.
- New words and pronunciations are discussed and the participants“ questions are answered.

1 **4 Main steps of reading 'Listening Scripts'**

- 2 1. Listening is done.  
 3 2. The „PS“ go through speaking about the „Listening“.  
 4 3. The „PS“ read the sentences of the script in turn. (Each „P“ reads only one sentence.)  
 5 4. New words and pronunciations are corrected and discussed.

6

7 **Pronunciation:**

- 8 • The „PS“ open their „English Pronunciation in Use“.  
 9 • The „R/L“ plays the tape.  
 10 • The „PS“ repeat.  
 11 • Some „Ps“ hold their books up in front of their faces.  
 12 • Some „Ps“ follow the cassette by their pencil tips on the lines.  
 13 • The „R/L“ asks the „PS“ to repeat the sentences, but the „PS“ cannot catch up with the  
 14 cassette.  
 15 • Two or three words are barely heard every now and then.

16

17 **2 Main steps of 'Pronunciation Practice':**

- 18 1. Tape is played without pause.  
 19 2. The „PS“ repeat.

20

21 **Reading**

- 22 • The „PS“ are exposed to a written text and are given a limited time to read it.  
 23 • Instructions are given.  
 24 • A discussion on the best way of beginning a „Reading“ heats up between The „R/L“ and  
 25 some of the „PS“ until they come to a conclusion.  
 26 • The „PS“ start reading the first paragraph.  
 27 • Some „Ps“ trace the lines by their pencil tips.  
 28 • When time is up the „R/L“ calls the „PS“ to explain what they have understood from  
 29 „paragraph A“. Then, „PS“ discuss the answers.  
 30 • The „R/L“ gives instructions. Then, they are given 5 minutes to choose the best headline  
 31 for the paragraph.

- 1 • The suggested headlines are discussed and the best one is chosen.
- 2 • The „PS“ start to read the „second paragraph“.
- 3 • Time is up and „PS“ are asked to talk about „paragraph B“.
- 4 • Different comments are given and answers are discussed.
- 5 • Some „Ps“ check up their dictionaries.
- 6 • Headlines are suggested and the most appropriate one is chosen.
- 7 • The „PS“ start to read „paragraph C“. The same pattern as „Paragraph A and B“ goes on
- 8 until the whole text is read, discussed and headlines are chosen.

### 8 Main steps of ‘Reading’

- 11 1. Instructions are given.
- 12 2. The „PS“ read the text paragraph by paragraph.
- 13 3. At the end of the time limit, the paragraph and the main message are discussed.
- 14 4. Headlines are suggested.
- 15 5. Suggested headlines are discussed.
- 16 6. Evidences are found.
- 17 7. The most appropriate headline is identified.
- 18 8. Further instructions are given
- 19 9. Homework is collected.

### 21 **Developing Reading Skills**

- 22 • The „R/L“ asks the „PS“ to open their „Developing Reading Skill“ books, and they are
- 23 given 5 minutes to read an article (ORDINARY ASPIRIN IS TRULY A WONDERFUL
- 24 DRUG).
- 25 • The „R/L“ walks around the classroom and observes the „PS“ while they are busy reading
- 26 the
- 27 article.
- 28 • Some „Ps“ check up their dictionaries.
- 29 • When time is up, the „R/L“ asks several „Qs“ according to the article and calls the „PS“ to
- 30 answer the „Qs“.
- 31 • New words are discussed.

- 1 • Some „Ps“ jot down the „R/L“s“ explanations half in English, half in Farsi.

2

3

### 3 Main Steps of Reading

4 1. Students are exposed to an article and are given a limited time to read it.

5 2. When the time is up, the „R/L“ asks „Qs“ of all kinds, which resemble the typical questions  
6 in the IELTS Exam. (e.g.; T/F, Yes/No, etc.)

7 3. „PS“ answer the „Qs“ and discuss.

8

#### 9 Vocabulary:

10 • The „PS“ start to read „504 Absolutely Essential Words“.

11 • They take turn to read the new words, definitions, and examples.

12 • Then, they are given 5 minutes to read the example text containing the new words.

13 • Then, the „R/L“ asks of the „PS“ to talk about the text.

14 • The „R/L“ calls the „PS“ and they start from where the previous participant has finished.

15 • The „PS“ continue until the whole text is reviewed.

16 • The same process is done from the beginning, so that the text is orally reviewed twice.

17

#### 18 Main steps of ‘Vocabulary Learning’:

19 1. New words, definitions, and examples are read by the „PS“.

20 2. The „PS“ are given time to read the example text.

21 3. The example text is orally reviewed. Next session“s homework is assigned.

#### 22 End of the session.

23

24

25

26

27

28

29

30

31

1 **Field notes**  
 2 **By: Zahra Ashegh**  
 3 **Friday, 30 /03/2007**  
 4 **Time: 09:00-13:30**

5

6

## **Listening and Reading**

7

### **Listening**

8 The „R/L“ has changed his dressing. Teaching starts with „Pronunciation“. He pronounces one  
 9 sentence in different intonations to show that intonation may change the meaning of the  
 10 sentence. (e.g.: I“ll see you. I“ll see you?)

11

### **Test analysis:**

- 13 • Test analysis is done in the class.
- 14 • The „R/L“: You must pay attention to drawings and pictures, signs and points. Now,  
 15 what“s your task 1? You have a stem plus some choices, 3, 4, 5, or may be 6 choices. Open  
 16 IELTS 1.
- 17 • Cassette is on.
- 18 • Answer the questions.
- 19 • Cassette off.
- 20 • The „R/L“ gives some information about how to do the test of „Listening“.
- 21 • Cassette is on again.
- 22 • „Listening“ has 4 sections and each section has 8 to 10 or 11 questions. You have 10  
 23 minutes  
 24 time.
- 25 • The „PS“ must transfer the information from their booklet to their note-books to have a  
 26 good concentration.
- 27 • Cassette is on now.
- 28 • There is a telephone conversation.
- 29 • The „R/L“ is talking about the „M.C.Q.s“ of IELTS and TOFEL (IELTS questions Cassette  
 30 is off.

- 1 • The „R/L“ starts talking about the differences between telephone and normal  
2 conversations.
- 3 • „P5“ says, “The quality of voice is better in normal conversation in compare to the phone  
4 conversation.”
- 5 • The „R/L“, “Very good.”
- 6 • Cassette is on.
- 7 • There are some „M.C.Q.s“. The „PS“ must listen to the cassette and answer the „M.C.Q.s“
- 8 • Cassette is off.
- 9 • IELTS questions are „M.C.Q.s“ in the face but they are more than it. Content is very  
10 important in the. Context is important .TOFEL questions relate to 10 or 15 years ago  
11 .IELTS are new.
- 12
- 13 **This is a warm up**
- 14 • The topic is about, „A stolen briefcase“.
- 15 • The „R/L“ is talking about the differences between „Handbag“, „Wallet“, „Purse, „Suitcase“  
16 and „Briefcase“. He is showing each of them to the „PS“.
- 17 • The „PS“ are interacting with the „R/L“ and also with each other. They are showing their  
18 suitcases and wallets.
- 19 • “Wallet is for men and purse is for women. Of course, nowadays, women do what men  
20 do.” The „R/L“ says. (*He is kidding*).
- 21 • The „R/L“ is talking about the techniques of answering „Listening“ questions; such  
22 questions are multi purposes .They may include synonyms, psychology, social matters and  
23 also syntax knowledge.
- 24 • „P5“ is looking at the „R/L“’s“ dressing. (*As I said the „R/L“ has changed his dressing*).
- 25 • The „R/L“ is walking and walking.
- 26 • He is talking about the tricky questions. He says that the question is testing the „PS“’s“  
27 knowledge about the word „Soft“ and „Hard“ handbags indirectly.
- 28 • After listening to the cassette and answering the questions, the „R/L“ asks the number of  
29 questions every body has answered.
- 30 • The class is fresh today because the time of starting the class is in the morning. The „PS“  
31 are not tired.

- 1 • Everybody is smiling.
- 2 • The „R/L“s“ hands are in his pocket.
- 3 • The „R/L“ turns the cassette on and off after each question. (*This is the most common*
- 4 *pattern in „Listening“ classes).*
- 5 • (*Why the „R/L“s“ dressing does not have any contrast*)?!
- 6 • “How many of you have answered this question?” asks the „R/L“.
- 7 • The „R/L“ is taking a look at the participants“ booklets.
- 8 • “You“ll get the mark.”, “You will not.”, “You may get the mark.” The „R/L“ says to
- 9 different „PS“.
- 10 • Some of you answered the questions right but you may not get the mark. Do you know
- 11 why?
- 12 • The „PS“ are looking at the „R/L“, they have answered the questions correctly but they will
- 13 not get the mark! “You did not use the suitable punctuations.” says the „R/L“ (He talks
- 14 about „Punctuations“ such as; „Full stop“, „Comma“, „Colon“, etc.
- 15 • The „R/L“ approaches the „PS“ to check the answers.
- 16 • “All of you answered this question wrongly except for one.” says the „R/L“.
- 17 • “Who is he?” asks „P5“. The „R/L“ continues. He does not answer „P5“s“ question.
- 18 • (*The „R/L“ is very active in this class*). The participants“ answers to the easy questions are
- 19 all correct.
- 20 • There is a problem with the signs of „Pound“, „Dollar“, etc.
- 21 • „P3“ is biting her lips. She had a problem and now she is listening to the „R/L“s“ answer to
- 22 her question. (*The question is about „Spelling“*). She asked about the spelling of the words
- 23 that may have for example an „E“ at the end.
- 24 • „P9“ asks a question about the place of „Pound“ or „Dollar“ marks.
- 25 • “Test analysis is enough.” says the „R/L“.
- 26 • The „R/L“ changes the cassette. (**400 Listening IELTS questions**).
- 27 • The „PS“ are speaking with each other while the „R/L“ is changing the cassette.
- 28 • “Answer the questions in 10 minutes.” says the „R/L“.
- 29
- 30

1 **Time: 10:04**

- 2 • There is an intermediate question.
- 3 • The number of questions each student has answered: 5, 4, 7, 7, 5, 2, 8, 10, 0, 1, 8, 1, 3, 5,
- 4 3.
- 5 • Now, there is a discussion about the word „Asparagus“.
- 6 • Some of the „PS“ do not know even the Farsi meaning of this word.
- 7 • The „R/L“ asks in a comic voice if any woman in the class cooks asparagus (*He is*
- 8 *kidding*).
- 9 • The „R/L“ asks the „PS“ to find the strange words in the text.
- 10 • The „PS“ laugh at the strange words with strange pronunciations.
- 11 • (*„P13“ doesn’t cooperate in the „Listening“ class. He is an „Introvert“ student. He is*
- 12 *somehow forgotten by the „R/L“. He will be an isolated student. „P5“ on the other hand is*
- 13 *an „Extrovert“ student. „P9“ cooperates well. He has a good accent with a good self*
- 14 *confidence. Aggression is clear in his attitude*).

15

16 **Time: 10:18**

- 17 • “Any more questions?” asks the „R/L“.
- 18 • The next text is, „Having a meal in a restaurant“. (*Situational syllabus*)
- 19 • The „PS“ should read the text carefully.
- 20 • The „R/L“ is standing up.
- 21 • “Read the lesson completely up to the end of the text.” says the „R/L“. “Now, close your
- 22 books.” he says.
- 23 • „P4“ should explain the text. Her accent is not bad. „P11“ should continue the rest. He has
- 24 good information about the story.
- 25 • The „R/L“ thanks each student after he/she explains the text.
- 26 • „P1“ knows the story but she speaks softly and slowly.
- 27 • (*None of the „PS“ mock at one another errors, because they are all almost at the same*
- 28 *level of knowledge and pronunciation. Of course, mocking at each other is not common*
- 29 *in adults*).

30

31



- 1 **Time: 10:29**
- 2 • „P12“ is continuing the rest of the text.
- 3 • Now, „P5“ is speaking. (*His accent is not bad. He tries and tries to speak correctly. This*
- 4 *is clear*).
- 5 • „P10“ starts speaking. (*Her information is not bad. Her accent is not good. I think it is*
- 6 *not her fault. Her performance is problematic because of her dental problem*).
- 7 • The last one is „P13“: (*The „R/L“ should ask him to speak at the beginning, not at the*
- 8 *end. The „R/L“ should pay attention to the introvert „PS“ more than the other „PS“. „P13“*
- 9 *is not good at speaking*).
- 10 • Half of the time has passed but nobody is tired. (*Effectiveness of the A.M. classes in*
- 11 *compare to the P.M. classes*)
- 12 • „P2“ has a Farsi accent of English, which is usually considered as „Fenglish“ or „Penglish“!
- 13 • „P3“ has a lot of body language. (Usually hands up) while speaking or explaining a text.
- 14 • „P8“ is speaking now. His accent is acceptable and his knowledge about the text is good.
- 15 • If there is any error in somebody’s speaking, correction will be done by The „R/L“ usually
- 16 • ***Just global errors are corrected.***
- 17 • Each participant should read just one sentence from the spoken text. ***The „R/L“s aim is to***
- 18 ***check the pronunciations and intonations.***
- 19 • “Continue up to the end of the lesson 2.” says the „R/L“.
- 20 • Every body is reading his or her part silently before reading it loudly in the class. The „PS“
- 21 do this to make sure about their pronunciations before reading aloud
- 22 • There is a problem. “VAT does stand for what?” asks one of the „PS“. The „R/L“ corrects
- 23 the sentence in this way: “For what does VAT stand?”
- 24 • The „R/L“ starts teaching some points about pronunciation; He asks each of the „PS“ to
- 25 pronounce the word „Desert“.
- 26 • All of them do that in different ways.
- 27 • At the end, The „R/L“ asks, “So, how should we pronounce it and why?”
- 28 • The answers;
- 29 A)“P5“: It depends on the spelling.
- 30 B)“P12“: It depends on the meaning and the part of speech.

- 1 C) „P4“:It depends on the meaning of the text.
- 2 • The „R/L“ starts talking about the word „Desert“ and the way of its writing and also the
- 3 part of speech and the effect of them on the word’s spelling and pronunciation.
- 4 • Most of the „PS“ are interested in pronunciation.
- 5 • “Open English Pronunciation in Use” says the „R/L“.

6

7 **Time: 10:57**

- 8 • The „R/L“ plays the cassette.
- 9 • The „PS“ are repeating after that.
- 10 • A student is tired.
- 11 • *(All the „PS“ are adults but they are learning like a child .They pay attention to the „R/L“*
- 12 *and listen to him. They have a childish attitude. Infantilization and spontaneity is clear*
- 13 *in the „PS“. It is like „Suggestopedia“)* “Any question?” asks the „R/L“.
- 14 • “That’s enough, enjoy your break.” says the „R/L“.

15 **20 minutes break**

16

17 **Reading**18 **Time: 11:26 A.M.**

- 19 • The „PS“ should read the text and answer the questions.
- 20 • They should find the subject and also the gist of the matter.
- 21 • The topic is „Tourism“. The „R/L“ is talking about the „PS“s“ „Background knowledge“
- 22 about the topic. He says that the „Background knowledge“ about the „Reading“ texts is
- 23 very important.
- 24 • *(The „R/L“ has a good facial expression. He can change his mood immediately).*
- 25 • The „R/L“ explains some points about the reading techniques.
- 26 • The „PS“ are jotting them down.
- 27 • “What dose N.B. mean?” asks the „R/L“.
- 28 • Some of the „PS“ can answer by chance .At last, the „R/L“ says, “It means; „very
- 29 important“.”
- 30 • The „R/L“ sits in „Reading Classes“, usually.

- 1 • „Reading“ has its own techniques in each part.
- 2 • The „R/L“ asks the „PS“ to talk about „How each part of „Reading“ should be answered.“
- 3 ***(This means that the „R/L“ likes the „PS“ to pour out their idea about their learning. The***
- 4 ***„R/L“ respects the „PS“’s ideas. This is a sign of „Humanistic approach“)***
- 5 • The „PS“ are thinking about the techniques by which they can answer different types of
- 6 „Reading“ questions.
- 7 • “You have one minute to read the first paragraph and give me the gist of the text and the
- 8 main topic.” says the „R/L“.
- 9 • Teaching is reading the paragraph too.
- 10 • The „PS“ do not know the techniques of answering these kinds of questions. So, they read
- 11 the whole paragraph word by word. ***(They do not know the technique of skimming yet!)***
- 12 • After reading the text and answering the first question, The „R/L“ asks the reason of
- 13 selecting each choice.
- 14 • Each „PS“ should have an acceptable reason for choosing a choice.
- 15 • The „R/L“ is still sitting.
- 16 • Using wrong signs e.g. „A“ instead of „I“ are the most common mistakes.
- 17 • The „R/L“ is looking at his watch.
- 18 • ***(The „R/L“ is a leader).***
- 19 • ***(When there are a man and a woman, usually the woman and her husband share just***
- 20 ***one book. This may decrease the quality of the learning. The „R/L“ should ask them to***
- 21 ***buy two books and not to share one book)***
- 22 • If one of the „PS“ speaks in Farsi the „R/L“ answers him or her in English, this means
- 23 „Talk English“. This is done in a serious manner.
- 24 • ***(I think, „P13“ is not at the level of participating in IELTS classes. He needs pre IELTS***
- 25 ***classes. He cannot understand some of the words and sentences).***
- 26 • If there are any complicated words, the „R/L“ explains them.
- 27 • At the beginning, the „PS“ cannot trust in using techniques. They believe in reading the
- 28 whole text word by word, but after some practices they believe that they can answer the
- 29 questions by just applying the techniques.
- 30
- 31

1 **Time: 12:09**

- 2 • The „PS“ read the text paragraph by paragraph. They talk about each paragraph. Then, they  
3 answer the „R/L“s“ questions.
- 4 • The „R/L“ talks about the „Cultural“ aspects of the foreign countries and also interactions.
- 5 • The „PS“ start answering the booklet“s questions.
- 6 • After answering each of the booklet“s questions, the „R/L“ asks each of the „PS“ what his  
7 /her answer is. *(This is a good psychological point because the „PS“ answer the questions  
8 and they know that their answers will be delivered by the „R/L“)*
- 9

10 **Time: 12:28**

- 11 • “I know that this is a difficult task, but life is difficult, and you should challenge!” says the  
12 „R/L“.
- 13 • “Open your „Developing Reading Skill“ book.” says the „R/L“.
- 14 • You have 5 minutes to read it silently.
- 15 • The topic is, „Ordinary Aspirin is truly wonderful drug“.
- 16 • „P10“and „P11“are reading another text from another book. The „R/L“ talks to them. They  
17 change their book. *(If they had two books instead of one, the probability of reading the  
18 wrong text would be 50%. Because, one of them would read the right text. But, now that  
19 they have just one book they decide on one decision).*
- 20 • “Close the books.” says the „R/L“.
- 21 • „P13“ should answer the „R/L“s“ questions.
- 22

23 **Time: 12:53**

- 24 • After asking some questions by the „R/L“, he starts working on „Word category“. He gives  
25 a word to each of the „PS“, who should give the possible categories of that word.
- 26 • “Open 504.” says the „R/L“.
- 27 • Now, each of the „PS“ should read a sentence of the text. Correction will be done.
- 28 • “Now, read the list of vocabularies.” Says the „R/L“.
- 29 • For the next session everybody should write his or her biography.
- 30
- 31

1 **Time: 13:10**

- 2 • “Read the text from 504.” says the „R/L“.
- 3 • „P10“ feels cold she cannot read the text. She is tired too. She says silently, “I cannot
- 4 understand.”
- 5 • After asking of some of the „PS“ to explain the text, the „R/L“ asks of „P9“ to talk about the
- 6 text.
- 7 • Oh... he has read another text, but he has a good self confidence. He is ready to explain
- 8 the text .He has listened to the previous „PS“ and has a little information. He starts
- 9 speaking.
- 10 • “Don’t forget to write next 12 sentences from „504“.” says the „R/L“.

11 **The end of the class.**

12

13 **Field notes**

14 **By: Sara Najmabadi**

15 **Sunday, 01/04/2007**

16 **Time: 09:00-13:30**

17

## 18 **Writing& Speaking**

### 19 **Writing**

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

- 21 • The class starts with a question asked by „P7“, “What is indentation?” The „R/L“ uses the
- 22 whiteboard to exemplify and clarify the old-fashioned type of indentation and the new one.
- 23 The „PS“ take notes and copy the examples. Then the „R/L“ explains why the old-
- 24 fashioned one is not used anymore.
- 25 • The „R/L“ asks what hyphenization is. The „PS“ think for a few seconds then „P12“ tries to
- 26 answer.
- 27 • „P15“ takes notes in Farsi.
- 28 • The „R/L“ explains the differences which can be made by a simple space in the middle of
- 29 words, separating the syllables.
- 30 • The „PS“ take notes.

- 1 • „P1“ jots down the explanations in English.

2

3 **English Grammar in Use**

- 4 • The „PS“ open their books at unit 3. Each „P“ reads one previously done exercise. Then the  
5 answers which sound debatable are discussed. Answering and checking the exercises go  
6 on and the „PS“ take turns to read.

- 7 • The „R/L“ checks pronunciations and corrects the „PS“'s errors.

- 8 • The „R/L“ asks questions to see if the „PS“ have learned the grammar.

- 9 • The „R/L“ tells the „PS“ not to copy the answers given at the end of the book.

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

- 12 • The „R/L“ starts to teach new grammar. He writes examples on the whiteboard. Then, he  
13 explains the usages of „The past continuous tense“ one by one in numbers.

- 14 • The „PS“ write down word by word as he goes on. All the „PS“ write except for „P2“.

- 15 • „P3“ asks a question about a new word and the „R/L“ answers.

- 16 • „P2“ starts to write down the explanations.

- 17 • The „R/L“ gives some instructions then writes 2 sentences on the whiteboard to compare.

18 See below:

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

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

- 21 • The „PS“ copy.

- 22 • The „R/L“ asks them what the difference between the sentences is.

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

- 30 • The „R/L“ goes on step by step and explains as far as is required to make sure the „PS“ can  
31 touch the concept. And finally, the class comes to the searched-for conclusion: „While“ vs.

1 „When“: „While“ shows a matter of contrast, as well as time and is used to make  
2 complaints, but „When“ only represents the time.

- 3 • „P15“ still takes notes in Farsi.
- 4 • 4 units from the book are assigned for homework.
- 5 • Some units are to be done, while, the grammar is not taught yet.

6

### 7 **Academic Writing Course:**

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

- 1 • Time is up and the „R/L“ collects the „Writings“.
- 2 • And then, it’s **break time**.

3

4

5

### Speaking

6 **Time: 11:20-13:20**

- 7 • The „PS“ should give a short lecture about any topic they like.
- 8 • The first „P“ to give lecture is „P13“. He speaks about his hometown, at times using his
- 9 mother tongue in between English sentences as well. The „R/L“ doesn’t correct his
- 10 mistakes and just keeps listening, while „Ps“ write and others listen.
- 11 • Then it’s „P10“’s turn to talk. She uses her hands while talking. „P2“ careless of what she’s
- 12 saying is preparing his notes. He has translated the words into Farsi. „P15“ is reviewing her
- 13 notes. She’s written the meaning of the words on top of them in Farsi.
- 14 • Then it’s „P5“’s turn. He talks about „Solar Power System“ and uses the whiteboard to
- 15 clarify.
- 16 • Then „P9“ delivers his lecture which is about the „Detained UK“’s Navy Soldiers“ (who
- 17 were arrested in the Persian Gulf some days before). He either looks at the „R/L“ or at his
- 18 notes. He also uses the whiteboard to show the exact place where they were spotted. The
- 19 „R/L“ still keeps listening and doesn’t interrupt to correct the „PS“.
- 20 • „P4“ speaks about „Friends and the importance of friends in everybody’s life“.
- 21 • „P12“ has chosen to speak about „The sightseeing places in Mashad“.
- 22 • „P6“ talks about „Mass Media“. Unlike other „Ps“ he doesn’t take his notes with him, and
- 23 speaks without getting help from his notes.
- 24 **(Then, the ‘R/L’ starts to give instructions on ‘How to give a lecture’. He reminds the**
- 25 **‘PS’ that the purpose of the task is to give the ‘PS’ an opportunity to talk freely about**
- 26 **any topic they find interesting. He emphasizes that correction is not important, and that**
- 27 **he is trying to give the ‘PS’ a chance to talk without being interrupted, so that they do**
- 28 **not get tense. Then, he talks about ‘Eye Contact’. He asks the ‘PS’ to look into their**
- 29 **friends’ eyes while talking, and also avoid staring at one ‘P’ or at their notes, etc. *These***
- 30 ***instructions could be counted as part of academic literacy development***).

- 31 • The „PS“ take notes.



- 1 • Then, „P15“ starts to talk about „Dolphins and Tuna Fish“. She kind of avoid eye contact
- 2 with other „PS“.
- 3 • „P2“s topic is „Yalda Night“.
- 4 • „P8“ talks about „Salt“.
- 5 • „P14“ speaks about „The History of Jeans“, crossing his arms all the while he“s talking.
- 6 • „P3“ makes eye contact with other „PS“ and uses her hand while talking about „Yazd“. The
- 7 „R/L“ starts to correct her grammar, vocabulary and pronunciation.
- 8 • „P12“, making eye contact and using his hands and gesture, speaks about „Computer
- 9 Network“.
- 10 • „P1“ starts her lecture with an introductory phrase: „I want to talk about TV“. She makes
- 11 eye contact with „PS“, but puts her hands on her back all the while she“s talking.
- 12 • The rest of the „PS“ who haven“t given lectures are appointed to be the firsts to speak in
- 13 the next session.
- 14 • The R/L writes a topic on the whiteboard about which the „PS“ have to speak on the spot.
- 15 The topic is: **‘Explain the Education System of your country’**
- 16 • The „PS“ one by one are called to talk, and they all give almost the same explanations,
- 17 with slightly different wordings and structures, though „Ps“ talk about the problems of the
- 18 system and not the system itself.

19

### 20 **Pair Work Practice:**

- 21 • Question and Answer Practice.
- 22 • The „PS“ in pairs ask questions using their books and answer to each other.
- 23 • The „R/L“ walks around and checks the „PS“.

24

### 25 **Reading and Speaking:**

- 26 • The „PS“ open the book named, „For and Against“.
- 27 • The article title is “Television Is Doing Irreparable Harm”.
- 28 • The „PS“ are given a limited time to read the article.
- 29 • „P3“ has highlighted some sentences.
- 30 • „P15“ underlines new words.

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

3

4

### Big Group Discussion

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

8

**End of the Session.**

9

10 **Field notes**

11 **By: Zahra Ashegh**

12 **Friday, 06/04/2007**

13 **Time: 09:00-13:30**

14

15

## Listening and Reading

16

### Listening

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

20

- 21 • Hello, are you okay with the weather? (*Whole language/humanistic. Cognitive and*  
 22 *affective*). (There were some critics about the weather in the last session).  
 23 • The „R/L“ has changed his dressing (without any contrast).  
 24 • Some of the „PS“ are absent.  
 25 • The „R/L“ is waiting for the „PS“. He does not start the class without the other „PS“.  
 26 • 5 minutes passed and all the „PS“s are present now.  
 27 • “Do you have a cassette?” asks the „R/L“ of one of the „PS“.  
 28 • “No, we all have CDs.”, answer „P4“ and „P5“.  
 29 • The „R/L“ has his own cassette. He is playing it.  
 30 • “Open English Pronunciation in Use.” says the „R/L“. “Page 23.”

- 1 • The cassette is on.
- 2 • The „PS“ repeat after the cassette. (*The „PS“ should first listen to the cassette to learn the*
- 3 *correct pronunciation to prevent fossilization*).
- 4 • The „R/L“ comes near the „PS“.
- 5 • After listening to the cassette, one of the „PS“ starts reading the list of the words. Exercises
- 6 show the sounds /e/ and /I/. (*Sound discrimination and recognition*).
- 7 • One of the „PS“ is reading the list. Other „PS“ are repeating the list silently. They are
- 8 preparing themselves. They should read one after the other.
- 9 • (*We can see that most of the „PS“ have developed in pronunciation after may be 9*
- 10 *sessions. They all can pronounce the sound /r/ in the right way. Their tongues are in the*
- 11 *right position. They also know that they should not pronounce /r/ in some of the words.*
- 12 *(They can apply the rules of pronunciation). (Literacy development in „Speaking“).*
- 13 • The „R/L“ corrects the participants“ errors in pronunciations if there is any.
- 14 • The cassette is on again. The next part is playing.
- 15 • “Catch up,” says the „R/L“.
- 16 • The „PS“ should control their speed they should catch up with the cassette. (*They are*
- 17 *successful in compare to the last sessions*). (Sign of literacy development).
- 18 • The „PS“ laugh at the voice and intonation of the cassette. They compare it with their own
- 19 voices and accents.
- 20 • The cassette is on.
- 21 • The „PS“ repeat after the cassette word by word.
- 22 • The cassette, “/v/, /f/, /p/”
- 23 • The „PS“ repeat.
- 24 • The „R/L“ is explaining the differences between the sounds.
- 25 • (*Teaching is academic now*). The „R/L“ is talking about the position of the tongue, lips
- 26 and teeth.
- 27 • (*The „R/L“ is active*).
- 28 • There are some questions about pronunciation.
- 29 • The „R/L“ explains on the whiteboard.
- 30 • The „R/L“ is talking about sound characteristics. (*Academic teaching*), (*Length, etc.*)

- 1 • “Open 400 IELTS Listening questions.” says the „R/L“.
- 2 • “You have 2 minutes to take a look at „unit 4“.” Says the „R/L“. **(The ‘PS’ must read the**
- 3 **questions to have some information about what they should answer).**
- 4 • “Listen to the cassette and fill in the blanks.” Says the „R/L“. **(partial dictation)**
- 5 • The cassette is on.
- 6 • The „PS“ are filling the blanks.
- 7 • The cassette is off.
- 8 • The „R/L“, “Count your answers.”
- 9 • One of the „PS“ starts reading the first question and the answer.
- 10 • Now, the cassette is on to check the answers.
- 11 • The „R/L“ is sitting.
- 12 • He stands up to teach the rule of „S“ and the different meanings it can cause.
- 13 • Terms „Metro“, „Subway“ and „Tube“ are elaborated upon by the „R/L“. He also mentions
- 14 the American and British varieties of the words. **(Also etymology of words).**
- 15 • Then, the „R/L“ starts talking about two words „this lot“ and „the slot“. He says that the
- 16 „PS“ may have problems in distinguishing between these two words while listening. **(This**
- 17 **is slip of the ear).**
- 18 • One of the „PS“ says that the voice of the cassette is not clear.
- 19 • The „R/L“ says, “This is so, because you are listening to an authentic voice. So, it has a lot
- 20 of voices and you should distinguish the speech.” **(Something like, noise dictation).**
- 21 • “It is very easy to sit in a laboratory and set headphone on ears. You may listen to some
- 22 repetitions; you hear just sentences without any redundant voices. But, this is not an
- 23 authentic voice.” says the R/L. **(Authentic listening does not include repetition).**
- 24 • Some of the „PS“ could not answer some of the „Listening“ questions. They are
- 25 disappointed, but the „R/L“ appreciates them in this way, “This is your first practices of
- 26 „Listening“. You are very good at the first stages.” **(Humanistic, encouragement).**
- 27 • Now, we start answering the „True /False“ questions.
- 28 • **(Every body who reads the question, then answers the question in an interrogative**
- 29 **sentence).**
- 30

1 **Time: 09:58 A.M.**

- 2 • “If you answer the question, with problematic spelling, you will not get the mark.  
3 Dictation is critical, you should pay attention!” says the „R/L“.
- 4 • The „R/L“ is talking about the „Listening techniques“.
- 5 • “An important point.” Warns the „R/L“. “In the word „newyork“ we should pay attention to  
6 the space between the words and also to the beginning of the words, which should both be  
7 in upper case as in „New York“ because these points may change the meaning. Also, you  
8 should pay attention not to write „New Port“ instead of „Newport“.”
- 9 • The cassette is playing.
- 10 • The „PS“ should repeat after the cassette. (*Elicited imitation*).
- 11 • (*Listening materials should be „Authentic“ and based on the participants“ needs*).
- 12 • The „R/L“ says, “There are also some words that begin with letter „P“ like „Psychology“, in  
13 such cases you should not pronounce the sound „/p/“ at the beginning of the word. Some  
14 other examples are; „wr“, „pn“, „kn“ in which, „/w/“, „/p/“ and „/k/“ are not pronounced  
15 before „/r/“ and „/n/“ sounds.”
- 16 • The topic is „Getting about by taxi.“
- 17 • The „PS“ read the text loudly one by one.
- 18 • The „R/L“ is now emphasizing „Word stress“.
- 19 • The „PS“ have 5 minutes to read the text and report it orally.
- 20 • The „R/L“ is walking.
- 21 • After reading the text one of the „PS“ is reporting it and the „R/L“ along with the other „PS“  
22 correct the errors. (*Peer and group immediate correction*), (*A.L.M.*).

23

24 **Time: 10:34 A.M.**

- 25 • Now, the „R/L“ starts talking about the verb „Ask“ and the prepositions like; „To“, „For“,  
26 „About“ and „Of“ which may come after it.
- 27 • Now, another point about the words „Receive“, „Reach“ and „Arrive“.
- 28 “You may „arrive“ at a city, but „receive“ a book, or „reach“ the ceiling.” Says the „R/L“.
- 29 • “Open „Listening“ test IELTS 1.”
- 30 • “Listen to the cassette and write the answers.”

- 1 • The „R/L“ comes closer to the „PS“.
- 2 • The cassette is off.
- 3 • “Another point, the pronunciations of two words „Sheep“ and „Ship“ are completely
- 4 different ; /ʃi:p/ is right for the first one and /ʃɪp/ for the second one.

5

6 **Time: 10:53 A.M.**

- 7 • “N.B.: While writing the answers, please do not write the numbers like “25000000”,
- 8 because you may lose or add one or two „Zeros“. You can write “million and thousand”
- 9 instead. But, do not write them in letters but in symbols like „\$“.”
- 10 • After reading another question of „Listening“ we face another problem: “pay attention to
- 11 the writing of „too late“ and „to late“.”
- 12 • Also pay attention to the words „all doctors“ and „old doctors“. (*Slip of the ear*).
- 13 • Attention to the adjectives and adverbs and the parts of speech.
- 14 • In „Formal Writing“ do not use symbols like „&“, you should write „and“ instead.
- 15 • (*It would be very good to call the „PS“ by first names for intimacy*).

16

17 **Patterns in ‘Listening’ classes:**

- 18 a. The „PS“ listen to the cassette and repeat after it. They repeat the words first chorally, and
- 19 then individually. (*Repetition drills, elicited imitation*).
- 20 b. The „PS“ listen to the cassette and answer the questions. The „R/L“ plays the cassette, and
- 21 then everybody checks the answers.
- 22 c. This skill is „T-S“ centered.
- 23 d. The syllabus is somehow situational. (*We deal with situations and topics*).
- 24 e. Background knowledge is one of the most important points in listening and understanding
- 25 the message. The most important factor in listening is, understanding the whole message.
- 26 f. Some of the „PS“ are very good at „Listening“ activities in comparison to the other skills.
- 27 (*Literacy development*).
- 28 g. Some others may not be so active at first stages but may develop as they go on. **The stages**
- 29 **are as follow: emergent, early, early-fluent, fluent.** (*I think, the „PS“ are at the*
- 30 *emergent level now*).

31 **15 minutes break**

## Reading

**Time: 11:38 A.M.**

- The „R/L“ is handing out the papers of last session.
  - “Open English Grammar in Use.”
  - Each of the „PS“ must read a sentence. (*Homework*).
  - There are peer and group immediate corrections. (*A.L.M.*)
  - „P9“ is murmuring the sentences. He is shaking his feet. (*Sign of stress, it is his turn*).
  - The „R/L“ asks a question about the differences between „Can“ and „Could“.
  - (*Problem solving „C.L.L.*).
  - „P8“ is answering. There is a discussion.
  - „P8“ has memorized something from the book, but he cannot explain the main difference between the words. He is talking about „tense“.
  - „P5“ can paraphrase his reason well. He uses body language. (*He is good at paraphrasing*).
  - (*Infantilization is clear in „P5“, „P12“ and also „P3“ more than other „PS“*)
  - After listening to the participants“ elaborations, The „R/L“ starts talking about the usage of the two words.
  - The „PS“ are writing the usage.
  - The „R/L“ is explaining the rule more.
  - (*Oh, he uses the word „Okay“ more than usual when he is explaining a grammar point*).
  - The „PS“ ask many questions.
  - „P8“ and „P9“ have a lot of questions.
- (The ‘R/L’ is talking about ‘UG’ and the theory of ‘Chomsky’. The ‘R/L’ says that ‘UG’ is not right in grammar, because there are differences in our ‘L1’ and ‘L2’ based on ‘C.A.’ But, there is clear that ‘UG’ is just true for ‘Time’ but not ‘Tenses’. The „R/L“ is teaching academic courses).**
- The „R/L“ changes the subject. He is talking about the difference between „TV“ and television. “You can say „TV“ when the system is on but if it is off you should say „television“.”

- 1 • “now carry on with your exercises.” says the „R/L“.
- 2 • The „R/L“ comes near and near the „PS“. *(This is one of his habits. It is good on one hand*  
 3 *because it shows the intimacy, but is not good on the other hand, because it may*  
 4 *increase stress. (Humanistic Approach, C.L.L.).*
- 5 • The „R/L“ also writes the name of the subject on the whiteboard from the beginning. So,  
 6 the „PS“ are aware of the skill when The „R/L“ is talking about for example a technique of  
 7 that skill
- 8 *(Another good habit of the „R/L“ is that he asks, “Any questions?” at the end of each part).*
- 9 • Wow! The „R/L“ calls two of the „PS“; „P3“ and „P15“ by their first names, (This is  
 10 because they are sisters and they have one family name). But, not the other „PS“.
- 11
- 12 **Time: 12:11 P.M.**
- 13 • “What is the difference between „Some tomatoes“ and „Some tomato“?” asks the „R/L“.  
 14 *(Problem solving).* The „R/L“ is going to talk about „Countable“ and „Non-countable“  
 15 nouns. *(Teaching is started with a question, warm up).*
- 16 • **(In grammar classes it is common among the ‘PS’ to look at their partners’ booklet.**  
 17 *They do so because grammar is accuracy and the „PS“ like to be sure they write the*  
 18 *accurate examples and sentences).*
- 19 • Translation to „L1“ is forbidden in this IELTS class. *(Like; A.L.L., D.M. and S.L.T.).*
- 20 • The „R/L“ is assigning homework.
- 21 • The „PS“ should study the lessons before coming to the class.
- 22 • It is important to say that in „Reading“ classes we have not oral speaking and if we have,  
 23 there is limited to reading of the text only.
- 24 *(There is an interesting scene while practicing grammar! „P5“ is putting his eraser in his*  
 25 *shoe. This means that he is deeply thinking about the grammar points and does not care of*  
 26 *anything else).*
- 27 • *The „R/L“ is walking around the class and checking the participants’ homework. (When*  
 28 *he is coming closer to the „PS“, this can make the „PS“ sure that the „R/L“ pays enough*  
 29 *attention to them).*
- 30 • The „PS“ have 5 minutes to read a text titled; „Crime of month“ from one of their  
 31 „Reading“ materials named; „Developing Reading Skill“.



- 1 • *(Reading materials should be based on the learners needs).*
- 2 • „P9“ and „P4“ are reading the text while they hold their books up, near their eyes. *(They*
- 3 *think that they may understand the text better if they do that. This is a psychological*
- 4 *point).*
- 5 • *(„Reading“ is an active skill. Comprehension is very important. So, „Wernick’s area“ is*
- 6 *active. It is a receptive skill).*
- 7 • The „R/L“, “close your books.”
- 8 • The „R/L“ wants to ask some questions about the text.
- 9 • The first „PS“ is „P13“. He is not a sharp participant. He is introvert. He cannot understand
- 10 even the „R/L“s“ questions. He always says, “Repeat, please.”
- 11 • There is kidding while speaking about the text.
- 12 • *(The participants“ „Speaking“ has developed a lot. Except for „P13“; who does not*
- 13 *participate in „Speaking“ activities, the rest have made a significant „Literacy*
- 14 *development in terms of their Speaking“ skill in general).*
- 15 • ‘P10’ and ‘P14’ speak a little, but they are somehow extrovert in comparison to ‘P13’
- 16 • ‘P4’ pours her ideas. *(She is extrovert).*
- 17 • *(„P5“, „P9“, „P8“, „P4“ are extrovert among The „PS“. They speak and pour their ideas*
- 18 *whenever they like. The other „PS“ do not do that. They even do not answer the*
- 19 *questions unless the „R/L“ asks them. It is very natural that the „R/L“ interacts more*
- 20 *with the extrovert „PS“ than the introvert ones, because extrovert „PS“ give the „R/L“*
- 21 *motivation and energy to continue the rest of the class).*
- 22 • „P6“ is silent too.

23

24 **Time: 12:35 A.M.**

- 25 • *(In classes with adult participants, although all the „PS“ are adults, their infantilization*
- 26 *is clear. They do not annoy the „R/L“)*
- 27 • The „R/L“ starts the rest with practicing on „Word category/Parts of speech“. He gives
- 28 everybody one word and asks him/her to deliver the other categories/parts of speech of that
- 29 word.
- 30 • **In this activity there is not just one ‘PS’, who answers the ‘R/L’s’ question but all the**
- 31 **‘PS’ cooperate in this activity.**

- 1 • There is a topic at page „50“. The „PS“ should write a 200 word composition and deliver it  
 2 in the next session. They also should read „Lesson 4“ of „504“.
- 3 • The „R/L“ reads the last session“s 12 words of „504“.
- 4 • The „PS“ repeat the words after the „R/L“.
- 5 • There is a choral repetition first, and then the „PS“ should repeat the words individually.
- 6 • When one of the „PS“ is reading the list individually, other „PS“ repeat the words silently.
- 7 • *(If there is any problem in the participants“ pronunciations, the „R/L“ is ready to correct*  
 8 *them immediately, because he believes that pronunciation has a strong effect on*  
 9 *„Listening“and „Spaiking“: „A.L.M., S.L.T.“).*
- 10 • Now, each of the „PS“ reads a sentence.
- 11 • “We do not have time to elaborate on the text of „504“. So, let“s go to the „Writing  
 12 techniques“?” says the „R/L“.
- 13 • This session we will work on „Cloze tests“.
- 14 • „Cloze tests“ are like a „Summery“.
- 15 • Open „IELTS 1“ page 22. Read the „Cloze test“ in 5 minutes.
- 16 • The „R/L“ walks out of the class with one hand in his pocket.
- 17 • Now, he enters the class to check the participants“ activities.
- 18 • The „R/L“ cleans the whiteboard.
- 19 • It is near the end of the class.
- 20 • “You have just 2 minutes.” says the „R/L“.
- 21 • The „PS“ have questions, but the „R/L“ says that he will talk about it after the „Reading“ is  
 22 finished. “You should read the text by now.” says the „R/L“.
- 23 • The „R/L“ is walking.
- 24
- 25 **Reading pattern:**
- 26 • The „PS“ read the questions first, and then answer to the questions by applying the  
 27 techniques.
- 28 • Time is finished.

- 1 • Everybody expects the „R/L“ to answer their questions. After 5 minutes the „R/L“ says,  
 2 “Enjoy the rest of your day!” The „R/L“ shocks the „PS“ by this sentence and everybody  
 3 says, “Questions? Questions?”
- 4 • *(Of course, a little shock is not bad for the „PS“. Routine activities and habits may  
 5 sometimes bother the „PS“! Time is important for the „R/L“. He knows that after the  
 6 determined time, The „PS“ do not have the effective capacity to learn more. He pays  
 7 attention to the brain of the „PS“'s based on „Language and brain“)*

8

9 **Field notes**10 **Friday, 06/04/2007**11 **By: Sara Najmabadi**12 **Time: 09:00-13:30**

13

14

**Listening and Reading**

15

**Listening**

- 16 • „P1“, „P2“ and „P7“ are absent.
- 17 • The „PS“ open their „English Pronunciation in Use“ at „Unit 7“, and the „R/L“ plays the  
 18 cassette.
- 19 • The „PS“ repeat the words one by one after the cassette, but they cannot catch up with the  
 20 cassette when it comes to repeating long sentences. The „R/L“ repeats some sentences to  
 21 help.
- 22 • The „R/L“ gives instructions and „P14“ starts to read the words they’ve just heard. The  
 23 „R/L“ corrects the participants’ pronunciations’ errors.
- 24 • Then, „P12“ starts to read the sentences and all the „PS“ read all the words once in turn.
- 25 • The „R/L“ corrects their errors. This process is done three times before the „R/L“ starts to  
 26 write on the whiteboard to clarify the problematic sounds: „v, w and f“. He distinguishes  
 27 the differences in the sounds by giving several examples: „Vine“, „Wine“, etc. Then, again  
 28 the „R/L“ plays the cassette and the „PS“ repeat after the „R/L“.
- 29 • „P12“ asks how pepper is pronounced in comparison with paper. The „R/L“ explains.
- 30 • The „R/L“ talks about „S“. He gives several examples to clarify.

- 1 • The „PS“ take notes.

2

3

### 400 IELTS Based Listening Questions

- 4 • The „PS“ are given one minute to have a look at the „Qs“.

- 5 • Then, the „R/L“ plays the cassette.

- 6 • The „PS“ listen to the cassette and try to answer the „Qs“.

- 7 • The „R/L“ walks around the classroom and looks at the participants“ answers.

- 8 • The „R/L“ asks of the „PS“ to count their answers and write down the number of the  
9 answers they“ve had at the end of the test.

- 10 • The „R/L“ plays the cassette, pauses and error corrects the „PS“. Then, the „R/L“ calls „PS“  
11 one by one to answer the „Qs“.

- 12 • The „PS“ go on answering the Qs.

- 13 • Then, the „PS“ listen to useful expressions and repeat them.

14

#### 15 **What to Say:**

- 16 • The „PS“ open the book „What to Say“.

- 17 • One of the „PS“ starts to read.

- 18 • The „R/L“ gives instructions and the „PS“ listen and take notes.

- 19 • Each „P“ reads only one sentence.

- 20 • „Ps“ underline the new words and write the explanations either in Farsi or in English.

- 21 • The „PS“ go on reading the „Listening“ script and the „R/L“ corrects their pronunciations.

- 22 • The „R/L“ allots the „PS“ 5 minutes to read the „Listening“ script, and then report it orally.

- 23 • The „PS“ start reading. When the time“s up, the „R/L“ calls one of the „PS“ randomly to  
24 start reporting.

- 25 • The „R/L“ error corrects the participants“ pronunciations.

- 26 • The selected „P“ goes reporting the conversation to some extent then, another „P“ would be  
27 selected to continue with the rest.

- 28 • While reporting the „R/L“ interrupts to give instructions whenever he thinks it is necessary.

- 29 • The „R/L“ explains on particles on the whiteboard giving several examples:

30

1	<b>Verb</b>	<b>Particle</b>	<b>Meaning</b>	<b>Example</b>
2	Ask	-----	request	Ask sb. do sth.
3	“	to	invite	Ask sb. to dinner.
4	“	for	seek	Ask for information.
5	“	about	investigation	Ask about sb.
6	“	of	question	ask of sb.

- 7 • Then, the „R/L“ compares „Reach“ vs. „Arrive“. Reaching somewhere: It is a matter of
- 8 distance and time. Arriving in/at somewhere; It is a matter of place.
- 9 • „P“ asks about the differences between „Arrive in“ and „Arrive at“, and the „R/L“ says that
- 10 it will be explained when they get to teaching „Prepositions“.
- 11 • Then, reporting continues until all the „PS“ have reported the conversation.

12

### 13 **Test analysis:**

#### 14 **Practice Tests for IELTS 1**

- 15 • The „R/L“ gives instructions and asks the „PS“ to take a look at the test before they start the
- 16 analysis.
- 17 • The „R/L“ says that finding repeated words, phrases, or clauses can be helpful to
- 18 understand the „Listening“ tests better.
- 19 • The „R/L“ plays the cassette. The „PS“ listen. They have half a minute to look at the
- 20 question before the conversation starts.
- 21 • The „Listening“ is *‘A News Report from an Australian Radio Program’*.
- 22 • The „R/L“ plays the cassette and pauses, and the „PS“ have to answer.
- 23 • The „R/L“ gives instructions to clarify any problematic area.
- 24 • The „R/L“ pauses the cassette, walks around the classroom and checks the participants“
- 25 answers. **It’s break time.**
- 26 • The „R/L“ collects homework and returns the previous ones.
- 27 • Now, the „PS“ read the previously done exercises of „Unit 6“ of „English Grammar in Use“
- 28 to the class in turns.
- 29 • Each of the „PS“ reads only one exercise.
- 30 • The „R/L“ error corrects pronunciations.
- 31 • Reading goes on as the „PS“ take turns to read one by one.

- 1 • The „R/L“ asks questions about the grammar, “What’s the difference between ‘*Can*’ and
- 2 ‘*Could*?’”
- 3 • The „PS“ give comments, examples and discuss.
- 4 • The „R/L“ writes examples on the whiteboard and asks several questions. Then, he
- 5 explains fully and elaborates.
- 6 • The „R/L“ asks of „P5“ to elaborate on the two modals, ‘*can*’ as a suggestion making
- 7 modal and ‘*could*’).
- 8 • „P5“ elaborates, and the „R/L“ explains fully.
- 9 • Then, the „PS“ start to read the exercises in „Unit 26“. Homework is assigned:
- 10 „Prepositions *in, on, at*, in the book „English Grammar in Use“: Units „101“, „102“, „103“,
- 11 „104“, and „105“.

12

### 13 **Developing Reading Skills:**

- 14 • The „PS“ have 5 minutes to read the article of the lesson „4“: „*The Crime of the Month*“.
- 15 When the time is up the „R/L“ asks several questions about the article.
- 16 • He calls „P10“ then „P13“ and neither of them can answer the „R/L“’s question.
- 17 • „P14“ and „P5“ can’t answer the „R/L“, neither.
- 18 • „P8“, „P4“, „P11“, „P12“, „P15“ and „P9“ can answer the „R/L“’s questions.
- 19 • Then, „P8“ is asked to speak about the article, and „P15“ is called to continue him. She
- 20 can’t remember much of the text so „P12“ continues.
- 21 • „P4“ goes on with the rest of the text and „P14“ continues her. Then, „P13“ and „P3“
- 22 complete the process to the end of the article.
- 23 • The „R/L“ asks of the „PS“, „Parts of speech“.
- 24 • The „R/L“ calls the „PS“ one by one, to say a „Verb“, „Noun“, etc. And, that „P“ says the
- 25 other „Parts of speech“ of that word.
- 26 • The „PS“ should develop a „Writing“ on the topic given in their books for the next session.

27

### 28 **504 Absolutely Essential Words for IELTS:**

- 29 • The „R/L“ reads the new words once, then the „PS“ one by one read all the words and the
- 30 „R/L“ checks their pronunciations.
- 31 • Then, the „PS“ start to read the definitions and examples. Each „P“ reads only one sentence.

- 1 • Some of the „PS“ translate the new words into Farsi. Then, the example text is read one by  
2 one by the „PS“ .Discussion over the text is left for some time later.

3

4 **Cloze test:**

- 5 • The „R/L“ draws the general structure of a „Cloze test“, and then elaborates on the rules  
6 and hints.
- 7 • Then, the „R/L“ allots „PS“ some minutes to do the „Cloze test“ on page 22 of the book  
8 „IELTS 1“.
- 9 • The „R/L“ leaves the classroom and the „PS“ get engaged in doing the „Cloze test“. Some  
10 take a glance at the related text given on the previous pages. Some look up their  
11 dictionaries.
- 12 • The „R/L“ comes back to the classroom and notes that only 5 minutes is left. And then,  
13 only 2 minutes is remained. And, when the time is up, the „R/L“ says that further  
14 explanations and elaborations will be given on the next sessions and the „Cloze test“ will  
15 be done.

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

1 **Field notes**  
 2 **By: Zahra Ashegh**  
 3 **Sunday, 08/04/2007**  
 4 **Time: 17:00-21:30**

5

6

## Writing & Speaking

7

### Writing

8 **Time: 17:00**

- 9 • Camera is on.
- 10 • „P3“ is absent.
- 11 • The „R/L“ is handing out last sessions „Writings.
- 12 • *(„P1“ and „P2“ were absent last session, so they have some questions about the last*
- 13 *session. They were on a business trip. The „R/L“ does not censure them for that).*
- 14 • The „PS“ are asking the „R/L“ many questions at the beginning of the class.
- 15 • “Open English Grammar in Use.” says the „R/L“.
- 16 • The „PS“ start reading questions one by one.
- 17 • The „R/L“ corrects the errors immediately. *(ALM)*.
- 18 • He also talks about some details such as pronunciations of „Sara“ and „Sarah“.
- 19 • „P6“ reads a sentence and instead of „Twenty first“ he says „Twenty one“. So, the „R/L“
- 20 corrects his mistake or may be his error.
- 21 • „P8“ enters the class. *(late)*.
- 22 • Now we have group correction.
- 23 • „P9“ enters the class. *(late)*.
- 24 • The „R/L“ is walking. He also takes a look at the participants“ homework.
- 25 • The „R/L“ has taken off his coat. It is hot. It is „Spring“ now.
- 26 • If there are two answers for one question, the „PS“ say, “both of them are correct.”
- 27 • „P5“ enters the class.
- 28 • *(The „R/L“ does not criticize the „PS“ who arrive late).*
- 29 • The „R/L“ is talking about the prepositions „In“, „On“ and „At“ and their usage.
- 30 • The „PS“ are taking notes.



- 1 • *(The „R/L“ explains this part in Farsi, because some of the „PS“ cannot understand*  
 2 *some parts in English. There is a problem now, the „PS“ are used to speak, listen and*  
 3 *write in English. Now, Farsi is hard to understand. They are not used to hear Farsi*  
 4 *words, so they laugh at themselves who cannot understand even their native language).*
- 5 • *(The „R/L“ is teaching a grammar rule deductively. He gives a Farsi poem to leave a*  
 6 *trace on the participants“ minds. This means teaching by fun. The „PS“ enjoy fun).*
- 7 • The „R/L“ gives example for each preposition.
- 8 • The „R/L“ is writing on the whiteboard more and more.
- 9 • Now, the „PS“ have problems about „Evening“, „Afternoon“, „Noon“, „Night“, etc.
- 10 • The „R/L“ draws a picture to teach the words.
- 11 • There are more and more questions.
- 12 • The „PS“ have even questions about the origin of abbreviations A.M. and P.M.
- 13 • The „PS“ are really learning. *(This is clear when they ask special questions).*
- 14 • In the next question of grammar one of the „PS“ says, “Number six” and the other one  
 15 corrects the first pronunciation saying, ““Sex“ not „six“.”
- 16 • *(Another one of the ‘PS’ looks at the corrector, this is because the word „Sex“has a*  
 17 *bad meaning in the Iranian culture. So, the Iranian „PS“ prefer to say „Six“instead of*  
 18 *„Sex“although they know the correct pronunciation).*
- 19 • „P5“ asks a question about the differences between word „On time“, „In time“ and „Just in  
 20 time“.
- 21 • There is a problem solving again.
- 22 • The „R/L“ asks the „PS“ the same question.
- 23 • The „PS“ are thinking and pouring out their ideas.
- 24
- 25 **Time: 17:46**
- 26 • **(There is a notice on the wall on which it is written, “Cell phones off.” But, a cell**  
 27 **phone is ringing. So, „What does it mean?“)**
- 28 • There are many questions about the differences and similarities between grammatical  
 29 words.
- 30 • The „R/L“ is teaching another new grammatical rule *deductively*.

- 1 • Then he explains the usage and the „PS“ jot down some notes.
- 2 • **Patterns in teaching grammar:**
- 3 • The „R/L“ introduces a rule, followed by some examples, and at last the usage.
- 4 • The „PS“ just listen and write down the points and make notes.

5

6 **Time: 18:14**

- 7 • There is no electricity in the class.
- 8 • Now, there is
- 9 • *What if there was no electricity? (I think the „R/L“ should have another program for*
- 10 *such a situation).*
- 11 • “For the next time do units 7, 8 and practice on your problematic areas of grammar.” says
- 12 the „R/L“.
- 13 • „P13“ is absent. *(I have said that IELTS is too difficult for him).*
- 14 • The „R/L“ is talking about „Techniques in Writing“.
- 15 • The „R/L“, “I encourage you to take a look at on „P8“ and „P9“’s writings.
- 16 • *(This is a good encouragement for „P8“ and „P9“: This is an intrinsic reward „Silent*
- 17 *way“ this causes self confidence and motivation in these two participants).*
- 18 • Write about the topic on page 51 IELTS 1. You have 20 minutes.
- 19 • The „PS“ start writing on the topic. *Most of them write by pencil to have a chance to erase*

20

21 **Time: 19:00**

- 22 • The „PS“ are still writing.
- 23 • „P9“ erases and erases more than the other „PS“.
- 24 • “5 minutes left.” says the „R/L“.
- 25 • The „PS“ are tired.
- 26 • The „R/L“ collects the papers along with the last homework.
- 27 • “Enjoy your 15 minutes break.” The „R/L“ says.

28

29

30

1 **Patterns in 'Writing' class:**

- 2 • The „PS“ write on a topic and the „R/L“ corrects the errors. Writings may be making a  
3 sentence or any other types of practices.
- 4 • *(This class is a „Teacher-Student“ centred class).*
- 5 • This time the „R/L“ teaches „Grammar“ more than „Writing techniques“ this was because  
6 the „PS“ have many questions and the „R/L“ is responsible to answer.

7 **15 minutes break**

8

9 **Speaking**

10 **Time: 17:25**

- 11 • „P13“ and „P7“ are absent. *(They are somehow weak. It was their turn to speak at the*  
12 *beginning of the class).*
- 13 • Now, „P9“ starts speaking as the first speaker. He starts talking about e-mail. *(He has*  
14 *grammatical problems. He looks at the „R/L“ just).*
- 15 • After his speech the „R/L“ asks of the „PS“ some questions about the topic.
- 16 • The next speaker is „P11“.
- 17 • After his speech, „P9“ has some questions about „P11“'s speech. Questions become more  
18 and more and the „R/L“ enjoys a lot.
- 19 • The „R/L“ corrects the local errors as we go on. *(The participants“ ability in „Speaking“*  
20 *has got better and better, so they have less errors. And, the „R/L“ prefers to correct any*  
21 *error they have. Because, he can see the participants“ promotion in „Speaking“ and he*  
22 *likes them to be better and better by correcting their mistakes, problems and may be*  
23 *errors).*
- 24

25 **Time 20:03**

- 26 • The „R/L“ mentions some grammatical points as well.
- 27 • „P5“ starts talking about nuclear power. **(He has stress. He moves his body. His speed is**  
28 **low, and he is looking at the ceiling. The speaker should walk sometimes. But, he is**  
29 **standing informally. May be he should give a source. He has memorized the text. He**  
30 **should use his own words and not memorize the text).**
- 31 • „P4“ who is his partner says: “„P5“ should write new words on the whiteboard.”

1 • The next speaker is „P3“. She starts talking about „Perfume“. **(Her speed is low. She has a**  
 2 **good eye contact and body language. Her voice has vibration. *May be she has stress.***  
 3 ***Her topic is suitable to speak about by a girl. She has a low speed and this makes the***  
 4 ***‘PS’ tired after minutes).***

5 • „P4“ and „P5“ are talking to each other.

6 **Time: 20:20**

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

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

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

13 • „P11“ has a good comment; he mentions to the time management in „Speaking“ and the  
 14 „R/L“ confirms his words.

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

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

19 • The „R/L“, “„Pausing“, „Intonation“ and things like these are used as „Punctuations“ in  
 20 „Speaking“.”

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

23 • At the end of the class the „R/L“ assigns some homework.

24 • ***(„Speaking“ class is the most interesting class among the other skills in the IELTS***  
 25 ***preparation program. „Speaking“ is the most stressful skill in comparison to the other***  
 26 ***skills).***

27

28 **Patterns in ‘Speaking’ classes:**

29 • The „PS“ speak about a topic.

30 • The „R/L“ and the other participants correct the speaker’s errors.

31 • „Speaking“ class is „Student centered“.

- 1 • Syllabus is interactional/situational in this class.

2

3 **Field notes**

4 **By: Sara Najmabadi**

5 **Friday, 13/04/07**

6 **Time: 09:00-13:30**

7

8

## Listening and Reading

9

### Listening

10 **Time: 09:00 A.M.**

- 11 • The „R/L“ returns the previous homework.
- 12 • The „PS“ look at their papers and their mistakes.
- 13 • The „R/L“ writes on the board „LISTENING“.
- 14 • The „PS“ open their books „400 IELTS based Listening Tests“ unit 5.
- 15 • The „R/L“ rewinds the cassette.
- 16 • The R/L tells the „PS“ to go through the questions of the 5<sup>th</sup> unit of the book while he is  
17 preparing the cassette.
- 18 • The „R/L“ plays the cassette and the „PS“ look at their books.
- 19 • Unit 5 is about „Asking the way“.
- 20 • The „PS“ listen and mark the answers.
- 21 • Some of the „PS“ jot down the answers and some just listen.
- 22 • When the conversation is finished, the „R/L“ rewinds the cassette and he asks „P5“ to  
23 answer to the first „Q“. Then, „P8“ is called to answer, and the „R/L“ plays the cassette to  
24 check the answer.
- 25 • „P14“ answers the „R/L“s“ „Q“, and the „R/L“ plays the cassette to check. And, the same  
26 process goes on as „P12“, „P6“, and „P3“.
- 27 • The „R/L“ reminds the „PS“ of writing the first letter of the names in capital.
- 28 • And, again the „PS“ are called to answer the questions. When an answer is unsure, the „PS“  
29 give comments.

- 1 • Sometimes, different answers for a single question are suggested, class discussion, the  
 2 „R/L“ plays the cassette and the right answer is found.
- 3 • „P5“ asks about exchange rates and the „R/L“ explains fully using the whiteboard to  
 4 illustrate: \$ 1.40 is read one Dollar forty.
- 5 1. \$ 1.40 = £ 1 → *(It means that „Dollar“ is weaker than „Pound“)*.  
 6 2. \$ 1.40 → 1 Dollar and 40 Cents, which is said, “One Dollar Forty.”  
 7 3. £ 1.20 → 1 Pound and 20 Pence, which is said, “One Pound twenty.”
- 8 • „P8“ asks about the meaning of the answer to the following „Q“.  
 9 How would you like the money?  
 10 In tens and 2 fives.
- 11 • The „R/L“ explains:  
 12 Tens → 10 Pound notes.  
 13 2 fives → 2 five Pound notes.
- 14 • „P5“ is confused, so the „R/L“ explains more.
- 15 • A question pops up:  
 16 • What is „Change“?  
 17 • The „R/L“ explains, then takes some coins and notes out of his pocket and explains fully  
 18 by showing them to the „PS“.
- 19 • „P4“ asks about the style of writing the exchange rates on the answer sheet and the „R/L“  
 20 says that it’s enough to write „In tens and 2 fives“.
- 21 • The „R/L“ explains how „And“ is pronounced: 1 Dollar „n“ 40.  
 22 • „P12“: „What about 140“?  
 23 • The „R/L“ explains:  
 24 1. £ 140 → One Hundred and Forty Pounds.  
 25 2. £ 1.40 → One Pound Forty.
- 26 • „P12“ asks about big amounts of money like millions, etc.  
 27 • The „R/L“ explains and says that there is a guide in their books to which they can refer.  
 28 • The „R/L“ invites the „PS“ to count their „Answers“.  
 29 • Now, it’s time to read the book „What to Say“.  
 30 • „P14“ starts and the rest of the „PS“ take turns to read the script. Each of the „PS“ reads  
 31 only one sentence.

- 1 • The „R/L“ corrects pronunciations.
- 2 • The „R/L“ reminds the „PS“ of „Landing of the sounds“. (Bus stop, gas station , etc.).
- 3 • The „R/L“ talks about ‘**Look and Luke**‘:
- 4 • Do not say „Look /lu:k/“ instead of „Luke /luk/“.
- 5 • The „PS“ read the key words and phrases in turns.
- 6 • There is a French word „Bureau de change“ to which the „R/L“ gives definition: „Chamber
- 7 of change“.

8

### 9 **Useful Expressions:**

- 10 • The „PS“ read in turns.
- 11 • The „R/L“ notes that the „PS“ do not miss anything in the text and corrects pronunciations.
- 12 • Now, the „PS“ have a few minutes to go over the main text in „What to Say“ and memorize
- 13 the conversation to report orally.
- 14 • „P8“ starts to report the conversation orally.
- 15 • The „R/L“ gives instructions on reported speech: She told them, “She *was* ...” Then, he
- 16 talks about the difference between „Bus stop and bus station“.
- 17 • „Bus stops“ are in the way between the two „Bus stations“ located on either end of the way.
- 18 • „P8“ asks: “In the way or on the way?”
- 19 • The „R/L“ says: “They are both correct depending on the context.”
- 20 • The „R/L“ asks: “What is the difference between a passenger and a passer-by?”
- 21 • „P4“ explains.
- 22 • Then again the „R/L“ explains reported speech:
- 23 • They asked where was the bank. (X)
- 24 • They asked where the bank was. (√)
- 25 • The „R/L“ asks: “Any „Qs“ and „problems“?”
- 26 • „P8“ asks: “Catch/take/get a bus? Which one?”
- 27 • The „R/L“ explains fully: When it is a matter of catching we can figure out that it’s
- 28 something that is not easily done, may be a bus comes rarely. Taking a bus means simply
- 29 getting on the bus. Getting a bus means you go get a bus and bring it here.
- 30 • „P8“: “What’s the meaning of overseas banks?”

- 1 • The „R/L“ explains: “Britain is an island, so you must pass the seas to get to any other  
2 country. So, any bank which is not British is an overseas bank.”
- 3 • „P12“: “What is the difference between „Change money“ and „Exchange money“?”
- 4 • The „R/L“ explains: “When you change money you change one note with another, but  
5 when you exchange money you change one currency into another.”
- 6 • The „R/L“: “Now, let’s do a test. First we go through the test, then do the analysis.”
- 7 • The „PS“ look at their books before the „Listening“ starts. They are given 30 seconds to get  
8 familiar with the „Qs“. The conversation starts.
- 9 • Instructions are given. Now, the „PS“ have to listen and answer the „Qs“. And then, they  
10 have half a minute to check their „Answers“.
- 11 • There are 3 more sections to be covered, and the same process as the first section is  
12 followed for the remaining sections.
- 13 • The „R/L“ stops the cassette and asks the „PS“ to check their „Answers“ and make any  
14 necessary changes, and then he asks: “How did you find yourself in this test?”
- 15 • Most of the „PS“ agree that they were much better than they were in the previous tests.
- 16 • The „R/L“ plays the cassette, then pauses and says: “As you can see this „Listening“  
17 resembles what may happen in the reality.”
- 18 • The „R/L“ asks the „PS“ to answer.
- 19 • „P8“ is the first.
- 20 • The „R/L“ explains that in doing any tests there are 3 kinds of knowledge which can be  
21 useful namely: „English/Language knowledge“, „Textual knowledge“ and „Universal  
22 knowledge“. He goes on: “When a „Q“ is about past time „e.g.; yesterday“, our English  
23 knowledge tells us that choices containing, for example, „Future tense“ could be easily  
24 discarded, and then by our textual or universal knowledge we can get to the most  
25 appropriate answer.”
- 26 • The „R/L“ elaborates on the second „Q“, and then plays the cassette again. He walks  
27 around the classroom and checks the „PS“s“ „As“.
- 28 • Most of the „PS“ were wrong because of a slight mishearing of pronunciations: „Vacation  
29 and Vocation“.



- 1 • The „R/L“ explains that the „Q“ was designed because many foreigners have problems  
 2 distinguishing the two sounds. He says that if we cannot pronounce the words as the native  
 3 speakers do, it can lead to misunderstanding or even disasters.
- 4 • „P4“ asks: “What’s the difference between „Write“ and „Write up“?”
- 5 • The „R/L“ explains: ““Write“ means simply writing, but „Write up“ means developing a  
 6 complete writing, essay, report, etc.”
- 7 • „P12“ asks: “Is this a rule: consonant + vowel (a) → a is pronounced like a in wall?”
- 8 • The „R/L“ says that it is not a rule, and then explains fully by giving examples and writing  
 9 the phonetic symbols on the board.

10

11 { Car „kǎ“  
 12 { Cat „kæt“  
 13 „A“ { Sugar „šögə“  
 14 { Wall „wöl“  
 15 { Plate „plāt“

- 16 • The „PS“ take notes.
- 17 • The „PS“ put their „Writings“ on the „R/L“’s desk.
- 18 • The „R/L“: “If you have any „Qs“ about the previous homework, ask me.”

19 **Break time.**

20

21

## Reading

### 22 Developing Reading Skills

- 23 • „PS“ have 7 minutes to read the article: „Tips on Doing Business with Arabs“
- 24 • When time is up the „R/L“ asks the „PS“ to close their books and asks „P5“ to say what the  
 25 text was about in one short sentence.
- 26 • The „R/L“ asks of different „PS“ the same „Q“. Then, he asks several „Qs“ considering the  
 27 „Reading“ and the „PS“ are called to answer. They give comments and suggestions and  
 28 „Answers“ are discussed. Then, „P8“ is asked to talk about the text.
- 29 • The „PS“ are called one by one to continue the previous „P“:
- 30 • The „R/L“ asks parts of speech for: „Height“, „Report“, „Strange“ and „Act“. Then, he asks:  
 31 “What does „Act“ mean to you?”

- 1 • A few „PS“ try to explain.
- 2 • The „R/L“ writes on the whiteboard to clarify:
- 3     1. He *acted* well.
- 4     2. This play has 3 *acts*.
- 5     3. According to *act* 35 you should...
- 6 • And then, he explains fully and the „PS“ take notes.
- 7 • Homework is assigned.

8

### 9 **504 Absolutely Essential Words**

- 10 • The „R/L“ reads the new words one by one. Then, again he reads from the beginning and
- 11 the „PS“ repeat. Then, the „PS“ read all the new words in turn, and the „R/L“ corrects
- 12 pronunciations.
- 13 • The „R/L“ tells the „PS“ to get help of the phonetic signs given in brackets in front of each
- 14 word, so that they can pronounce more easily. Then, words and their definitions are read
- 15 by the „PS“. Each of the „PS“ reads one sentence.
- 16 • The „R/L“ corrects the participants“ pronunciation errors.

17

### 18 **Words in Use**

- 19 • „P3“ starts to read the text, and then other „PS“ continue, each reading only one sentence.
- 20 • The „PS“ are given 2 minutes for silent „Reading“, and then to explain the text orally.
- 21 • „P6“ should start talking about the text and then the rest of the „PS“ are called one by one.
- 22 • Homework is assigned.

23

### 24 **Cloze Text**

- 25 • The „R/L“ starts to analyze the hints and clues: “.... They try to...” (What should we put
- 26 after *to*? A *‘verb’*). So, you can discard the rest of the options which are not „Verbs“, and
- 27 then you will have a more limited range of options, so you“re ahead. Then, check the text
- 28 and guess the meaning of the words. You can open a window to the „Reading“ by finding a
- 29 relevant word or phrase, etc. to the „Cloze test“ and get use of it to explore and focus on
- 30 what you need, so you don“t lose time probing the irrelevant.

- 1 • The „R/L“ walks around the classroom and shows the „PS“ the „Window“ they need in the  
2 text; where it begins and where it ends.
- 3 • The „R/L“ says:
- 4       Check the meaning of the sentence in the „Cloze test“ with the meaning of the  
5 „Window“. In paraphrasing, sometimes the beginning of the original sentence may go  
6 to the end of the reworded one. When you put a word in the blank see what meaning  
7 you are making and check it with the text. Sometimes, grammatically correct sentences  
8 may sound nonsense in the context. Follow the chains of meanings of your „Window“  
9 because you should answer according to the text. A „Cloze test“ is a summary of a  
10 complete text in which important points are kept.
- 11 • Using the „R/L“s“ clues and explanations the „PS“ get to the most appropriate options to  
12 put in the blanks.
- 13 • “These are the techniques and tricks.” The „R/L“ says. “Do not break the boundaries of  
14 your „Window“. Be careful where your window begins and where it ends, or else you will  
15 face confusion, and you may be misled. Find your „Window“ and consider your „Language  
16 knowledge“, „Textual knowledge“ and „Universal knowledge“.”
- 17 • The „PS“ go on doing the „Cloze test“ and the „R/L“ walks around and checks their  
18 „Windows“.

19

20 **End of the session.**

21

22

23

24

25

26

27

28

29

30

31

1 **Field notes**  
 2 **By: Zahra Ashegh**  
 3 **Friday 13/04/2007**  
 4 **Time: 09:00-13:30**

5

6

## Listening and Reading

7

### Listening

- 8 • The „R/L“ enters the class, he has changed his dressing.
- 9 • „P10“ and „P11“ are absent.
- 10 • The „R/L“ hands out the last homework.
- 11 • Some of the „PS“ are absent.
- 12 • The „R/L“ plays the cassette. And, the „PS“ should listen and fill in the blanks. (*Something*
- 13 *like „Listening recall“ or „Partial dictation“*) “Now, go to questions of lesson 5”, says the
- 14 „R/L“.
- 15 • Someone is absent and the empty place is in front of the „R/L“. So, the „R/L“ asks „P12“ to
- 16 change his place and sit on the empty place in front of the teacher. (*This is a psychological*
- 17 *point. The „R/L“ is going to teach but that empty place will minimize his energy, so he*
- 18 *fills the seat*).
- 19 • The „R/L“ stops the cassette. “Now count your answers.”, says the „R/L“.
- 20 • „P5“ reads the first „Q“. He answered that.
- 21 • The „R/L“ plays the cassette to check the answer.
- 22 • „P8“ reads the next one and answers the question with his eyebrow. (*The „R/L“ has a good*
- 23 *eye contact in „Listening“ dasses, because there is nothing to do except „Listening“: So,*
- 24 *everybody looks at the others*).
- 25 • The „R/L“ corrects the participants“ pronunciations if there is any./
- 26 • The „R/L“ gives some points about capitalization and its importance.
- 27 • „P15“ reads the next „Q“ she cannot answer it so „P8“ gives help. There is also group
- 28 correction.
- 29 • Now, it’s time for „True/ False“ questions (*recognition*).

- 1 • The „R/L“ is ready standing on the whiteboard to explain all the problems. He is now  
 2 talking about „COIN“ and „CHANGE“ and the differences between them. He also explains  
 3 about the usage of each in communication. *(The „R/L“ has a good authority he smiles  
 4 whenever necessary and is serious at the right time but the important point is that the  
 5 „PS“ do trust the „R/L“)*
- 6 • „P2“ has developed his accent. This is clear when he starts reading „Lesson 5“ in „400  
 7 IELTS Listening“ questions to answer them.
- 8 • There is a „French“ word, the „R/L“ can pronounce it perfectly and „P12“ asks the „R/L“ if  
 9 he knows French. The „R/L“ pours 2-3 French words and the „PS“ laugh. *(This shows the  
 10 great ability of the „R/L“, so the „PS“ can trust the power of the „R/L“)*
- 11 • The next lesson is about economy, the „PS“ should read and report it orally. This pattern is  
 12 repeated and repeated in all „Listening“ classes of THE MOGHADDAM. The „PS“ read  
 13 the text in 5 minutes, and then they should report it. If there is any problematic part in one  
 14 of the participants“ words, the „R/L“ cuts his/her report and asks another student to  
 15 continue the report.
- 16 • As we go on, the „R/L“ corrects the local errors too. Of course, he does not cut the report at  
 17 all. He knows the technique himself. There is a word in the text, the „R/L“ will start talking  
 18 about it, but he asks the „PS“ first, “What is the difference between „BUS STOP“ and „BUS  
 19 STATION“?”
- 20 • „P8“ and „P9“ answer the question immediately. “What is the difference between „CATCH  
 21 A BUS“, „GET A BUS“ and „TAKE A BUS“?” asks „P8“.
- 22 • As we go on, the questions become more detailed. The „R/L“ is more and more ready and  
 23 eager to answer them. The „R/L“ gives many examples to explain the differences between  
 24 the three words. He also mentions the British and American varieties of the words. *(This  
 25 means that the „R/L“ leaves no questions for students).*
- 26 • Now we see „GEOGRAPHICAL“ questions. The „R/L“ is on the whiteboard. He draws a  
 27 map and answers the questions one by one. The „PS“ do not know the meanings of some  
 28 areas of the map that the „R/L“ explains. He does not give the Farsi meaning at all! **(TASK  
 29 BASED).**
- 30 • Now, another text to listen and fill in the blanks
- 31

1 **Time: 10:23**

- 2 • “Check the answers and make changes if you like.” says the „R/L“.
- 3 • „P3“ and „P15“ are consulting.
- 4 • The „R/L“ says, “Do not consult.”
- 5 • The „R/L“ starts talking about sound discrimination in car, cat, sugar, plate, plane, name,
- 6 etc.

7 **Break.**

8

9

**Reading**10 **Time: 11:35**

- 11 • “Open „Developing Reading Skills” says the „R/L“.
- 12 • “Now you have 7 minutes to read and report the text”.
- 13 • The „R/L“ is sitting.
- 14 • *(Infantilization is clear in „P3“ and „P5”).*
- 15 • “That“s enough.” says the „R/L“.
- 16 • The „PS“ should answer to the „R/L“s“ questions. *(Group correction is clear)*. Most of the
- 17 „PS“ have developed their „Speaking“ ability *(fluency)*.
- 18 • Now, the „R/L“ starts practice on word category. The „R/L“ gives a word and asks the „PS“
- 19 to give the other categories of that word. The „PS“ cooperate in this activity. Most of the
- 20 „PS“ answer the word categories in an interrogative tone, *(because they think they may*
- 21 *answer wrongly)*.

22

23 **Time: 12:01**

- 24 • The „R/L“ gives 3 examples to make the categories clear. **(Act, Acted, Actor)**. This part of
- 25 class is finished. The „R/L“, “Any question?”
- 26 • „P5“, “Yes, there is.” *(The „PS“ feel free to ask their questions, they are not anxious)*.
- 27 **(HUMANISTIC APPROACH)**.
- 28 • “Now, open „504“” says the „R/L“. He reads the list. The „PS“ repeat chorally. Now, each
- 29 of the „P“ reads the whole list individually. After repetition, the „PS“ have 2 minutes to
- 30 read the text silently.
- 31 • The „PS“ read the text and report it orally.

- 1 • The „R/L“ starts talking about the „Reading“ techniques, (Cloze test). “Pay attention to the  
2 words „TEA-POT“, „ICE-CREAM“ and „TEAPOT“.” From now to the end of class the  
3 „R/L“ is speaking about the „Reading techniques. (*As we go on, the „R/L“ devotes more  
4 and more time to the techniques*).
- 5 • The „R/L“ is very active in the class.
- 6 • If a „P“ speaks in „Farsi“ the „R/L“ answers him or her in English. This means „Talk  
7 English“. This is done in a serious manner. If there are any complicated words, teacher will  
8 explain them. The „PS“ can trust the techniques. They do not read the whole text any more.  
9 They now that they should search for the important clues and they should go after them  
10 through the text.

11

12 IT IS IMPORTANT TO SAY THAT AS WE GO ON, THE WRITTEN INFORAMTION  
13 MAY BECOME LESS AND LESS.THIS IS SO BECAUSE, THERE IS SOME REPETED  
14 INFORMATION, I WILL NOT MENTION THEM ANYMORE. NEW INFORMATION  
15 WORTH WRITING

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

1 **Field notes**2 **By: Zahra Ashegh**3 **Sunday, 15/04/2007**4 **Time: 17:00-21:30**

5

6

**Writing and Speaking**

7

**Writing**8 **Time: 17:01**

9 • “Any question from the last session?” asks the „R/L“.

10 • The „PS“ have question about the symbol of \$. They ask the way of reading this symbol

11 • The other point about which the „R/L“ is explaining now is „Writing topic“. He says: “Do  
12 not write the topic of the „Writing prompt“ as part of the „Introduction“ of your „Writing“  
13 task.”14 • After answering the participants“ questions, the „R/L“ hands out the „Writing“ of last  
15 session

16 • „P12“ asks about using the phrase „To tell the truth“.

17 • The „R/L“ answers: “This phrase is an „Informal“ phrase. You should use just „Formal“  
18 phrases in your „Writings“.”19 • “Another point is that you should pay attention to the „Penglish“ phrases you use.” says the  
20 „R/L“.21 • “Do not use “You“lf” instead of “You will”.” Says the „R/L“. (*This is the case of*  
22 *„Contraction“. Those teachers who tell their students not to use contractions have*  
23 *„Traditional view“. We are not talking about this view now. The story of „Writing is*  
24 *completely different).*

25 • “Do not use slang in your „Writings“.” The „R/L“ says.

26 • „P12“ asks another question about the differences between „As“, „Like“ and „Such as“.

27 • The „R/L“ answers the questions.

28

29 **Time: 17:17**

30 • Another question is about the differences between „Each“ and „Every“.



- 1 • “What is the difference between „Until“ and „Till“?” is another question.
- 2 • The „R/L“ gives examples to make the meaning of the words clear.
- 3 • The „PS“ start reading grammar exercises one by one.
- 4 • Now, the „R/L“ is talking about pronunciation.
- 5 • “Say „Telim“ instead of „Tell him“. Omit H” the „R/L“ says. *(The „R/L“ is teaching the*
- 6 *„PS“ to talk as native speakers).*
- 7 • As the grammar exercises go on, there appear more and more questions. This time we have
- 8 geographical ones. The „PS“ ask about the exact meaning of the words „Beach“, „Sea“,
- 9 „Shore“, „Coast“, etc. *(Task based).*
- 10 • The „R/L“ gives additional information about the prepositions with which each word can
- 11 be used. He draws a picture to make the meaning of words clear.
- 12 • The next grammar exercise raises another question. This one is expression. “What is the
- 13 meaning of each color? For example, „He is red“ or „He is blue“?” asks a student.
- 14 • *(The „R/L“ is tolerant of problems. He answers all the questions without any tiredness).*

15

16 **Time: 18:01**

- 17 • Now, we see the „R/L“ teaching new grammar rules in a „Deductive“ manner.
- 18 • As usual he gives the usage too and the „PS“ are taking notes.
- 19 • Whenever there is any similarity or difference the „R/L“ does not answer it immediately.
- 20 He asks the „PS“ to think and also to talk about it. *(Problem solving).*

21

22 **Time: 18:30**

- 23 • “Now, you all should develop a letter and read it orally in the class.” says the „R/L“.
- 24 • *(There are questions about „Writing“ techniques. The „R/L“ does not answer the*
- 25 *questions now. He will answer them after he corrects the letters and the „PS“ read their*
- 26 *letters orally. Then, there will be group correction may be).*
- 27 • *As we go on we see there will be more and more questions. They become more detailed*
- 28 *too. This means „Learning“. The „PS“ ask questions about even geographical areas.*
- 29 *They look curious. The most problematic area in „Writing“ activities is the case of*
- 30 *„Grammar“. In this session the „R/L“ devotes more time to the grammatical problems.*
- 31 *So, what about the techniques*

1 • **BREAK**

2

3 **The participants' viewpoints in the beginning sessions**

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

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

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

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

21

22 **The note-taker's comments:**

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

26 **N.B.: The above notes were taken in the very beginning sessions of the course. The**  
27 **participants were very immature with the course and what might go on in the duration**  
28 **of the course. So, their view points were premature.**

29

30

31

1 **Field notes**  
 2 **By: Zahra Ashegh**  
 3 **Friday, 20/04/2007**  
 4 **Time: 09:00-13:30**

5

6

## Reading and Listening

7

### Reading

8

**Time: 09:00 A.M.**

- 9 • The „R/L“ has changed his dressing. (*A new one*).
- 10 • The „R/L“ asks the „PS“ to open their book called „English Grammar in Use“.
- 11 • He is talking about „Sound discrimination“.
- 12 • Each of the „PS“ should read a question and answer it.
- 13 • The „R/L“ corrects the pronunciations if necessary.
- 14 • If one of the „PS“ cannot read the whole sentence, the „R/L“ helps him/her complete the
- 15 sentence. (*I think that the „R/L“ has memorized the sentences word by word, this shows*
- 16 *the authority of the „R/L“. The „PS“ can trust the „R/L“ more and more*).
- 17 • „P6“ has used a wrong preposition in a sentence. The „R/L“ corrects it.
- 18 • “Let’s stop here and devote the rest to teaching a new grammar rule.” says the „R/L“.
- 19 • The „R/L“ starts teaching „The Past Perfect Tense“. (*The view part of class, delivering a*
- 20 *new material*).
- 21 • The „R/L“ writes the rule on the whiteboard. He then, gives the usage of the rule.
- 22 • The „PS“ are taking notes.
- 23 • **(The ‘R/L’ uses two markers to write on the whiteboard. One green and the other**
- 24 **blue).**
- 25 • Letter „D“ at the end of a regular verb shows the past and past participle of the verb. The
- 26 pronunciation, however, could be in different forms like; „/t/“, „/d/“ and „/id/“. (**This is the**
- 27 **matter of allomorphs. It means that the three forms have one meaning**). (*Academic*
- 28 *literacy*).
- 29 • No body understands the meaning of allomorphs.

- 1 • The „R/L“ gives example for the rule. Then, he talks about „the adverbs of time“ that can  
2 be used in this tense.
- 3 • The „R/L“ asks „P5“ a question who should answer it by using the tense.
- 4 • After that the „R/L“ asks another one of the „PS“ if he agrees with the first „P“ or not!  
5 *(Something like discussion).*
- 6 • The „R/L“ writes the sentence on the whiteboard to make the point clear.
- 7 • Now, the „PS“ think about the sentence.
- 8 • The „R/L“ starts teaching „The Past Perfect Tense“ deductively. *(Beginning of the preview  
9 part of class).*

10

11 **Time: 09:53 A.M.**

- 12 • The „R/L“ is giving homework for the next session. He hands out the last „Writings“.
- 13 • Now, he encourages „P8“ and „P11“. He says: “All of you had a good progress but take a  
14 copy from these „Ps“.they did well.”
- 15 • The „R/L“ starts speaking about „Penglish“ style in „Writing“. He says : “„Writing“ has only  
16 1 conclusion not more.”
- 17 • After explaining some points, the „R/L“ tells the „PS“ to open their book titled,  
18 „Developing Reading Skills“.

19

20 **Time: 10:03 A.M.**

- 21 • The „PS“ have 7 minutes to read the text and elaborate on it.
- 22 • “Use the techniques of „Skimming“ and „Scanning“” says the „R/L“.
- 23 • Now, „P6“ should elaborate on the text.
- 24 • The next question is recognition one, the „R/L“ asks the „PS“ to tell him if a sentence is  
25 true or not
- 26 • *(We face the brain lateralization. The „PS“ comprehend the text with „Wernick’s area“;  
27 and then produce the answers with the left side „Broca’s area. When the „R/L“ asks the  
28 „PS“ to answer the questions, the „PS“s” brains begin a selective search to answer the  
29 question. „e.g.; Language and Brain“)*
- 30 • Now, the „R/L“ starts working on „The word category“.
- 31 • Then, there is a problem solving.

- 1 • The „R/L“ asks “What does mean, mean?”
- 2 • *(This is an interesting question).* The „PS“ think and start discussing it
- 3 • *(In elaborating on „The text production“, the „PS“ start talking about it, so they may*
- 4 *avoid talking about some phrases and points because of their inability in producing*
- 5 *them. This is the main problem of „Production stage“: Circumlocution may happen too.*
- 6 *The „PS“ talk about the marginal sentences instead of using a special word).*
- 7 • “Open „504“.” says the „R/L“.
- 8 • *(Preview stage again).*

#### 10 **Patterns of ‘Vocabulary practice’:**

- 11 • The ‘R/L’ starts reading the list of words.
- 12 • The „PS“ repeat after that.
- 13 • And then, each „PS“ repeats them individually.

#### 15 **Time: 10:30**

- 16 • In this session the „R/L“ previews 2 lessons of „504“ instead of one lesson.
- 17 • “Now, open „IELTS 1“, please.” says the „R/L“.
- 18 • The „R/L“ starts talking about „Reading techniques“.
- 19 • There is a „Cloze test“.
- 20 • There are then recognition items.
- 21 • **(The ‘R/L’ talks about the differences between ‘True/False’ and ‘Yes/No’ questions.**
- 22 • **He is explaining the three kinds of human knowledge by which he can answer the**
- 23 **questions; ‘Universal knowledge’, ‘Textual knowledge’ and ‘Language knowledge’.**
- 24 *There is a deductive teaching of „Reading“ rules. The „R/L“ gives the deductive rules of*
- 25 *„Reading“, and then the „PS“ apply the rules in the text).*
- 26 • “You have 10 minutes for 5 questions.” says the „R/L“.
- 27 • The „PS“ start answering the questions.

#### 29 **Time: 11:00**

- 30 • The „R/L“ is walking.

1 **Time: 11:10**

- 2 • Time is finished.
- 3 • They will elaborate on the text in the next session.
- 4 • The „R/L“ tells the „PS“ not to change the answers.

5 **Break**

6

7

### Listening

8 **Time: 11:35**

- 9 • The „PS“ open their listening material called, „400 IELTS based Listening Questions“.
- 10 • The „PS“ should first read the questions before listening to the cassette. *(Because, they*
- 11 *should have background knowledge to answer the questions).*
- 12 • The cassette is on now.
- 13 • The „PS“ repeat after the cassette. Then, they listen to the cassette and fill in the blanks.
- 14 *(Eliciting listening).*
- 15 • The cassette is off.
- 16 • The „PS“ start answering the questions and the cassette will be on after each answer to
- 17 check it.
- 18 • The „PS“ then close their books and repeat after the cassette.
- 19 • To change the atmosphere of the class, there is a problem solving.
- 20 • The „R/L“ asks the „PS“: “What is the differences between the words „Home“ and
- 21 „House“?”
- 22 • The „PS“ like problem solving. It is like a puzzle and puzzle is interesting
- 23 • *(The most important factor in „Listening“ classes is comprehension of the whole*
- 24 *message).*
- 25
- 26 **Time: 12:00**
- 27 • “Read the text and talk about it” says the „R/L“. *(The matter of internalization reading*
- 28 *text is the basic component of all IELTS skills).*
- 29 • The next step is talking about the pronunciation.

- 1 • (The 'R/L' teaches the native accents in word 'And' and 'But'). "Do not stress /d/ and /t/ in these two words." (He also gives the academic name of this process which is „Assimilation“)
- 2
- 3
- 4 • As we go on, the „R/L“ corrects the local errors too, there are more and more questions.
- 5 • There are some problems including:
- 6 a) The problem of „Quotation“ in „Reporting“.
- 7 b) „The baby talk“ problem like overgeneralization such as „Goed“.
- 8 c) Differences between the words „Road“ and „Rout“.
- 9 d) The differences between the use of „How do you do?“ and „How are you“?
- 10 • (The Moghaddam's classes are integrated classes, so there may be different sorts of questions).
- 11
- 12

13 **Time: 12:45**

- 14 • (As we go on, we see that: The rules are more and more internalized. There are more and more questions. The development of the „PS“ at „Listening“ skill. The more correction of Mr. Moghaddam. The „PS“ become more and more interested in learning because they see the result of their learning. They can communicate, understand, speak and comprehend more than even the last session. They see their development clearly).
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

1 **Field notes**

2 **By: Zahra Ashegh**

3 **Sunday, 22/04/07**

4 **Time: 17:00-21:30**

5

6

## Writing and Speaking

7

### Writing

8 **Time: 17:00**

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

18

19 **Time: 17:30**

- 20 • About 30 minutes has been spent on grammar.
- 21 • The „R/L“ hands out the last „Writings“.
- 22 • *(There is a teaching of grammar deductively. Preview stage).*
- 23 • Then, the „R/L“ asks the „PS“ to read the assigned letters orally.
- 24 • There is no correction of letters. *(If the „R/L“ wants to correct each of them he needs*
- 25 *enough time. But, there is no enough time to do that).*

26

27 **Time: 17:57**

- 28 • **(After listening to the letters, the ‘R/L’ starts talking about some points of ‘Letter**
- 29 **Writing’ like; ‘The format of a letter’, ‘Dating’, ‘Abbreviations’, etc.).**
- 30 • “Never explain the explained.” says the „R/L“.



- 1 • The „PS“ have questions about the differences between words „Attorney, Lawyer and the  
2 like“.
- 3 • *(There are some cultural questions. They are interesting for the „PS“. We do not see  
4 acculturation in the Iranian students. Almost all of them like to know about the foreign  
5 cultures).*
- 6 • There is a „Writing“ task for the „PS“.
- 7 • The „R/L“ mentions some points before the „PS“ start writing on a topic
- 8 • *(At the beginning, „Writing“ is really difficult for the „PS“. But, the „R/L“ can make it  
9 easier by „Pre-writing“ activities like encouraging the „PS“ to discuss the topic before  
10 they start „Writing“. This activity gives the „PS“ a background knowledge with which  
11 they can write more easily. They enjoy more).*
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

1 **Field notes**2 **By: Zahra Ashegh**3 **Sunday, 29/04/2007**4 **Time: 17:00-19:00**

5

6

7 **Writing**8 • **(The next session is the day of midterm test to check the 'Literacy development' of the 'PS').**

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

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

11 • The „R/L“ asks „P8“ to elaborate on the grammatical point „Used to“.

12 • He is now elaborating on that.

13 • There is a discussion about „Used to“.

14 • All of the „PS“ participate in the discussion. They have read the point.

15 • The beginning of the view stage.

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

17

18 **TIME: 17:45**

19 • About 45 minutes of practicing on „English Grammar in Use“.

20 • Beginning of the preview stage.

21 • *(Teaching grammar deductively, „Direct and Indirect speech“).*22 • *(As we go on, the „PS“ do not sit on the chairs in a formal manner. They do not pay attention to anything except for „Learning“).*

23 • The „R/L“ is talking about the „Interrogative“, „Imperative“ and „Informative“ sentences in the „Reported Speech“.

24

25 **Time: 18:23**

26 • Preview stage took 35 min.

- 1 • Beginning of the view stage. *(The „PS“ use previous knowledge to show their ability).*
- 2 • The „PS“ should open „IELTS 1“ and write on a topic. The allotted time is 20 minutes.
- 3 • *(It is guided „Writing“: The book has given some information. The „PS“ should use the*
- 4 *information in their „Writing“. They are not free to write about any topic they like either.*
- 5 *It is not a free Writing).*
- 6 • The „PS“ start „Writing“.
- 7 • 5 minutes before the end of each „Writing“ the „R/L“ alerts the time. He does that again 2
- 8 minutes before the end of that „Writing“ too. *(He does that to make the „PS“ sum up their*
- 9 *„Writing“).*
- 10 • After that each of the „PS“ should read the written words, but there is no correction.

11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

1 **Field notes**

2 **By: Zahra Ashegh**

3 **Sunday, 06/05/2007**

4 **Time: 17:00-21:30**

5

6

## Writing & Speaking

7

### Writing

- 8 • The beginning of view part of the class. **(The ‘R/L’ and the ‘PS’ practice on the**
- 9 **introduced material).**
- 10 • The „PS“ open their „English Grammar in Use“.
- 11 • They should read the questions one by one and then answer each of them.
- 12 • The „R/L“ is walking and the „PS“ are reading.
- 13 • *(„English Grammar in Use“ is practiced in the most IELTS classes except for „Speaking“*
- 14 *classes).*
- 15 • There are corrections if necessary.
- 16 • *(The „PS“ may correct their errors themselves, „Self correction“. They have received*
- 17 *enough confidence to correct themselves).*

18

19 **Time: 17:04**

- 20 • The view part was about 15 minutes.
- 21 • The Beginning of preview part.
- 22 • The „R/L“ is talking about „Causative Sentences“. **(Deductive teaching).**
- 23 • There is a problem solving about the difference between „Have“ and „Get“.
- 24 • Again view part.
- 25 • The „PS“ continue reading the grammatical questions and answers.
- 26 • And again preview part. **(The ‘R/L’ starts talking about ‘Conditional Sentences’. He**
- 27 **then, gives the usage of them. And then, there are examples).**
- 28 • **(Talking Farsi is forbidden in the class, but now the ‘R/L’ asks the ‘PS’ to translate**
- 29 **the ‘Conditional Sentences’ into Farsi to make the point clear. Talking „Penglish“ is**
- 30 **very common in these kinds of sentences).**

- 1 • Now, the „PS“ should develop „Conditional Sentences“. There is a discussion about the  
2 sentences too.

3

4 **Time: 18:02**

- 5 • The discussion lasted about 45 minutes.

6

7 **Time: 18:27**

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

14

15 **Time: 17:50**

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

19 **Break**

20

21

## Speaking

22 **Time: 19:30**

- 23 • The „R/L“ hands out the test of the midterm and also the pretests.
- 24 • The „PS“ are comparing their two tests to see whether there is any progress in their scores.
- 25 • The „R/L“ starts talking about the process of development and progress.
- 26 • The „R/L“: “I see a great jump everybody has done.”
- 27 • „P8“ is on the whiteboard.
- 28 • The „R/L“: “What is the reason of our jump in the „Writing“ and „Reading“ skills?”
- 29 • „P8“: “I think practice plays the main role in the progress of the „PS“. We should practice  
30 and practice.”
- 31 • „P11“ is now on the whiteboard. He says: “I see no progress in my skills and also scores.”

- 1 • The „R/L“: Did you practice enough?
- 2 • „P11“: “Yes, but I think we should change the way. We have a lot of books. We have no  
3 time to practice on all of them. So, we should decrease the number of books, the variety of  
4 books make learning speed low.”
- 5 • „P11“: “I think, we do nothing in the „Speaking“ class .We should speak more and more. I  
6 see no progress in my „Speaking“ ability. We should have more and more sample topics.”
- 7 • The „R/L“: “You should also pay attention that to speak better and better you must  
8 improve your vocabulary power.” Ha?
- 9 • „P11“: “That“s okay, but the topics and the number of them are very important.”
- 10 • „P9“ is on the whiteboard now.
- 11 • „P9“: “I think, we do not speak about the functional and necessary topics. The „PS“ like to  
12 speak about the most functional and necessary topics by which they can communicate in  
13 the society.”
- 14 • The „R/L“ starts talking about some points of the IELTS examination.
- 15 • He then, talks about IELTS as a goal or as an instrument for each of the „PS“.
- 16 • „P9“: I think in the „Writing“ classes our time wastes for the „Writings“. We write about 20  
17 minutes on a topic. This is time consuming. We can spend our time on the other things and  
18 write the task at home.”
- 19 • The „R/L“: “Writing in the class has goals. At first, you become familiar with the situation  
20 of exam. You find yourself anxious or relaxed. You think about your time management  
21 too. These are the reasons why I ask you to write in the class and I devote 20 minutes to  
22 that „Writing“. Everything we do in the class has a reason.”
- 23 • *(The most important factor of the discussion is that the „PS“ have been used to the*  
24 *Iranian methods of teaching. It means that they need the „R/L“ to explain everything.*  
25 *But, now Mr. Moghaddam, who has taught IELTS in an English-medium country,*  
26 *teaches IELTS in another way and with another method, also another situation,*  
27 *different students and finally another system of education. And, this is the main reason*  
28 *that The „PS“ discuss the Moghadam“s teaching method).*
- 29 • *(Mr. Moghaddam believes in the method in which the „PS“ practice by themselves and*  
30 *the „R/L“ guides them just, and the student is responsible for his or her leaning. He says*

1 *that the „R/L“ is not responsible for the „PS“ learning or not learning, practicing or not*  
 2 *practicing. The „R/L“ gives the way and the student should continue it).*

- 3 • ‘P9’: “This class is so crowded. We have limitation of time. We have no time to go  
 4 after the knowledge. What is important for us is the score by which we can go to  
 5 Australia. You should explain our errors and mistakes immediately after we make a  
 6 mistake .We have no time, no time. Give us the most essential parts of the IELTS  
 7 exam like those we need them like how to interview and how to answer the  
 8 interviewer in IELTS.”
- 9 • The „R/L“: “About the first question I mean „Limitation of time“ and „Necessity of high  
 10 scores for immigration“ I should say that thinking about the score just is not good at all.  
 11 The main problem of the Iranian students is that they always think about their scores. No.  
 12 No. You should think about your skills and the improvement you can make. And, about  
 13 another point, „Limitation of time“ I should say that this is the time you have. You should  
 14 manage your time of studying and also practicing, of course if you like to improve and get  
 15 a high score. Giving the main points of IELTS, I am doing that. All the information I teach  
 16 you are the main points of IELTS. But, pay attention that the IELTS tests are authentic and  
 17 not predictable. The questions are new. I cannot give you the topics and the questions,  
 18 because nobody knows them .You should empower your skills to be successful in the test.  
 19 This is the only way. And, about the second question I mean, I know you have time  
 20 limitation, but do you like me to give you a fish or teach you how to fish?”
- 21 • „P9“: “I necessarily need a fish to pass the exam, please give me just that fish. There is  
 22 more time to learn how to fish.”
- 23 • The „R/L“: “But I’m a teacher and I should and I must teach you. My job is teaching. You  
 24 have paid money, registered and participated in the class to learn.”
- 25 • The students’ anxiety about the test-specific practices and techniques has also been noticed  
 26 in previous studies (Hogan, 1992). But, it has been suggested that teaching specific  
 27 techniques and test practice materials “can never be a substitute for basic reading and  
 28 writing skills practice and teachers should strenuously resist pressure from students who  
 29 argue that they can worry about surviving at university after they have gained a place  
 30 there” (Hogan, 1992, p. 15).

- 1 • *(At last, the „R/L” asked the „PS” to practice more and more and see the result. The*  
 2 *„R/L” is really tolerant. He is open to any criticism. Of course, after the discussion I see*  
 3 *no change neither in the participants” ideas nor in the „R/L”s. They did not agree with*  
 4 *each other. But, the most important factor is that they respected each other. They did not*  
 5 *shout or speak in a loud voice. They even smiled and laughed when they were*  
 6 *discussing. They were joking too. One of the „PS” was really extrovert and criticized the*  
 7 *„R/L” a lot, but at last he did apologize and respected the „R/L”)*
- 8 • The „R/L”: I have nothing more to say. Time is finished, I can just say that you should  
 9 practice and practice a lot, this is the only way.
- 10 • The „R/L” and the „PS” said Good bye and left the class without changing their ideas about  
 11 the method of the Moghaddam”s teaching.
- 12 • Note-taker: *(The only problem was the systematic differences between Iranian method of*  
 13 *teaching and foreign method. It was neither the teacher”s fault nor the students”)*  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25  
 26  
 27  
 28  
 29  
 30  
 31



1 **Field notes**  
 2 **By: Sara Najmabadi**  
 3 **Friday, 18/05/2007**  
 4 **Time: 09:00-13:30**

## 6 **Reading and Listening**

### 7 **Reading**

- 8 • The beginning of the view part of the class.
- 9 • The „PS“ should open their grammar in use. They read the questions and answers orally.
- 10 • The „R/L“ to one of the „PS“: “Why don’t you do your homework?”
- 11 • The „R/L“ is walking and listening to the answers.
- 12 • *(In the middle of view part we see that the „R/L“ jumps into the preview part. He starts*
- 13 *teaching grammar. He starts introducing new material. „Unreal Conditional“ sentences*
- 14 *which are of two kinds; „Unreal Possible Conditional“ and „Unreal Impossible*
- 15 *Conditional“ sentences).*
- 16 • The „R/L“ is giving each one’s usage.
- 17 • The „PS“ have many questions.
- 18 • *Again jumping to the view part.*
- 19 • The „PS“ are reading the questions and answering them orally.
- 20 • „P5“ hasn’t done his homework. The „R/L“ tells him, “So, listen to the others.”
- 21 • The „R/L“ corrects the „PS“ grammatical and pronunciation problems immediately.
- 22 • The „R/L“ is introducing „The articles“ and the places we can use them.

23  
 24 **Time: 09:44**

- 25 • Now, there is a discussion about native pronunciations like „I and You“, which we should
- 26 pronounce „I ðn U“. *(It’s the matter of assimilation).*
- 27 • When speaking about „The articles“, „P5“ starts talking about „*the most interesting subject*
- 28 *of politics*“ he asks of the „R/L“ whether or not KHOMEINI or SHAH takes article! *(All*
- 29 *the „PS“ smile silently).*

30

1 **Time: 10:11**

- 2 • About one hour and eleven minutes was spent on „English Grammar in Use“.
- 3 • There is an „Academic“ discussion about D.A. (Discourse Analysis).
- 4 • The „R/L“ gives the levels of C.A. (Contrastive Analysis)

5

	<b>Farsi</b>		<b>English</b>
7	<b>L0:</b> بد		bad
8	<b>L1:</b> دفتر چوکتاب		book
9	<b>L2:</b> ق/غ/خ		Θ
10	<b>L3:</b> علیو فرس رفتو است	→	Ali has gone to the school.
11	<b>L4:</b> ماشینم رتعی رکردم	→	{ I repaired my car.
12		→	I had my car repaired.}
13	<b>L5:</b> بازکردن		open/unwrap/disclose

14

15 **Time: 10: 42**

- 16 • The „PS“ should open of their practice materials named „504“.
- 17 • The „R/L“ reads the whole list of words.
- 18 • The „R/L“ reads and the „PS“ repeat after him.
- 19 • The „PS“ read the list individually.
- 20 • Each of the „PS“ reads a sentence.
- 21 • Now, the „PS“ have two minutes to read the text and elaborate on it.
- 22 • One of the „PS“ is opening the dictionary to look up a word.

23 **Break**

24

25

**Listening**26 **Time: 11:25**

- 27 • The „R/L“ plays the cassette and The „PS“ should fill in the blanks. The „R/L“ checks the
- 28 answers.
- 29 • „P3“ has a problem with „Capitalization“ and The „R/L“ tells her to pay attention to it when
- 30 she writes.
- 31 • The „R/L“ talks about the difference between „0“, „Zero“ and „O“. „Letter O“.

- 1 • The „R/L“s“ cell phone is ringing he doesn“t switch it off. He is deeply busy with teaching.  
 2 • There is a discussion about the preposition of time, for example between „Every hour“ and  
 3 „On every hour“.

4

5 **Time: 12:15**

- 6 • The „R/L“: „Spelling“ is really important in „Writing“ after listening to the cassette. You  
 7 may lose point otherwise.  
 8 • Write the numbers in Arabic numbers, not in letters.  
 9 • Now, the „R/L“ is talking about symbols like „Dollar“ and „Cent“.  
 10 • *(The „R/L“ is really tired).*  
 11 • The „R/L“s“ cell phone is repeatedly ringing. *(Why does not the „R/L“ switch it off?!)*

12

13 **Listening patterns:**

- 14 • The „PS“ should read the questions to become familiar with the subject. The „R/L“ then,  
 15 plays the cassette and the „PS“ should fill in the blanks .The „R/L“ turns the cassette off  
 16 and they all check the answers.  
 17 • One of the „PS“ is writing his criticisms about the class on the other student“s booklet. The  
 18 „R/L“, “They are communicating with each other.”  
 19 • *(I think, some of the „PS“ are somehow more knowledgeable than the others. they also*  
 20 *see the material lower than their level of knowledge. Of course, they believe in „I+1“).*  
 21 • The „R/L“: Be very sharp in reading the sentences.  
 22 • The „R/L“: Read the questions as many time as you can.  
 23 • The „R/L“: Pay attention to this point; you may hear „hot spot“ as „hots pof“. *(Note-taker:*  
 24 *This is the matter of slip of the ear).*  
 25 • The „R/L“: Do the next task. Use all your power and knowledge. Use the previous points in  
 26 the last „Listening“.

27

28

29

30

31

## Appendix F

### Interviews

Sunday, 03/06/07

Time: 09:00-13:00

#### Pilot Interviews with (Bafghi and Ziaee)

**N.B.: In addition to the main participants, Dr. Bafghi and Dr. Ziaee were volunteers to contribute to the research project for the purpose of the ‘pilot interviews’ and ‘pilot tests’.**

R/L: Okay, Mr Bafghi, Ah, This is a pilot interview about taking part in the IELTS course. Ah, would you mind telling me why you are taking part in the IELTS Academic Preparation Program?

P: By all means, of course, for my speciality I intended to take part in the IELTS course.

R/L: Thank you very much. Why are students required to take the IELTS Exam you think?

P: IELTS Exam is on the degree of skills based on general test that take the „Listening“, „Writing“ and „Reading“ have to be alert about somethings and so, ah, have some personal knowledge that is crucial in this exam.

R/L: How long have been studying English?

P: First, I didn’t have English for a continuous, uh, course. But, I have done it from early childhood for grammar school one years. Then, left it for about 10 to 12 years. Then, I’ve uni. Then, I went to private institute to study for about ...

R/L: Have you already done any IELTS preparation program? If „YES“, please explain when, where, for how long, what instruction materials did you use and whether or not the materials were useful?

P: Yes, I’ve done it about 2 years ago, ah, private. That course I took by Dr Moghaddam About improving „IELTS by books of Cambridge“, „English Grammar in Use“, and „Pair Work“, „For & Against.“ And some Listening books such as; „What to Say“ were the main books.

R/L: Do you think that IELTS Academic Preparation Practices might help participants prepare for university study at English-medium universities?

- 1 P: I think it's necessary for preparation to study, Ah, because when a person cannot  
2 communicate correctly with others. So, ah, they have some feeling that they can't  
3 progress in the test.
- 4 R/L: Do you think that IELTS Academic Preparation Practices can be altered in away to be  
5 more useful for university study?
- 6 P: No, special but I think we have test in the beginning of writing of the IELTS course to  
7 find out our weaknesses. Then, by concentrating on our weaknesses we can improve  
8 our IELTS skills more than before. May be I'm very strong in, ah, „Reading“ but I have  
9 weakness in „Writing“ and „Speaking“. So, I should be focused, ah, on „Writing“ and  
10 „Listening“ instead of it.
- 11 R/L: How can an IELTS academic preparation program be useful in improving:  
12 a. Your English language in general?  
13 b. Your English writing skill?  
14 c. Your English speaking skill?  
15 d. Your English reading skill?  
16 e. Your English listening skill?
- 17 P: When, uh, I'm improving my skills „Listening“, „Writing“, „Speaking“ and „Reading“,  
18 ah, It's not limited to my academic course it is also effective on general education in  
19 my daily life. So, for both of them.
- 20 R/L: Thank you.
- 21 P: All skills are integrated to each other. There is no boundary between them. When I am  
22 improving my writing task, so I learn how to use my grammar in writing then, when I  
23 am speaking, I can use it, ah, to describe something and explain something in also in  
24 speaking skill.
- 25 R/L: So, you mean that this preparation program can influ, can influence on the useful  
26 improving of other skills such as; „Speaking“, „Reading“ and „Listening“?
- 27 P: Yes.
- 28 R/L: In „Writing“ the same way?
- 29 P: Yes.
- 30 R/L: In general, how do you evaluate the IELTS Academic Preparation Program, which you  
31 attended for 120 hours?

- 1 P: Very useful, I mean up to now. Because, ah, I, um, thought, and I speak. But, I thought  
 2 is correct and my teacher, um, correct me at that time. So, I found out, what was my  
 3 mistake what was my mistake. Then, I tried my best to correct my mistakes and don't  
 4 repeat them again. Course that I take was very effective for me.
- 5 R/L: Thank you. Could this course possibly help you to gain English language proficiency?
- 6 P: Of course, it helped me at the first step, because I can do my exercises as my teacher  
 7 said. I am sure, I'm sure that it's effective. But, if I don't do these exercises and only  
 8 listen to my teacher in the classroom. But it'll, won't be effective on my language.
- 9 R/L: Okay thank you very much. Now would you tell me, how much beneficial do you think  
 10 this course could be in increasing your chance of getting into an English-medium  
 11 university and why?
- 12 P: I think it was very useful, ah, opportunity for me to take in this course take for IELTS  
 13 exam and prepare for the IELTS Exam and for entering to a uni, English-medium  
 14 university, ah, because I, um, had it in different private institute on different phase, but  
 15 non of them ah, um, could studies on my progress.
- 16 R/L: Thank you.
- 17 R/L: Based on your experiences gained in this course, how accurate can IELTS scores  
 18 measure your English language proficiency?
- 19 P: And, the scores of IELTS exam must be, ah, based on decimals, not from one number  
 20 to another number from 5 to 6 , 6 to 7 may be it must be graded into ah, 6.1, 6.2, ah,  
 21 due to my faults. That make me so deserved.
- 22 R/L: Correct, it should be considered. Based on your experience gained in this program how  
 23 accurate can IELTS scores measure you different language skills (i.e.; Reading,  
 24 Writing, Speaking and Listening)?
- 25 P: Would you repeat?
- 26 R/L: Yeah, sure sorry may be I was a bit fast! Based on your experience gained in this  
 27 program how accurate can IELTS scores measure your different language skills (i.e.;  
 28 Reading, Writing, Speaking and Listening)?
- 29 R/L: Is that clear now?
- 30 P: Yes, of course. Of course, oh, I think, there were more studies and research on this  
 31 graded for IELTS, but due to my last IELTS exam, I think it was nearly the exact grade

1 for my skills that I have done in some mock exams before the real one and the results  
2 was very the same.

3 R/L: How proficient should OTEFL (Other Than English as First Language) students be in  
4 English language before they begin their study at an English-medium university?

5 P: Of course, in an English, ah, country or English university the, I mean university,  
6 which main language is English would be somehow better than in university and my  
7 country that the main language is not English. Cause, ah, when a person speaks with  
8 native, ah, so and gain from their „Speaking“ is their „Writings“ and more familiar with  
9 the real meaning of the any words in a language without, ah, imagine, imagination of  
10 the meaning of a word in my own language, oh, um.

11 R/L: Good. How well might the IELTS Academic Preparation Program prepare the  
12 participants for academic purposes in the four skills as follows?

13 a. Reading for university study (e.g.; participating in tutorials, etc.).

14 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.)

15 c. Listening for university study (e.g.; participating in lectures, tutorials,  
16 interactions with university staff, etc.).

17 d. Speaking for university study (e.g.; participating in tutorials presentations,  
18 seminars, interactions with university staff, etc.)

19 P: Hence (sic), I haven't done specific or the, this course and activities that familiar me  
20 with the education. When I am speaking in front of audience, so will be more hard for  
21 me for the first time. But, when I am speaking between my classmates and in front of  
22 some persons that I, um, didn't know them. Ah, then help me to forgot, ah my  
23 weakness, feeling of shy and it develop, ah develops my skills to be more expert in my  
24 speaking the same as this skill in writing and listening and these activities in the class  
25 and the course, ah, prepared me to be more familiar, ah, the activation that will be  
26 happen in my university.

27 R/L: Very much interesting. Now, how well and useful might IELTS Academic Preparation  
28 Program be in preparing the participants for integrating different skill (i.e.; Reading,  
29 Writing, Listening and Speaking) in activities such as group work or laboratory  
30 practicals?

- 1 P: When it comes to group works, we should consider all these skills in main body. I  
 2 mean, ah, if I want to work with some other person I should learn how to communicate  
 3 with them. So, I must learn how to speak in a correct way to describe my real opinion.  
 4 So, also, I Should be able to diagnose what they're speaking. So, I must develop my  
 5 listening skill to communicating with the other person or for example for my teacher, I  
 6 should develop my writing. Thus, all of these four skills are important and there is no  
 7 exception in one of them.
- 8 R/L: Thank you very much my next question is; „How realistic do you think the IELTS band  
 9 scores can be as an indication of the participants' real English knowledge?“
- 10 P: Yes, I don't know, what, what myself it is in one score more or lesser than the real one.  
 11 May be and it also depends on the situation of any person in that the time of exam.  
 12 May be if I repeat my exam in the for example, ah 2 or 3 days before or later the real  
 13 one I may one more or less than that I done.
- 14 R/L: Thank you. Now, In your opinion, how realistic might IELTS band scores be as an  
 15 indication of the participants' overall smartness, attentiveness and speed?
- 16 P: Honestly, as the IELTS in not limited to the four, to these four skills. And, one must be  
 17 alert from any aspect, for example, in „Reading“ by noticing to the direction of the  
 18 question in isolate and of the „Reading“ an save your time to the smartness.
- 19 R/L: Thank you. How can the IELTS Exam give the participants an opportunity to enter an  
 20 English-medium university?
- 21 P: When I am professional in all language I can express my real opinion and my real  
 22 knowledge to the others, so, ah, I take my real position in the university. Because, may  
 23 be I am very professional in some skills in some speciality, ah, in my language for my  
 24 country. But, ah, when I can't, ah, transfer this knowledge to the other persons, I can't,  
 25 ah, show my real one.
- 26 R/L: Thank you. In addition to preparing you for your IELTS Exam do you think that the  
 27 materials used in the course may/should prepare you to continue your education at an  
 28 English-medium university successfully? Why? And, how? Please explain.
- 29 P: All of them, ah, could be useful. For me although there are not new edition of the books  
 30 and some, ah.
- 31 R/L: May be you mean, they are outdated or...



- 1 P: Yes, outdated.
- 2 R/L: Yeah.
- 3 P: And, for example, from, ah, materials that, ah, now a days, are outdated and we don't  
4 use at the present time. But, I think 80% of these books are useful, um, ah, for, ah, now  
5 and also for the fu, future, because the main stem has changed in the future.
- 6 R/L: I understand. Yeah, thank you very much. Which of the materials used in the IELTS  
7 Academic Preparation Program did you find more useful and helpful? Why? Please  
8 explain.
- 9 P: In the first step, I think, ah, a person, ah, must be very expert in grammar because the  
10 basic step for all of these skills is grammar, when I speak, ah, continuously, but I didn't  
11 use the correct grammar, so it would feel nonsense and useless. So, ah the first step  
12 would be grammar, for example by using „Grammar in Use“, ah, then completely  
13 repeat in all skills like in „Reading“, „Listening“, „Writing“ and „Speaking“. The next  
14 step, I think, ah, is correctness of my pronunciation. When I can pronounce the words  
15 correctly, ah, on the contrary, on the other side I can diagnose the right pronunciation  
16 from a native speaking speaker. For example, when I am listening to B.B.C. News in  
17 the, ah, on the TV, ah, if I know the right pronunciation, then I can diagnose what the  
18 speaker is saying. But , ah when, ah, I am, I didn't know the right pronunciation, so I  
19 can't couldn't diagnose the real, the right words.
- 20 R/L: Thank you. In your opinion, could there be anything else to be added to IELTS  
21 preparing materials to help participants to be more prepared for the IELTS exam as  
22 well as being prepared to cope with academic study at English-medium universities  
23 and how? Please explain. Do you understand the question?
- 24 P: Yes, of course, I suggest, ah, to different items that useful for the IELTS course. One of  
25 them it, it would be possible to speak with the native one it makes us, ah, more, ah,  
26 familiar, ah, with the pronunciation and, ah, Speaking skills put my skills more than  
27 before, and also with a listening to some, ah, news or from, ah, such as movies, ah, in  
28 the class and, ah, explaining, and, ah, about the any part of the films or the news by a  
29 group as a group work in the class may be useful for them.
- 30 R/L: Good, now, based on your knowledge gained in this IELTS Academic Preparation  
31 Program, how accurate can the IELTS entry score for university measure:

- 1 a. Your English Reading skill required to succeeding at English-medium  
2 universities?
- 3 b. Your English Writing skill required to succeeding at English-medium  
4 universities?
- 5 c. Your English Listening skill required to succeeding at English-medium  
6 universities?
- 7 d. Your English Speaking skill required to succeeding at English-medium  
8 universities?

9 P: I am very satisfied with them, ah and I get, got I got more benefit, ah, from them. And,  
10 I know that if, ah, ah, there is a fault it is due to my, ah, shortage of time, ah, as I was  
11 too busy and I couldn't do, do the exact, ah, exercises that my teacher told me to do.

12 R/L: You are being humble hah, huh, heh, hnh, thank you. What is your opinion about the  
13 four skills' practices done in the classroom?

14 P: Would you repeat. **(The 'R/L' repeats the question).**

15 P: You mean by this course that we have done?

16 R/L: Yeah, and gaining the score.

17 P: Yes, I think, ah level of my scores up to 2 or maybe 3 score from before and, and by  
18 finishing this course will be better in my tests.

19 R/L: Okay. In general, how accurate can the IELTS total band score reflect the level of  
20 English language proficiency of the participants to be successful in their academic  
21 career at English-medium universities?

22 P: Hence, ah, the four skills related to each other and overall scores also shows the skills.  
23 But, some there is some expression, exception here, for example, a person, who is a  
24 native may be they speak fluently and clearly and get score 8 to 9 but they have no  
25 experience they are, ah, don't have any repetition in „Reading“ or „Writing“ skills. And,  
26 it may be about 5 to 4 then an over all score from the all of these scores may have  
27 reflect the real score. But, for a medium, ah, thirsty student, which the native language  
28 is not the English language, ah, hence these 4 skills usually, ah, improve, um, other and  
29 are related to each other. I think it reflect, ah, the real one score.

- 1 R/L: Thank you. How do you evaluate your English language abilities to cope with English-  
2 medium universities' academic tasks in terms of „Reading, Writing, Speaking and  
3 Listening“?
- 4 P: Ah, at the present time, I think, I can cope with them. And, of course, ha, there would  
5 be some difficulties that I don't know about them and it may be come to me in the  
6 future. But, in general, I can, I think, I can solve my problems.
- 7 R/L: Thank you and the last question. I know you are tired, hah, huh, heh, hnh. This is the  
8 last one. How reliable and valid do you think the IELTS exam is to measure your  
9 English language proficiency, why?
- 10 P: Of 90% percent of some score for each one.
- 11 R/L: But, why, why you think it [is...  
12 P: Because], ah By taking some different, some different exams in different situations, um  
13 I take the same score, I took the same score, ah, so I think it has a structure that, ah it is  
14 completely similar in ah, any part of the world And, ah, so when they, they take the  
15 exam um which field, ah I took the same score.
- 16 R/L: Thank you very much Mr Bafghi. You've been [very...  
17 P: You're welcome].
- 18 R/L: You've been very helpful. Thank you very much for your contribution to this pilot  
19 interview and best of luck.
- 20 P: Thank you very much.
- 21

1 **Sunday, 03/06/07**

2 **Time: 13:00-13:30**

3

4

**Pilot Interview, (Ziaee)**

5 R/L: Why are you taking part in the IELTS Academic Preparation Program?

6 P: First of all, ahhh, my it is my band score. Cause, I know that, ahh, English- medium  
7 community, ah, evaluates the foreigners by this exam. And, the, they, they estimate  
8 the, ah, the ability and knowledge of, ah, foreign students, ah, by ah according the band  
9 scores of the IELTS. And, for this reason the, ah, so, um, I'm so interested in  
10 increasing my band score to reach to the academic courses.

11 R/L: Why are students required to take the IELTS Exam?

12 P: Obviously, ah specially for foreign student it's so necessary. Because, ah, ahhhh, the  
13 ahhhunun, the universities, college, colleges should the know about the, ah, level of the  
14 English, ahhh, foreign students and, ah, in my point of view, ah, it's better to say that it  
15 is mandatory evaluate by special and exam like IELTS.

16 R/L: Thank you very much. How long have been studying English?

17 P: Approximately, ah, between 5 to 7 years.

18 R/L: 5 TO 7 years quite a long time? Have you already done any IELTS preparation  
19 program? If „YES“, please explain when, where, for how long, what instruction  
20 materials did you use and whether or not the materials were useful?

21 P: Yes, during two years ago. I ... I prepared myself for IELTS. Ahhh, although I studied  
22 English in some institute by different books, ahhh, I am not I don't I didn't prepare  
23 myself exactly for IELTS. Ahhh, in a short course, umm, before, I prepared myself for  
24 the IELTS, ah, and then, if I thought, ahh, one of my skills I was not.

25 R/L: So, did you find the materials useful at all or not?

26 P: Yes, but in some skills it was so useful especially in „Writing“, ahhh, or in „Speaking“  
27 but in ah „Reading“, ah, some points deviated me, ahh, because I thought that before  
28 the, a course, umm, I was, I prepared better than, ahh, after the course. And, about the  
29 „Listening“, ah, I think it strictly depends on my practice and the course, ahhh, didn't  
30 affect on me rise it into, fo, four skills. „Writing“ and „Speaking“ was cured.

- 1 R/L: Do you think that IELTS Academic preparation practices might help participants  
2 prepare for university study at English-medium universities? Is it clear?
- 3 P: Yes, it is clear, but I am bit, ahhh, doubt ... ahhh, doubt.
- 4 R/L: Doubtful?
- 5 P: Doubtful about this. Although this is important for, ahhh, foreign student to know how  
6 to read, how to speak how to listen, ahhh, in, ahhh, natural environment, ahhh, I think  
7 that something else happens and, the, ahhh, as examinee as examiner we cannot deny,  
8 we cannot, the, the, relay just on IELTS band score and cannot be just the limitation I  
9 mean that they cannot rely on just this item. We can suggest, ahhh, ahhh, another way  
10 to enter English. Ah, in my point of view foreign student can improve their English in  
11 a environment, umm, and by establishing a limitation, ahhh, some of them my be hate  
12 from English. Ahhh, they live in another situation, they live in, ah, non-native  
13 environment and they improvement sometimes takes a longtime. And, they want to  
14 enter university to continue, by establishing the limitations this, ahh, makes many  
15 problems for them.
- 16 R/L: So, does it mean that you are in doubt of the IELTS academic preparation practices to  
17 help you, ah, get enough knowledge to enter and cope with the English-medium  
18 university tasks?
- 19 P: No, I am not in doubt. But, ahhh, I don't agree with, ahhh, as a limitation, as really  
20 want to, want to continues we have the 7 band score. I don't agree with this limitation.
- 21 R/L: You don't, you don't agree on the band scores?
- 22 P: Band scores. But, I agree that foreign students should pass this course. It is mandatory.  
23 And, they, ahhh, give the higher band score, but as a limitation for entering to the  
24 university, the universities I don't agree with that.
- 25 R/L: Do you think that IELTS Academic preparation practices can be altered in away to be  
26 more useful for university study?
- 27 P: Yes, ahhh, IELTS is general and good, I believe it. This is well designed. All skills are  
28 included, ahhh, it can be altered. It can be altered.
- 29 R/L: How can it be altered?
- 30 P: Ahhh.
- 31 R/L: In what ways?

- 1 P: Ahhh, I think skill by skill, Ahhh, for instance, um, in „Listening“ and „Reading“  
 2 specially, ah, sometimes, ah, there are some questions that are ire, irrelevant to the  
 3 academic courses, um, if they did designed this course for entering to the university,  
 4 for instance, ah, sometimes the memorizing the, ahhh, numbers, ahhh, in test is not  
 5 necessary. Because, the foreign student can ask again. But, in a „Listening exam“,  
 6 ahhh, some environmental factors can effect on your band score. And, it is in conflict, I  
 7 think. And, for example „Address“. If you don't the address you can ask the address  
 8 from the person. But, in the exam you, ah, make a mistake by some environmental  
 9 factors and some stress, for instance. And, it cannot evaluate your ability, your  
 10 knowledge in a real environment, I think.
- 11 R/L: Thank you very much.
- 12 R/L: How can an IELTS academic preparation program be useful in improving:  
 13 a. Your English language in general?  
 14 b. Your English writing skill?  
 15 c. Your English speaking skill?  
 16 d. Your English reading skill?  
 17 e. Your English listening skill?
- 18 P: If I compare it in two courses, new courses with the past courses. If we rely on just  
 19 happenings in IELTS it's absolutely not increase your general knowledge. I agree that  
 20 the as a student in preparation course um students should squeeze their general  
 21 knowledge by different books. It's highly recommended for IELTS Examiner.
- 22 P: Ah, yes, it depends on the strategy. If the strategy is selected, yes it can be, ah, use my  
 23 general knowledge and I believe that this course by this strategy is my general  
 24 knowledge.
- 25 R/L: Thank you very much. In general, how do you evaluate the IELTS Academic  
 26 preparation program, which you attended for 120 hours?
- 27 P: Yes, as previous question, because the strategy, which selected to quiz the general  
 28 knowledge, I believe it is the best. Ah, this strategy can help me increasing my general  
 29 knowledge, and even learn me, ah, some good hints, which useful in the real  
 30 environment.
- 31 R/L: Okay. How could this course possibly help you to gain English language proficiency?

- 1 P: That's, ah, I think that this course by introducing some different books, ah, and  
 2 introducing some introduction some difference, ah sources of English and helps to  
 3 increase my proficiency. And, I think this is, ah, a good recommendation that IELTS,  
 4 ah, students use different sources and different sources of English even difference  
 5 accents, difference books, different types of writings and it can be so helpful and just  
 6 by relying on one methods, ah, a big mistake.
- 7 R/L: Good. How much beneficial do you think this course could be in increasing your  
 8 chance of getting into an English-medium university and why?
- 9 P: This issue, ah is better to say that is multi fatal, because ah, the effort of student, I  
 10 think is most important factors, factor and the course can guide the student to the better  
 11 score. And, I believe that, this course, ah hopefully help me to get the band score. Ah,  
 12 and I really believe can be helpful.
- 13 R/L: Based on your experiences gained in this course, how accurate can IELTS scores  
 14 measure your English language proficiency?
- 15 P: Any skill I believe that „Listening“, „Speaking“, „Writing“ and „Reading“. The band  
 16 score can evaluate me correctly. But, in „Listening“, I think that many environmental  
 17 factors can affect you. And, Although IELTS test is a, um, but although it is the  
 18 conscious test but if the goal of IELTS, specially academic IELTS test is to evaluate  
 19 the students to enter universities, as we seen that, for example, doctors need the 7 band  
 20 score, ah, specially in „Listening“ parts any environmental factors and stressfully  
 21 situation can affect the band score that is not working in the real situation. As I told  
 22 you, for instance, the number although it is so important to, ah, agree to write the  
 23 numbers, for instance on the phone. But, when, ah, any body was not sure about the  
 24 number or address can ask again and but in real test it is not working.
- 25 R/L: This is it. In my next question, I am using a new term which is new to you. That is  
 26 „OTFEL“. By „OTEFL“ I mean „Other Than English as First Language students“. How  
 27 proficient should OTEFL (Other Than English as First Language) students be in  
 28 English language before they begin their study at an English-medium university
- 29 P: Umm.
- 30 R/L: Somebody like you.
- 31 P: Umm.

- 1 R/L: Whose first language is not English, it is Farsi. Okay?
- 2 P: Yes.
- 3 P: How proficient?
- 4 R/L: How proficient.
- 5 P: This another form of IELTS course?
- 6 R/L: No, I mean English as a whole, how proficient should students like you, OTEFL
- 7 students be in English language?
- 8 P: Uhum.
- 9 R/L: Before they begin their study at an English-medium university. Is that clear?
- 10 P: Yeah, yeah, good, Ahhh, I think, ah, OTEFL students should use their first of all their
- 11 general knowledge of the English. It is so important, ah, instead of these skills
- 12 improving the general knowledge is the key, ah, preparation for the, ah, English
- 13 communities, ah, if the OTEFL students want to start at first with skills like
- 14 preparation IELTS 1, 2, 3, ah, I think, it causes many conflicts and errors for OTEFL
- 15 students. At first, they should face many, ah, general English books, then they enter to,
- 16 the, and they familiar with the skills for IELTS.
- 17 R/L: Thank you. How well might the IELTS Academic preparation program prepare the
- 18 participants for academic purposes in the four skills as follows?
- 19 a. Reading for university study (e.g.; participating in tutorials, etc.)
- 20 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.)
- 21 c. Listening for university study (e.g.; participating in lectures, tutorials,
- 22 interactions with university staff, etc.)
- 23 d. Speaking for university study (e.g.; participating in tutorials presentations,
- 24 seminars, interactions with university staff, etc.)
- 25 P: Ahhh, I believe that, ah the IELTS scores, ah, the IELTS preparation techniques does
- 26 not focus on these. So, so, many reasons. Because, different we have different majors.
- 27 Ah, we have different courses with different type of thesis type and articles and
- 28 different types of speaking in their universities. Ah, it's better to say that it focus on
- 29 just general field of, ah, preparation to enter university. For instance, as, I as a doctor,
- 30 um, the IELTS does not learn me teach me that how to speak in a medical field.
- 31 R/L: Hum.



- 1 P: Or, ah, and.
- 2 R/L: Interesting!
- 3 P: But, they want to evaluate me as a medical doctor to enter university, Ahhh, or they  
4 IELTS does not, ah, teach me to write an medical article. It just learn me to write at,  
5 ah, social article about the social problems just and.
- 6 R/L: So, you are pointing out to the matter of wash back in the materials IELTS are not  
7 designed in a way.
- 8 P: Exactly.
- 9 R/L: To prepare each student in following their future aims in the required field that they  
10 want to continue.
- 11 P: Exactly, exactly.
- 12 R/L: At English-medium universities.
- 13 P: And, the problem is that they evaluate me by this band score. Although it is important  
14 that you can speak fluently. It is important. Designing limitation and for entering  
15 university is not correct, I mean.
- 16 R/L: Good, So, you are in fact pointing to the matter of wash back. Alright, how well and  
17 useful might IELTS Academic preparation program be in preparing the participants for  
18 integrating different skill (i.e.; Reading, Writing, Listening and Speaking) in activities  
19 such as group work or laboratory practicals?
- 20 P: You mean that the group work ah, yeah, can help me
- 21 R/L: I mean how can this Academic preparation program can prepare you as a participant  
22 [for....
- 23 P: Ahun]. Obviously it helps undeny the role of the skills in society or entering to the  
24 special field of us. But, as I told you it is not directly, ah, to the, ah, environment. It is  
25 not related to the place, which I want to work. And, I am sure that, ah, medical fields  
26 use another term. Although the general information is so helpful, ah it is better to say  
27 half and half yeah...
- 28 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
29 participants' real English knowledge?
- 30 P: Yeah, ahh, I agree that its band score can, ah, tell the level of your knowledge I agree.  
31 But, as a limitation I don't agree.

- 1 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
2 participants' overall smartness, attentiveness and speed?
- 3 P: As speed and smartness, I am not sure about it because it is not the „IQ“ test. Ah, and  
4 other factor?
- 5 R/L: Attentiveness?
- 6 P: Attentiveness, yeah, it's true. It checks your attentiveness in some parts. „Reading“ and  
7 „Listening“ ye. It exactly shows your attentiveness to the listener or to the speaker and  
8 the art, article and the specially about the time management. But, about the smartness,  
9 ahh, I don't agree with the it. Because, ah, ah, it is not an „IQ“ test I think.
- 10 R/L: Okay, thank you.
- 11 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
12 medium university?
- 13 P: Nowadays, it is too important and as I told you they make a barrier for OTEFL students  
14 if they want to enter course they should pass this barrier and then make it.
- 15 R/L: Okay, yeah, in addition to preparing you for your IELTS Exam do you think that the  
16 materials used in the course may/should prepare you to continue your education at an  
17 English-medium university successfully? Why? And, how? Please explain.
- 18 P: Ahhh, ah, I think that it can be helpful, but, ah, instead of these, ah, courses, ah, we can  
19 rely on other, ah, methods to prepare students to enter to English-medium community.  
20 Ah, this strategy that urges students to, ah, ahhh, increase their band score deviate them  
21 from the main purpose of the IELTS purpose, I mean that, ah, they wanted to prepare,  
22 okay, they want to prepare themselves to enter to society to how to deal with the  
23 foreigners, but when your purpose is just to pass the band score and it is a limitation,  
24 ahhh, you deviate from the, the purpose. It depends on the smartness of the student that  
25 this will be useful for me in near future. At first, student just think to hints and notes  
26 that will be useful in the exam, just this is, this is the important. And, they don't pay  
27 attention that the hints are will be useful to the society. And, I think it causes conflict  
28 for the IELTS designer that they want to prepare student to enter the society. But, the  
29 students don't want to achieve their purpose. They want just to get the, ah, band score  
30 that they want.

- 1 R/L: Okay, which of the materials used in the IELTS Academic preparation program did  
2 you find more useful and helpful? Why? Please, explain.
- 3 P: Ahhh, specially in, ah, „Writing“ and „Speaking“ umm, there are so many useful, ah,  
4 hints and notes and, ah, in my opinion, umm, there are hints in the listening parts,  
5 umm, this is individually and depends on your individual effort not course help you a  
6 little, umm, and it's better to say that in „Reading“, ah, but if I grading, ah, and  
7 „Reading“, „Writing“ and „Speaking“ the course will be so helpful, because there are  
8 many techniques that students can learn them and use them. And, they increase the, ah,  
9 level of their skills in „Reading“ it depends on your previous knowledge in general.  
10 Then, in „Listening“ that depends really to your previous, ah, level of English. In short,  
11 while you cannot.
- 12 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
13 to help participants to be more prepared for IELTS exam as well as being more  
14 prepared to cope with academic study at English-medium universities? What and how?  
15 Please explain.
- 16 P: They categories the, ahh, students, for instance in doctorate field in and, ah, they add  
17 some, ah, stra, ah, books for some different categories it can be helpful, umm, and the  
18 like, ah, exam in the United States, that the specialties have different exams like  
19 „GRE“.
- 20 R/L: GRE.
- 21 P: GRE. That they should know about, ah, special expressions in their field, ah, and they  
22 add this part to the, ah, IELTS for different types of student they can be helpful, to, to  
23 evaluate them to enter.
- 24 R/L: What is your opinion about the four skills“ practices done in the classroom?
- 25 P: In my point of view, in „Writing“ and „Speaking“ Specially in „Writing“ it was so  
26 helpful. And, in „Reading“ ah, specially in class changed, ah, completely changed my  
27 view. Because, before I looked to „Reading“ in an other view, ah, and this course was  
28 so useful I listening part. Because, the introduced me some different books and it does  
29 not rely on just simple technique and some limited sources in my point of view.
- 30 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
31 accurate can the IELTS entry score for university measure:

- 1 a. Your English Reading skill required to succeeding at English-medium  
2 universities?
- 3 b. Your English Writing skill required to succeeding at English-medium  
4 universities?
- 5 c. Your English Listening skill required to succeeding at English-medium  
6 universities?
- 7 d. Your English Speaking skill required to succeeding at English-medium  
8 universities?

9 P: As, ahhh, the skill that I'll get it is how it can be estimate me for?

10 R/L: How accurate, How accurate can the IELTS on entry score...

11 P: Yeah, ah, some parts yes it can accurate me but in another parts it cannot.

12 R/L: I, I'm talking about the accuracy of the IELTS entry band scores.

13 P: Like 7 and 6?

14 R/L: Yeah, for example.

15 P: Yeah, because, ah, some part, yes it can be show that you are ready to

16 R/L: Ahun

17 P: Enter the English-medium society. But, as I told you, because we have different  
18 majors, we have different courses. We have different, ahhh, notes to different majors,  
19 ah, this cannot evaluate you, and this cannot help you in courses like in medical field  
20 we have different expressions, we have in, ah, different style of „Writing“ and in my  
21 point of view this type of „Writing“ may be cannot help me in the, for example, in field  
22 of „Writing“, because I am sure that in medical articles are completely different with  
23 type of „Writing“. Although general knowledge help me in writing medical articles, but  
24 in medical articles you have different terms you have different specially title of the  
25 „Writing“ and different strategy and the this way they want you rely on band score in  
26 the „Writing“, for instance I am sure that they miss deviate, ah, because by this band  
27 score how that how can the average mean that I am able to write medical article it is  
28 completely different issue.

29 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
30 language proficiency of the participants to be successful in their academic career at  
31 English-medium universities?

- 1 P: I answer to this question in parts. General yes, ahh, because when you, ah, get the  
2 higher band score it shows that you are, ah, ah, ah, you are better in English and you  
3 are professional in the English skills. But, ah, in general. But, if you want to specify  
4 that if I get the band, the higher band score in IELTS that I will be a good student in  
5 PhD courses and specially recify the course I am not sure that it will work.
- 6 R/L: Thank you, how do you evaluate your English language abilities to cope with English-  
7 medium universities“ academic tasks in terms of „Reading, Writing, Speaking and  
8 Listening“?
- 9 P: My experience?
- 10 R/L: Your, your own abilities, how do you evaluate your English abilities to cope with  
11 English-medium universities academic tasks in terms of 4 skills. Is that clear?
- 12 P: Yeah, it is so useful in talk in general, ah, it is useful to cope with the academic tasks.  
13 But, as I told you If, ah, before, ah, depending on the IELTS score, we just focus on  
14 increasing our high score, we deviate from the purpose of the real, ah, IELTS  
15 examiners, ahuh.
- 16 R/L: I know I,ve made you very tired, hah, huh, heh, hnh...
- 17 P: Huh, hah, heh, hnh...
- 18 R/L: The last question. How reliable and valid do you think the IELTS exam is to measure  
19 your English language proficiency, why?
- 20 P: Ah, general yes, it can evaluate my and because, ah, it and divide skills in 4 skills and,  
21 ah, in particularly show that in different parts you have which level of the skills and  
22 yes it can evaluate your English and in general.
- 23 R/L: Thank you very much for your contribution to this pilot interview and I wish you all  
24 the best.
- 25 P: Thank you.
- 26 R/L: Have a nice afternoon.
- 27
- 28
- 29
- 30

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30

## **Appendix G**

### **Pilot Think Aloud Protocols**

#### **Think aloud protocol on ‘Listening’**

##### **Bafghi’s Replies**

N.B.: See the „Questions“ in „Appendix...“.

1. By listening to the radio, TV and CDs that are spoken by native speakers.
2. The velocity of speaking.
3. All of them are important ways. For example, for distinguishing between fifty and fifteen, „Landing of the words“ are very important.
4. Yes, news from satellite channel sue has BBC, Euro news, etc.
5. Usually every day and at night.
6. About one hour.
7. Yes, by using MP3 players, I record the news. Then, I transfer it to computer. Next, I copy it to CD. And, finally listen to it in my car.
8. Usually news, because I am so interested in breaking news.
9. It will increase the skill of „Listening“ by the use of native speakers. It leads us to be accustomed to the correct pronunciation of the words.
10. It should be exercised more and more, and also we should write down everything to which we listen to improve this skill.

#### **Think aloud protocol on ‘Reading’**

##### **Bafghi’s replies**

N.B.: See the „Questions“ in „Appendix...“.

1. By studying in private institutes or classes.
2. It means understanding what one person is reading.
3. For increasing our knowledge and apprehension of the subjects.
4. A bad reader is a person who only reads without understanding the real meaning of the text. But, a good reader understands what s/he reads.
5. I think I am somewhere in the middle.

- 1 6. A person who has learnt EAL needs to think about any word at first, and then speak about  
 2 it. But, a native English reader usually has an innate ability to read and understand the  
 3 meaning at the same time although it is not always correct. Everyone from both sides may  
 4 differ from the others.
- 5 7. By paying attention to the real meaning of the word in the sentences.
- 6 8. Both of them have the same method, understanding during reading.
- 7 9. It can help us by expanding the vocabulary and it can hurt us by interfering between two  
 8 languages.
- 9 10. Because the method of reading is the same in any language, so it helps us to read  
 10 appropriately.
- 11 11. They are about medical surveys and progresses and also historical stories.
- 12 12. At first, I translated them word by word, but now I get the whole meaning from the  
 13 sentence.
- 14 13. They are completely effective, and without them there is no improvement in my „Reading“  
 15 skill.
- 16 14. Explaining each paragraph or even the whole text helps us to understand and recall the real  
 17 meaning of what we have read.

### 19 **Think aloud protocol on ‘Writing’**

#### 20 **Bafghi’s replies**

- 21 N.B.: See the „Questions“ in „Appendix...“.
- 22 1. I usually think about the subject first, and then I make an outline and a plan. I begin my  
 23 „Witting“ with an „Introduction“, then I go to the „Main body“ that may consist of 2 or 3  
 24 paragraphs due to the subject. Sometimes, I allot one paragraph for my opinion and finally,  
 25 I write a paragraph to „Summarize“ the subject.
- 26 2. I usually did it, but I am trying to think in English.
- 27 3. I always try to consider these important aspects; vocabulary appropriateness, semantics,  
 28 grammar, syntax, unity, tidiness, coherence, etc.
- 29 4. At first, it was so difficult to consider all these things together, but step by step I tried to  
 30 write by these rules.

- 1 5. Every time that I can't think of an appropriate vocabulary, I try to change the sentence in  
2 the way that I can use its synonyms.
- 3 6. I usually write the whole text on draft. Then, I read it once more and rewrite again to check  
4 my „Writing“.
- 5 7. Yes, usually one time.
- 6 8. Yes, so I try to explain and describe the subject obviously to be understandable for  
7 everyone.
- 8 9. Yes, most of the time I have problem with my vocabulary. Then, I try to work more on it  
9 to extend it.
- 10 10. Yes, about two years ago with Mr. Sharif Moghaddam.
- 11 11. I would like to be corrected immediately at the time of writing and at that situation.  
12 Because, I think it would be more effective.

13

14

### **Think aloud protocol on 'Listening'**

15

#### **Ziaei's replies**

- 16 1. First, I draw a table in my mind or paper and think about „Cons and Pros“ or „Negative and  
17 Positive“, etc. Then, I write them in my table, match them, write my paragraphs, try to start  
18 from general especially in „Introduction“. Then, I write about the points which mentioned  
19 in table usage of some examples is so beneficial. Then, try to end paragraph by evaluation.  
20 At the end, based on the conclusion, I write the last paragraph.
- 21 2. I know that should start with this pattern: „S.+V.+O.+C“. But, unconsciously fears invade  
22 to my mind. It's better to say that for every sentence I translate it. Such as now and if I  
23 didn't see the English pattern before, I would not feel that I writes the sentences in  
24 „Penglish“. For instance, as you recommend, we should study more and become familiar  
25 with English patterns.
- 26 3. Surely, yes. But, sometimes I'm in touch, I deviate from the „T→R Pattern“ I know that I  
27 should attach or better to say adhere to this rule.
- 28 4. Before I tried to use some English sentences which are partially or completely related to  
29 the topic to avoid „Penglish“. But, now when I want to obey the „T→R Pattern“, it  
30 interferes with my developing. Techniques such as example help me in this occasion.
- 31 5. Try to change wrong way to words I know regarding the topic.



- 1 6. First draft.  
 2 7. No, sometimes if I had time, I read one time.  
 3 8. No!  
 4 9. In the most cases, „No“. But, at the beginning I try to think and bring many ideas to mind.  
 5 10. No, just IELTS classes, 3 years ago.  
 6 11. I am satisfied with the current method. As you correct our „Writing“. At the end, I really  
 7 and profoundly appreciate for your help to improve our English.

8  
 9 **Think aloud protocol on ‘Reading’**

10 **Ziaei’s replies**

- 11 1. English institute.  
 12 2. Take a gist out of the text.  
 13 3. Medical text books.  
 14 4. Bad reader: is not able to detect a gist of author.  
 15 5. Professional reader in Farsi, moderate reader in English.  
 16 6. There is a big difference.  
 17 7. Knowing vocab.  
 18 8. Grammar  
 19 9. Good reception skill  
 20 10. May be „Skimming“ and „Scanning“ are the same.  
 21 11. It seems to me that are two different issues. In Farsi you read by your heart.  
 22 12. In English you should pay to many factors.  
 23 13. Medical articles.  
 24 14. No, I think I feel the meaning.  
 25 15. It is highly recommended.  
 26 16. I agree with design. I personality like technical notes and by-pass keys they are so helpful.

27  
 28  
 29  
 30  
 31

## Think aloud protocol on 'Writing'

### Ziaei's replies

1. According to protocol of „What to say“ book; I do my best to obey its rules for any transcript such as transcripts of IELTS 1, 2 and 3.
2. First, natural conversation is difficult than lecturer's speaking. Second, when piles of data are accumulated in one section and questions, like „Missing“ (many blank spaces) or multiple choice question, are mentioned. Direct and word answer is apparently easier than such questions.
3. Based on my recent experience of them are critical issues personally, pronunciation is the most problematic, because the native eat the words, attach them together, speak fast as they can.
4. Unfortunately, parentally. I used to listen to BBC news even for 10 min daily. I faced to guttering the satellites. Instead of it I try to listen to music in my car and pay attention to singer's pronunciation. Sometimes, it seems beneficial, sometimes not. However, I am looking for somebody to record BBC news on a CD. I think it is best.
5. Every other day or honestly 3 days in a week review „What to say book“ (previous lessons) or IELTS exam.
6. For instance, almost always: Friday, 1.5 hours; Monday, 1.5 hours; Wednesday, 1.5 hours; Approximately 5 hours/day.
7. Up to now, unfortunately, no just or better to say that I left on „What to say“ and IELTS exam.
8. News, if it is more available.
9. Personally, I like transcripts. Also, when you understand news, reports, etc. you will enjoy. But, for practice it seems boring and wasting time especially for people or students who are in shortage of time.
10. I believe that my „Listening“ practice in the classroom is one of the best practical classes. Also, all the time I am looking for the miracles to jump, but I know it takes time. To tell the truth, when you mention some technical notes such as 615, 650 or intonation or 198 (and) or pass whatever you don't hear, really it is pep-talk. Myself esteem boost and I motivated to listen more and more and use these notes.

## Appendix H

### The Participants' Think Aloud Protocols

#### Think aloud protocol on 'Listening'

##### 'P12's' replies

1. First it started from guidance school and then I went to English institute.
2. Studying a passage and understand what is about.
3. To catering knowledge, finding information, analysing and using for our jobs.
4. Good reader is someone who reads but can find the main and purpose idea of writer and bad reader is vice-versa.
5. Depends on the text in Farsi I'm better, because it's my mother's tongue.
6. Reader as an EAL try to understand text better, but native English reader maybe more successful, especially if it was used terminology words in that text and need some information which ESL person should know them.
7. He should read different articles, book and etc. And then, in details with full understanding depends on kind of articles and his/her aims to read as well.
8. Care to points in English texts, may force us to be more careful in Farsi readings.
9. To be bilingual can help person when he/she reads a passage and face to some information which had been seen in the other language and can hear good understanding of those texts.
10. The same as previous question, you can obtain same information of that text, but should be careful of differences between these two languages.
11. Something like; cultures, news, sports or articles which are related to my course or job.
12. Some texts which are simple for me through reading them I can understand and it doesn't need to translate them. But, in some articles which are not simple or not familiar to me, first I read them once, and if I couldn't understand the meaning or face to some words which I don't know them, I pause on that word and try to find out the meaning from that sentence. And, finally find out the whole sentence or paragraph.

**Think aloud protocol on ‘Writing’**

**‘P12’s’ replies**

1. First of all, we think about the topic and then try to develop „Writing, based on whatever I learned that are „Introduction“, „Main body“ and „Conclusion“ and try to write a good task.
2. Normally, I think about the topic what I want to say, and then translate it into English.
3. Yes, I try to use words which not be very simple based on my English knowledge.
4. It may, but I try to mind the sentences in a correct form and also concentrate on what I write.
5. If I can use the same words, I use them else I may change my sentence.
6. Some sentences, I only use once, but in some sentences I may use several drafts.
7. If I have time, I read it once, else not.
8. I try to mind a good „Writing“ for readers.
9. About some topics when I am trying to write what I want, may be because of some reasons such as lack using words or unable to explain about that topic I face a problem, but I try to from my „Writing“ the best as I can.
10. When I was going to English institute, I wrote composition, but not the same as what I do it in IELTS class.
11. I think, this „Writing“ can help us, but if it is possible to analyse them is much better. For example, choose one or two topics and analysing that „Writing“ to solve problems which may the others face the same.

**Think aloud protocol on ‘Listening’**

**‘P12’s’ replies**

1. I try to listen the tapes and play them repeatedly. Watching some programs on TV such as B.B.C World.
2. Understanding words, especially when speaker speaks fast or use with pronunciation which is strange for me and also using words which I don“t know the meaning of them.
3. I think all of the aspects are important, because we can“t use words with correct pronunciation, but wrong intonation or etc. We should speak as native speakers speak.
4. I use some tapes that are knowable as British accent or B.B.C World program on TV.

- 1 5. When I am alone in my car and in a good mood on my way to work or class or home.  
 2 Recently, I try to listen when I am having dinner or doing some jobs on my computer.  
 3 6. May be 1 hour in a day.  
 4 7. Yes, sometimes, I watch some programs on TV or use mp3 English files or tapes on my  
 5 computer tape records.  
 6 8. I usually news or report. May be because I am familiar with some events which happen in  
 7 a day.  
 8 9. I think news, because we hear or read them on TV or in newspaper and know what are the  
 9 subjects.  
 10 10. I think, pronunciation of each letter should be recognized for us, and phonetic of the  
 11 letters, and the phonetic signs of the word we may try to pronounce as what are that words  
 12 base on their signs.

13  
 14 **Think aloud protocol on ‘Listening’**

15 **‘P10’s’ replies**

- 16 1. Sometimes, I listen to natural sources. If I don’t understand the first time, I listen again and  
 17 again until I get most of the points. Then, I read their texts and listen again.  
 18 2. The biggest difficulties are different accents. Also, the part of IELTS exam which we have  
 19 to listen and write words in blanks is very difficult for me.  
 20 3. I think all of them are important. But, the most problematic is „Landing of the words“.  
 21 Because, we have to be familiar with the way native speakers speak.  
 22 4. Unfortunately, I do it not very often. But, I prefer to listen to news (TV, Internet, etc.)  
 23 5. Up to now, I have listened to them hardly ever. But, I am going to listen to natural sources  
 24 every day, at least half an hour.  
 25 6. Less than 30 minutes.  
 26 7. Yes, I use computer and internet. I listen to CDs and I am going to listen BBC news from  
 27 now on in the internet.  
 28 8. I prefer news, because it has different aspects. And we will be familiar with different  
 29 words too.  
 30 9. There are different kinds of news about different things. By listening to them we could be  
 31 familiar with English language more.

1 10. I think, the way we practice in class is good. To tell the truth, I had not listened to any  
 2 „Listening“ source before we took the second exam. The only practice I had was in the  
 3 classroom. And, my score was better than before (About 0.5 band).

4

5

### **Think aloud protocol on ‘Reading’**

6

#### **‘P10’s’ replies**

7

1. By attending English classes and studying at home, I have learnt English.

8

2. It is reading a text by the purpose of getting the information we want out of it. (IELTS  
 9 „Reading“).

10

3. To get special information (for exam). In general, it is better to get as much information as  
 11 we can out of a text.

12

4. Good reader knows the purpose of reading and is familiar with reading different texts. S/he  
 13 has read lots of texts and knows how to get information out of them. Bad reader doesn’t  
 14 know the purpose or „Reading“. S/he is not familiar with different texts. S/he might have  
 15 problems in vocabulary and grammar as well.

16

5. I am a good reader in Farsi, but I am not a good in „Reading“ English texts.

17

6. Differences are problems in vocabulary, grammar and knowing expressions.

18

7. By practicing and empowering vocabulary and grammar s/he knows.

19

8. When people know the best way to read in English, they can use it in Farsi as well.

20

9. It doesn’t have any special effect on „Reading“.

21

10. When people know the best way to read in Farsi, it helps them in English as well. They  
 22 can use it in English „Reading“ too.

23

11. News, articles, etc.

24

12. No, I never translate it into Farsi. I try to get it in English.

25

13. I think, they are the most important aspects in „Reading“.

26

14. I think, the way we practiced up to now was O.K.

27

28

29

30

31

**Think aloud protocol on 'Writing'.**

**'P10's' replies**

1. First, I think of different issues related to the topic. Then, I choose three of them that I think are more suitable and I can develop them better. Then, I write a main sentence for each. Then, I start writing.
2. No, I always try to think in English. Sometimes, I have „Penglish“ problems even in thinking in English!
3. Yes, I always think of them.
4. Yes, they interrupt my „Writing“ task, but I try not to neglect them.
5. When I don't find an appropriate vocabulary, I usually use the most suitable word I know. Sometimes, I omit the whole sentence.
6. I usually write one draft and do the corrections on it.
7. I usually re-read what I have written one time. If I correct something I read it again for second time. (If there is enough time).
8. Yes, I put myself in position of someone who is reading my „Writing“ to know about my opinion. I try to convince her/him in a logical manner.
9. I have problems in choosing appropriate vocabulary and avoiding „Penglish“.
10. I have never attended any kind of „Writing“ courses.
11. I think the way we had up to now was O.K.

**Think aloud protocol on 'Listening'**

**'P8's' replies**

1. I work on books, which was suggested by Mr. Moghaddam. Mostly on „Pronunciation in use“. Also, me and my friend „P9“ worked on IELTS „Listening“ exams.
2. I agree with Mr. Moghaddam that „400 IELTS based Listening tests“ is very good and useful. But, at first the quality of the tape is awful and I believe that in recent days we should upgrade ourselves with technology. So, it is better to change the tapes to CDs and the files can be used in MP3 players.
3. I don't have any problem with pronunciation, and I can adjust myself with British accent, but I had lot problems with intonation. I think that both of them are important and should not be neglected.

- 1 4. Yes, all nights at least I listen BBC news and Euro news. I believe that authentic sources  
 2 of English is a golden key, for all people who want migrate to English countries. So,  
 3 adaptation will easily be done by this pure source of tutorial.
- 4 5. As much as I can. Usually every night.
- 5 6. In average, half an hour.
- 6 7. Yes, these types of technologies are very popular in my country, and I myself use both of  
 7 them. I use computer as a digital dictionary, MP3 player and self examiner. I use internet  
 8 daily, and send and receive e-mails to my friends and because I write all e-mails in  
 9 English, It can be useful for improving „Writing“ skills.
- 10 8. No difference. I am interested in all kinds of English spoke Interactions.
- 11 9. More than 50%.
- 12 10. I suggest that Mr. Moghaddam must teach the problematic parts, because he knows the  
 13 most popular mistakes which makes by students. In fact, it is better that important parts  
 14 teach in class individually.

15  
 16 **Think aloud protocol on ‘Reading’**

17 **‘P3’s’ replies**

- 18 1. I learned English at English Institute many years ago.
- 19 2. In my opinion, „Reading“ is one of the most important skill in English language and one  
 20 can use it for increasing ability of „Speaking“, „Listening“ and also „Writing“.
- 21 3. For increasing my vocabulary, grammar and thinking in English.
- 22 4. Good reader is a person who can concept everything in text and who can present this  
 23 conception to others. But, bad reader is a person who cannot understand the purpose of  
 24 writer.
- 25 5. I think, I am a good reader in Farsi. But, in English I am in a middle level. Of course, I am  
 26 hopeful in progress.
- 27 6. There are many differences between a reader in EAL pattern. I had learned many things  
 28 that now I understand they were not correct and accept in native English reader. A person  
 29 In EAL pattern translates vocabulary of text one by one and thus s/he does not concept the  
 30 content of text carefully.
- 31 7. A person is a good reader that s/he has a lot of vocabulary and good a good conceptual.



- 1 8. In my opinion, they are completely different between two languages.
- 2 9. When you are trying to learn two languages at the same time the velocity of your progress  
3 slows down.
- 4 10. I think, there are no relationships between two languages.
- 5 11. The typical materials that I read are about historical, psychological, new happening.
- 6 12. Yes, of course, but I know this is not correct. I translate vocabulary one by one, and I  
7 investigate this text in Persian idioms.
- 8 13. I think a mastery over grammar and vocabulary is very effective in improving „Reading“  
9 skills.
- 10 14. I think, it is better that we have more time for „Reading“ in classroom and focus on  
11 understanding of the real meanings of vocabulary.
- 12

### Think aloud protocol on ‘Writing’

#### ‘P3’s’ replies

- 15 1. At first, I learned that I must notice to the topic, and then I plan about it. In „Writing“, there  
16 are three parts that include; „Introduction“, „Main body“, and „Conclusion“.
- 17 2. Yes, when I am writing, first I think the matter in Farsi. Then, I translate it into English. In  
18 Farsi, always I was a good writer at school.
- 19 3. For developing a good „Writing“, we need to notice some rules such as, semantics, syntax,  
20 grammar, vocabulary appropriateness unity, coherence, tidiness, etc.
- 21 4. Yes, each one of the aspects that mentioned above has an essential rule for developing our  
22 „Writing“ task. Of course, thinking of them may slow down the velocity of developing, but  
23 it because an appropriate and correct „Writing“ task.
- 24 5. I look it up in dictionary.
- 25 6. I usually re-write the whole text after writing in draft.
- 26 7. Yes, I usually re-read it one time but of course in depend on the matter.
- 27 8. Yes, so I try to write in a way that it could be clear for everyone, it means, I try not to  
28 write sentences that confuse the readers.
- 29 9. Yes, most of the time. I have some problems in grammar and vocabulary and also the other  
30 rules that mentioned above for each one I try to notice the appropriate grammar,  
31 vocabulary, etc.

1 10. No.

2 11. I think the „Writing“ practices should be designed the same as the real one. I suggest to  
3 read all the „Writings“ of the students in the classroom to find out the problems of every  
4 one, because their problems may be also our problems.

5

6

### **Think aloud protocol on ‘Listening’**

7

#### **‘P3’s’ replies**

8 1. Sometime, I am listening to a film or BBC news.

9 2. Most difficulties of mine are the variety of pronunciation and also high speed of speaking.

10 3. I think all of them are important. But, one of the most important is „Landing of the words“.

11 4. Only, I am listening to BBC news, but I am not interest to the news.

12 5. When I am working at the kitchen, I listen to the natural English talks on TV.

13 6. Unfortunately, I am exposed to native English talks only a few hours at week.

14 7. No, I do not use from computer or Internet.

15 8. More often, I listen to reports. I am pleasure to this subject, because one can receive news  
16 with a variety ideas from people. At news, I do not like political subjects and at sport, I am  
17 not interested in it at all. We have to be costumed to all different idioms in variety  
18 subjects.

19 9. I think, if we have headphones, we would concentrated to the „Listening“ very carefully.  
20 Also, I think we do not have a good practice in our homes.

21

22

23

24

25

26

27

28

29

30

31

## Appendix I

Files 2-8, CD 4

Wednesday, 06/06/2007 to Friday, 08/06/07

### Interviews

#### Interview with 'P16'

**Time: 17:00-17:30**

R/L: Okay, good morning.

P16: Thank you.

R/L: I am holding interviews with some of the participants in the IELTS Academic preparation program. The interview is a part of data collection for triangulation and reliability of my research project. In addition to taking notes, I am recording the interviews.

Would you mind if I use your real name in the interview, or do you want me to use a pseudonym (unreal name)? If you do not mind, would you please introduce yourself?

Do you mind if I use your name?

P16: I don't mind.

R/L: Would you mind to introduce yourself.

P16: Vahid.

R/L: Do I call you Vahid?

P16: Yes.

R/L: Okay. Why are you taking part in the IELTS Academic Preparation Program?

P16: ((X)). (Gazing at the „R/L“).

R/L: I repeat again.

P16: Yes.

R/L: Why are you taking part in the IELTS Academic Preparation Program?

P16: Ah, ah, for university.

R/L: Alright, how long have you been studying English?

P16: During high school and university

- 1 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
 2 when, where, for how long, what instruction materials did you use and whether or not  
 3 the materials were useful?
- 4 P16: Before this time, at, ah, at some course for the exam.
- 5 R/L: Do you think that IELTS Academic Preparation Practices might help participants  
 6 prepare for university study at English-medium universities?
- 7 P16: Yes.
- 8 R/L: How, would you explain please?
- 9 P16: This test as compared with other tests on the language test better. Because, other tests  
 10 testing with the choices. This has, ah, rank you better than others. Ah, other tests and,  
 11 and also answer the questions.
- 12 R/L: Okay, Next question please. Do you think that IELTS Academic Preparation Practices  
 13 can be altered in a way to be more useful for university study?
- 14 P16: Yes.
- 15 R/L: How? Would you explain?
- 16 P16: Yes. For example, when I read a „Reading“ text I read the whole text, ah, at the  
 17 beginning to the end, and then read the questions to that. But, it was not useful at all. I  
 18 read out the title of question. Not necessary that I read all of the passages one parts of  
 19 that.
- 20 R/L: Thank you. In your point of view, why are people who intend to continue their  
 21 education at an English-medium university required to sit for the IELTS exam?
- 22 P16: Would you repeat please?
- 23 R/L: In your point of view, why are people who intend to continue their education at an  
 24 English-medium university required to sit for the IELTS exam?
- 25 P16: Nowadays, in the world accept the IELTS exam. IELTS this exam the really exam in  
 26 the real situation, but, the other exams generally artificially test universities and  
 27 students like this one.
- 28 R/L: Okay, alright. How can an IELTS Academic preparation program be useful in  
 29 improving:
- 30 a. Your English language in general?
- 31 b. Your English writing skill?

- 1 c. Your English speaking skill?
- 2 d. Your English reading skill?
- 3 e. Your English listening skill?
- 4 P16: IELTS exam, umm ... the real situation of exam that they arrive in university. They  
5 have, ah, you see the same situation they speak ... at the university, they write, they  
6 read like, like this university in the future and, then they arrive at university they  
7 receive, and or, the, they have this problem.
- 8 P16: Would you repeat the question, please? **(The 'R/L' repeats the 'Question')**.
- 9 P16: Yes, when we learn in IELTS program for example write a letter almost we learn that  
10 part of the formal letter for the university or bank or other formal places and when we  
11 arrived to these countries in case will not have such as problems any problems for  
12 „Reading“ or „Speaking“ or „Listening“.
- 13 R/L: In general, how do you evaluate the IELTS Academic preparation program, which you  
14 attended in this course?
- 15 P16: Ahhh, program for me was the best course. The during the years that I a good course  
16 for IELTS. Out of but I went to several classes of language academic or general out, all  
17 of them almost weren't useful, the, ah, out, thought clear things but they didn't ...
- 18 R/L: Thank you. **(The 'R/L' reads out the question, but the cell phone rings. The 'R/L'  
19 turns it off. Excuse me story. The 'R/L' reads out the question again)**. How could  
20 this course possibly help you to gain English language proficiency?
- 21 P16: It is situational when teach English.
- 22 R/L: When you learn English.
- 23 P16: Yes, for this exam I will pass.
- 24 R/L: Good, good thank you. How much beneficial do you think this course could be in  
25 increasing your chance of getting into an English-medium university and why?
- 26 P16: Would you repeat?
- 27 R/L: How much beneficial do you think this course could be in increasing your chance of  
28 getting into an English-medium university and why?
- 29 P16: All people enter the course they want.

- 1 R/L: Based on your experience gained in this program how accurate can IELTS scores  
 2 measure your different language skills (i.e.; Reading, Writing, Speaking and  
 3 Listening)?
- 4 P16: Very, ahhh, very useful test to have ahhh...
- 5 R/L: Excuse me, but the question is ... (**'P16' doesn't seem to have understood the**  
 6 **question. So, the 'R/L' reads it out again with explanations**).
- 7 P16: Ah, ah, before I began this course that can be seen from the, ah, first exam, that you  
 8 take me. You gave me. I think the, ah, I take this mark in high school, for „Writing“  
 9 that, that I.
- 10 R/L: So, do you think that band 5, band score 5 is an indication of your real ability in your  
 11 „Writing“ to for example measure as pre-intermediate or intermediate or something like  
 12 that?
- 13 P16: Before this, no.
- 14 R/L: Are these scores an indication of your real ability do you think in the IELTS Exam?
- 15 P16: Yes.
- 16 R/L: Okay, good. (**The 'R/L' reads out question number 12 and explains fully OTEFL**  
 17 **to 'P16' to prevent any misunderstanding or misconception**). How proficient  
 18 should OTEFL (Other Than English as First Language) students be in English  
 19 language before they begin their study at an English-medium university?
- 20 P16: Ah, ah, by proficient students in „Writing“ and, ah, they must write for exams and they  
 21 must, they must can. They can be, ah, activities, ah, other students training, ah, learning  
 22 they get that...
- 23 R/L: How well might the IELTS Academic preparation program prepare the participants for  
 24 academic purposes in the four skills as follows?
- 25 a. Reading for university study (e.g.; participating in tutorials, etc.)
- 26 b. Writing for university study (e.g.; „Writing assignments“, „Essay“, „Reports“,  
 27 etc.)
- 28 c. Listening for university study (e.g.; participating in lectures, tutorials,  
 29 interactions with university staff, etc.)
- 30 d. Speaking for university study (e.g.; participating in tutorials presentations,  
 31 seminars, interactions with university staff, etc.)

- 1 P16: Okay.
- 2 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
3 participants' real English knowledge?
- 4 P16: Band, is realistic in IELTS their level of knowledge.
- 5 R/L: So, you think it is realistic.
- 6 P16: Yes.
- 7 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
8 participants' overall smartness, attentiveness and speed?
- 9 P16: All the universities have a level of language. They have to take an exam acceptable  
10 for, the, this university and I think nowadays IELTS is acceptable exam in all over the  
11 world is IELTS.
- 12 R/L: In addition to preparing you for your IELTS Exam do you think that the materials used  
13 in the course may/should prepare you to continue your education at an English-  
14 medium university successfully? Why, and how? Please explain.
- 15 P16: The most of them, yes. The most of them are very useful such as me. But, the, the least  
16 thing for me is real situation that occur in countries. Ah, for example, ah, „Listening“,  
17 ah, conversation, ah, occur among 2 or more persons, ah, are real conversation that  
18 occur in, occur among real talk universities, or among students or at university, ah,  
19 faculty of university, etc. But, very near I think.
- 20 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
21 more useful and helpful? Why? Please explain.
- 22 P16: Any reading, ah, I best material we are, ah, that, that until now for, ah, the best  
23 material all, ah, „400 IELTS“ the best material for grammar is „English Grammar in  
24 Use“, or, for Reading in IELTS „Writing“, „Academic Writing Course“.
- 25 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
26 to help participants to be more prepared for the IELTS exam as well as being more  
27 prepared to cope with academic study at English-medium universities? What and how?  
28 Please explain.
- 29 P16: Of course, all of the material for language are useful.
- 30 R/L: Based on your knowledge gained in this IELTS Academic Preparation Program, how  
31 accurate can the IELTS entry score for university measure:

- 1 a. Your English Reading skill required to succeeding at English-medium  
2 universities?
- 3 b. Your English Writing skill required to succeeding at English-medium  
4 universities?
- 5 c. Your English Listening skill required to succeeding at English-medium  
6 universities?
- 7 d. Your English Speaking skill required to succeeding at English-medium  
8 universities?

9 P16: Yes, for the course that I applied for our university the, ah, need IELTS band score.  
10 But, I think entry band for if I studied at for language based on IELTS exam without  
11 any problem will be higher.

12 R/L: What is your opinion about the four skills“ practices done in the classroom?

13 P16: Four skills are the main skills in the language and very important I think these four  
14 skills, ah, very good practices in the course.

15 R/L: Okay, thank you. In general, how accurate can the IELTS total band score reflect the  
16 level of English language proficiency of the participants to be successful in their  
17 academic career at English-medium universities?

18 P16: I think, ah, the total band score of IELTS reflects the total level of English language  
19 proficiency. Because, I think that approach of scoring better of the of all the exams as,  
20 ah, if, ah for example one person, ah, answered 26 questions for example in „Reading“,  
21 and then answered 25 questions but the score of both is the same.

22 R/L: So, just to make it clear for myself, ah, based on what you say, in fact, ah, can be  
23 interpret that the IELTS band scores cannot be in fact counted as accurate indication of  
24 your real English knowledge. Is that what you mean?

25 P16: Been all job, ah, both of persons that had in IELTS exam band score.

26 R/L: So, you mean it is not real indication. Is it what you mean?

27 P16: A little, yeah in general.

28 R/L: It is not as accurate as they claim.

29 P16: Yes.

30 R/L: This is what you mean.

31 P16: Yes.



- 1 R/L: Okay, good.
- 2 R/L: How do you evaluate your English language abilities to cope with English-medium  
3 universities' academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
4 „Listening“?
- 5 P16: „Writing“ and evaluate medium, „Reading“ try more and, ah. But, in „Reading“, ah, may  
6 be, ah, isn't very important, ah, as compared with „Listening“ and „Writing“ and  
7 „Speaking“, because ah, then I read a text very loud and can refer to, ah, dictionary and  
8 some of the, but in „Listening“, ah, I learned my lesson and I must try more over.
- 9 R/L: How reliable and valid do you think the IELTS exam is to measure your English  
10 language proficiency, why?
- 11 P16: I said before, this exam, ah, almost near the real situation, ah, they have in this exam  
12 the reliable band in this exam almost this band is the real level of my knowledge. I can  
13 rely to this score than there are this level of knowledge go to certain things.
- 14 R/L: Okay, thanks for answering the questions and contribution to the interview. Thank you  
15 very much. Have a very nice day.

16

17 **Wednesday, 06/06/07**18 **Time: 18:00-18:30**

19

20

### Interview with 'P8'

- 21 R/L: I am holding interviews with some of the participants in the IELTS Academic  
22 Preparation Program. The interview is a part of data collection for triangulation and  
23 reliability of my research project. In addition to taking notes, I am recording the  
24 interviews. Would you mind if I use your real name in the interview, or do you want  
25 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
26 yourself?
- 27 P8: No, you can use my real name.
- 28 R/L: So, would you please introduce yourself.
- 29 P8: My name is Ale Mohamadi, I am married and I am a Civil Engineer.
- 30 R/L: Why are you taking part in the IELTS Academic Preparation Program?

- 1 P8: It is for my self, because I want to sit in the IELTS examination, and increase the four  
2 skills in at least 6 Band and assess my English knowledge.
- 3 R/L: Thank you very much for answering to my question. How long have you been  
4 studying English?
- 5 P8: 9 years.
- 6 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
7 when, where, for how long, what instruction materials did you use and whether or not  
8 the materials were useful?
- 9 P8: I prepared myself by attending in essential books such as; „IELTS“, „Academic  
10 Writing“, „Development Writing by Reading“, „What to say“, I think were  
11 useful, which to help us to improve knowledge in 4 skills.
- 12 R/L: Do you think that IELTS Academic preparation practices might help participants  
13 prepare for university study at English-medium universities?
- 14 P8: Academic preparation is necessary for all students, who want to prepare themselves to  
15 study in abroad countries, foreign countries ah, that ah, academic IELTS help the  
16 students to be, ah, in a way that they can match themselves with ah academic courses  
17 in university and prepare themselves to and they can do their best in university all the  
18 sources are useful specially the books that I mentioned before.
- 19 R/L: Do you think that IELTS Academic preparation practices can be altered in a way to be  
20 more useful for university study?
- 21 P8: Yes, I think each person, who wants to go to the university could specialize the sources.  
22 I mean that if ah, he“s, he wants to go to the medical university, he should get and  
23 study some books that has a relationship with his study separate them by the  
24 knowledge that they study in the university. Because, by the sources is useful for each  
25 sector.
- 26 R/L: In your point of view, why are people who intend to continue their education at an  
27 English-medium university required to sit for the IELTS exam?
- 28 P8: IELTS is like foundation. I mean if the student prepared himself for the knowledge and  
29 go to start his study in university may be get confused and not do his best for at first  
30 he should do to master his English knowledge in minimum level that attendance in  
31 class and get the points that the teacher give them or preparation is necessary. And, I

1 think it should be done before the student attend in foreign country university.

2 Actually, I want to, before, I want to migrate to Australia general. But, also because  
3 academic examination is more difficult than the a general first it can help us to some  
4 points in very professional IELTS help us to our best our knowledge English in the  
5 difficult part and asset its very easier to take a part in general test and get the mark.

6 R/L: How can an IELTS academic preparation program be useful in improving:

7 a. Your English language in general?

8 b. Your English writing skill?

9 c. Your English speaking skill?

10 d. Your English reading skill?

11 e. Your English listening skill?

12 P8: Yes, I think when I was attendance because my listening and skill the in each of them  
13 after that when I start to college I started with some I mentioned before them and I  
14 repetition each of them and I can up grade them to be in a same level in 4 skills and I  
15 think that it's should be ah, obligatory 4 skills should be the same. Cause, ah,  
16 knowledge is consistence and ah each of them should be done in good condition and I  
17 think that by these classes I can prepare myself and 4 skills and I think that my bands  
18 will be improved.

19 R/L: In general, how do you evaluate the IELTS Academic Preparation Program, which you  
20 attended in this course?

21 P8: To be honest with you all of them are important points that I can be on the way and I  
22 can manage my time and also my energy well to prepare my self to get good score in  
23 all bands. I think, that, ah, „Listening“ part is much better than other parts. And, I think,  
24 the „Reading“ part should be done much better. Because, ah, participants are, are not  
25 very, ah, skillful in „Readings“. Because, in „Academic Reading“ it consist of hints and  
26 vocabulary and grammars that can stand up and bewildered us. So, I think, Mr.  
27 Moghaddam should spend much more time on „Reading“ skill done in the classes can  
28 see this problem and solve it. And, that can get the good bands in „Reading“ skill.

29 R/L: Thank you. How could this course possibly help you to gain English language  
30 proficiency?

- 1 P8: As I mentioned before, ah, I have attended in about 9 years in classes in Iran. But,  
 2 unfortunately, in each class, they give us some sources which are not useful for  
 3 preparation and they are not very natural and match with the real English. Though by  
 4 the books that Mr. Moghaddam gave us and we thought we prepare ourselves and can  
 5 match with real English. So, I think that with these preparation classes I think the least  
 6 problems in foreign countries and by stay there some problems, which is regular in  
 7 Iranian people may be solved and we catch ourselves with them.
- 8 R/L: How much beneficial do you think this course could be in increasing your chance of  
 9 getting into an English-medium university and why?
- 10 P8: Ah, the, these the knowledge for my vocation in very helpful for negotiation. But, if I  
 11 want to continue my studying and go there may be in English, they will be very useful  
 12 for me because it gives me some sense of view in English academic change the  
 13 people's mind and can help us do our best and if I want to go to upper level in a  
 14 courses of academic and in the best way and be successful in university courses.
- 15 R/L: Based on your experience gained in this program how accurate can IELTS scores  
 16 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
 17 „Listening“)?
- 18 P8: I think, that the IELTS exams are very professional and they, professionals made these  
 19 questions because I, hhh, test some of the lessons, which students, ah the students done  
 20 in the previous IELTS examination and as we've done with my friend the  
 21 examinations, which were very similar to the IELTS examination all the skills are in  
 22 the same manner. I mean if I do, if I did the „Listening“ examination last week and I  
 23 get 5, ah, second, secondly and after a week that also we in part vocabulary in 3 or 5  
 24 lesson in vocabulary in „504“ book, we couldn't see any improvement. But, after, ahhh,  
 25 while, I mean about a month that we had an examination and as our „Listening“ or  
 26 „Reading“ skill we had a good improvement I felt the way of the examination in IELTS  
 27 is very professional and all the are very standard and managed and qualified the IELTS  
 28 skills in each band very, very carefully.
- 29 R/L: Thank you very much. How proficient should OTEFL (Other Than English as First  
 30 Language), students be in English language before they begin their study at an English-  
 31 medium university?

1 P8: In my opinion, students that they ah prepare themselves as the as look like that the  
 2 native students. Because, ahhh, they want to go to classes some backgrounds and  
 3 historical studying in English and after a while about 3 or 4 months that they take the  
 4 IELTS they may improve their English knowledge. But, not I think was English should  
 5 be natural and difference be in foreign countries and living in a society they can help  
 6 themselves to be better provided that they at least get 6 or 7 band in IELTS. That they  
 7 see that they can do their best in university these help I think they'll get 6 or 7 band in  
 8 all skills should be. Obligatory in, I mean, I mean that it might have relation to their  
 9 success.

10 R/L: How well might the IELTS Academic Preparation Program prepare the participants for  
 11 academic purposes in the four skills as follows?

- 12 a. Reading for university study (e.g.; participating in tutorials, etc.)
- 13 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.)
- 14 c. Listening for university study (e.g.; participating in lectures, tutorials,  
 15 interactions with university staff, etc.)
- 16 d. Speaking for university study (e.g.; participating in tutorials presentations,  
 17 seminars, interactions with university staff, etc.)

19 P8: Yes, I think that the IELTS academic preparation in „Reading“ and „Writing“ part is, ah,  
 20 very powerful. We can manage the students to get prepared for academic courses. But,  
 21 I think that in „Listening“ and „Speaking“, which are similar in general and academic  
 22 IELTS courses, they are a little bit weak and they cannot help students to prepare  
 23 themselves for participating in lectures, tutorials. Also, in „Speaking“, because the most  
 24 questions in „Listening“ and „Speaking“ are, ah, about social questions. But, „Reading“  
 25 and „Writing“ are very powerful and these should be directed in academic and all  
 26 courses.

27 R/L: So, what you say is that for „Listening“ they have, they should have different versions  
 28 for example for „Listening“ have quite different, ah, tests.

29 P8: Yes. And also, types of the questions should be changed, ah, so by that may be help the  
 30 students get themselves to give pictures tutorials in academic and general course in  
 31 „Listening“ and „Speaking“ parts are the same.

32 R/L: So, they should do something like „Reading“ for example you mean?

- 1 P8: Yes.
- 2 R/L: Or, different?
- 3 P8: Different texts.
- 4 R/L: Different contents and different contexts?
- 5 P8: Exactly.
- 6 R/L: Good idea. They may work on it. You never know. How well and useful might IELTS  
7 Academic Preparation Program be in preparing the participants for integrating different  
8 skill (i.e.; Reading, Writing, Listening and Speaking) in activities such as group work  
9 or laboratory practicals?
- 10 P8: That IELTS academic preparation, ah, as I said before are well prepared in „Reading“  
11 and „Writing“ and the activities which has done by the students. Tests prepare them  
12 that they are confident that they know, that they can use these skills at the „Listening“  
13 and „Speaking“ or specially the university students changed and they heard only for  
14 academic students and professional than the general skills.
- 15 R/L: Thank you! How realistic do you think the IELTS band scores can be as an indication  
16 of the participants“ real English knowledge?
- 17 P8: I think, ah, that I believe that IELTS band are very good for dividing the people by  
18 their knowledge, but I think that, ah, because the IELTS examination taken place in a  
19 same time and it depends on some situations we know that if you could not do your  
20 „Listening“ good it may be some courses and it can change your because there may be  
21 some problems for the students test their English in one Examination. But, if in his  
22 „Listening“ is bad, ah, it may influences on his „Reading“ and „Writing“ and other skills  
23 he can do his best and...
- 24 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
25 participants“ overall smartness, attentiveness and speed?
- 26 P8: I think, that IELTS band scores, ah, cannot describe also deal, ah, ah, in „Listening“.  
27 Of course, you should, ah, ah, follow the text very carefully and if you miss a part may  
28 be lose may be one or two bands in total so for the speed and the attentiveness and  
29 follow up are very necessary also in „Reading“ part. Because, in „Reading“ part you  
30 have about more than 1500 vocabulary in 3 parts that you should manage your time

- 1 and should be very quick in examination and read all the texts scan and skim based on  
 2 the smartness of the students, who attended in this examination.
- 3 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
 4 medium university?
- 5 P8: I think that the student who decided to take their opportunity to attend English-  
 6 medium university at first they should test, his English knowledge. And, IELTS is the  
 7 main gate for this process. I mean that if the student test himself and IELTS  
 8 examination has any changes in his English it's, I think critical for him, because he  
 9 should know that all sources are in English, ah, language and at first he should prepare  
 10 himself and after that if he can get the very if he prepare himself and he thinks that he  
 11 wants to go abroad and study there now he's ready or other thing.
- 12 R/L: In addition to preparing you for your IELTS Exam do you think that the materials used  
 13 in the course may/should prepare you to continue your education at an English-  
 14 medium university successfully? Why and how? Please explain.
- 15 P8: Ah, yes, of course in my opinion material, materials that are used in courses are useful,  
 16 I think that because of the vast and the variety of books, which gives us to improve our  
 17 English knowledge we should managed to do our best in the limitation time and we  
 18 choose the books that are useful for us and can help us to improve our English  
 19 knowledge. I mean that, ah, we can find many, more than 100 books but all of them  
 20 may be useful for may be, I think. I mean that may be useful for a special group and  
 21 should, ah, should use the best sources that can help them to improve his English, the,  
 22 accurately quick and well.
- 23 R/L: Which of the materials used in the IELTS Academic Preparation Program did you find  
 24 more useful and helpful? Why? Please explain.
- 25 P8: At first, when we started ourselves for IELTS preparation program we get about 16  
 26 books (**'P8' means preparation materials, which are ,in fact, 16 different**  
 27 **materials**). But, now we emphasis only about on 5 or 6 of them
- 28 R/L: Which ones? Would you name them please?
- 29 P8: For vocabulary preparation we emphasis on [,504"...
- 30 R/L: Uhum].

- 1 P8: For „Listening“, we use „Pronunciation in Use“ and „What to Say“, for „Speaking“ we  
 2 bought „For & Against“ and „Speaking for IELTS from „Mr Irvani“ and his friend his  
 3 partner“, and, for „Reading“ we emphasis on, ah, „In sight into IELTS“ and to start to  
 4 all IELTS, IELTS 1, 2 and 3. Because, these books are very, very useful for the  
 5 students, who decided to attend in IELTS examination. And, I think at first they  
 6 should, ah, they should help themselves by fundamental steps in the English  
 7 knowledge. And, I wanted to say that, ah, ah, „English Grammar in Use“ is very, very  
 8 good book for the students to improve their grammar knowledge and by this and by  
 9 integration of these books and at last they do and they do the IELTS 1, 2 &3. Or, after  
 10 they finish they can go to 4 and 5 they“ll well prepare themselves to attend in IELTS  
 11 Examination. And, they can get their bands safely and well.
- 12 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
 13 to help participants to be more prepared for the IELTS exam as well as being more  
 14 prepared to cope with academic study at English-medium universities? What and how?  
 15 Please explain.
- 16 P8: I think that the IELTS preparation materials and text books are good and enough,  
 17 which is „Listening“, „Reading“ & „Writing“. But, ah, in „Speaking“ part, which all the  
 18 people in Iran have some problems with it there is no good sources, which spread out  
 19 by „Cambridge University“ and any useful book in the book store and also our source  
 20 book is good I think that they should spread the not native who didn“t live in, ah, first  
 21 language is not English. They should help them to improve their „Speaking“. Because,  
 22 the first way of the preparation and of the communication is „Speaking“ that if the  
 23 „Cambridge“ may issue they will be very useful for native people.
- 24 R/L: What about „Pair Work“ and „For & Against“? Did you find them useful at all?
- 25 P8: I think they are useful, but, ah, they are not very, they are not attract me. Because, I  
 26 think that the type of the edition of the book or type of the put the sources the books  
 27 are not useful. And, at first when he wants to do this book, this material may be he  
 28 can“t find it very good and leave it on other parts. Because, ah, in IELTS the  
 29 „Speaking“ examination they have some, ah, special questions, which I think that, ah,  
 30 the „Speaking“ part is very routine, first and second part are the same but may be in the  
 31 third part may you have different choice.



1 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
2 accurate can the IELTS entry score for university measure:

- 3 a. Your English Reading skill required to succeeding at English-medium  
4 universities?  
5 b. Your English Writing skill required to succeeding at English-medium  
6 universities?  
7 c. Your English Listening skill required to succeeding at English-medium  
8 universities?  
9 d. Your English Speaking skill required to succeeding at English-medium  
10 universities?

11 P8: I am not very experienced about this, because, I attend in Iranian university. It is better  
12 to ask the person who took university examination and evaluate the band scores in his  
13 IELTS examination that he done in the past, did in the past by his course in university.  
14 And, by, ah, evaluate these, its scores you can get very good statistical points to know  
15 that how accurate for the abroad and study there.

16 R/L: What is your opinion about the four skills" practices done in the classroom?

17 P8: I think all of them are good. But, ahhh, I think that it should the „Speaking“ part be  
18 much better. Because, ah, I think that have some sources as I mentioned before for  
19 „Listening“, „Reading“ and „Writing“ parts and it can be done in our home by ourselves  
20 without any problem and our teacher can help us in the classroom. But, because the,  
21 ah, part with a partner and if partner can't help you with your problem it's better that  
22 your teacher have some special helps in the class that helps the students their  
23 „Speaking“ knowledge and the way that they can decrease their problems accurately  
24 and quick prepare themselves to do their best in the IELTS examination in „Speaking“.

25 *(From this discourse it can be inferred the participant doesn't seem very much keen on*  
26 *learning „Spaiking“ skill professionally. Rather, he seems to be more interested in*  
27 *memorizing some pre-specified patterns and routines to pass the „Speaking test“ in IELTS).*

28 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
29 language proficiency of the participants to be successful in their academic career at  
30 English-medium universities?

- 1 P8: I think that the total band score, I mean the average band score that plus all the scores  
 2 and divide them by 4 is not very precise. May be a person is very strong in „Writing“  
 3 and „Speaking“ but very weak in „Listening“ and „Reading“ the average about 5 and  
 4 about „Reading“ and „Writing“ are done artificial band. Because“ you should ask the I  
 5 think the same skills in band in each skills. Because, a person, who wants to enter to  
 6 other foreign countries or for studying he should, ah, have skills in „Listening“  
 7 separately about bout 5 or so.
- 8 R/L: How do you evaluate your English language abilities to cope with English-medium  
 9 universities“ academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
 10 „Listening“)?
- 11 P8: I believe that I am good in „Writing“ and „Listening“, but, in „Reading“ if I am good in  
 12 „Writing“ and „Listening“. But, for „Speaking“ and „Reading“ may be I am, ah, weak.  
 13 For exercises in this parts, because, ah, the „Reading“, „Speaking“ are important in  
 14 communication parts in each person in human. I think, I should do more exercise in  
 15 these parts for myself in this academic examination. I, if I were in a good condition to  
 16 get about 5 or 6 in „Listening“ skill, „Reading“ about 4 maximum 5 if I do my best, ah,  
 17 in „Writing“. I think, I can get about 6 band conditional because the questions are very  
 18 is as amount of question in „Speaking“. That can be changed may I can get about 5 or 6  
 19 in „Speaking“.
- 20 R/L: How reliable and valid do you think the IELTS exam is to measure your English  
 21 language proficiency, why?
- 22 P8: First, I should evaluate the IELTS by the other examinations, such as; „TOEFL“ or  
 23 other standard examinations. But, because the IELTS is my first exam standard that I  
 24 attended in institutes but they have their own testing that may be good their own form  
 25 of IELTS. But, I think that the IELTS is very good help the students. And, a person  
 26 who wants to migrate to or that where they are and how should they prepare  
 27 themselves and think they help them to find their weakness separately to find their  
 28 problems in each part how they involve and do more exercises in each part to get a  
 29 good band in all 4 skills for themselves to migrate and be successful in foreign country.
- 30 R/L: „P8“, thanks for answering the questions.
- 31 P8: You are very welcome.

1 R/L: You've been very helpful and thank you very much for your contribution to the  
2 research project.

3 P8: Thank you very much.

4 R/L: I wish you all the best.

5

6 **Wednesday, 06/06/07**

7 **Time: 18:30-19:00**

8

9

### Interview with 'P9'

10 R/L: Hi, how are you doing?

11 P9: Thank you very much.

12 R/L: Things okay?

13 P9: Thank you very much.

14 R/L: I am holding interviews with some of the participants in the IELTS Academic  
15 Preparation Program. The interview is a part of data collection for triangulation and  
16 reliability of my research project. In addition to taking notes, I am recording the  
17 interviews. Would you mind if I use your real name in the interview, or do you want  
18 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
19 yourself?

20 P9: Real name

21 R/L: Would you introduce yourself?

22 P9: Yes, of course, my name is Ali Reza Ameli. I am 29. I was born in Meshhad. Now, I  
23 am in Tehran. I have Master Degree in Road and Transportation a branch of Civil  
24 Engineering.

25 R/L: Thank you very much for a complete introduction. Why are you taking part in the  
26 IELTS Academic Preparation Program?

27 P9: Well Because, I want to continue, ah, my studying and I want to immigrate to other  
28 countries specially I choose, I choose, ah, the Aus, Australia and I think, first I should  
29 immigrate to Australia and continue my study in PhD.

30 R/L: Yes, alright. How long have you been studying English?

31 P9: Okay it could be about 16 years, not continuously, but about 16.

- 1 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
 2 when, where, for how long, what instruction materials did you use and whether or not  
 3 the materials were useful?
- 4 P9: No, No it is the first time that, I attend IELTS class and, ah, but I have worked on  
 5 TOEFL about 2 year ago.
- 6 R/L: And, what materials did you use?
- 7 P: The materials I used in grade one was „Longman“, „TOEFL Longman“ and „Barrons“.
- 8 R/L: Do you think that IELTS Academic Preparation Practices might help participants  
 9 prepare for university study at English-medium universities?
- 10 P9: Yes, of course, because IELTS Academic preparation practices are direct and guide  
 11 people to the gate of the IELTS, the gate of entering English cont, countries, and, so  
 12 entering the universities of English countries. For sure if you, if you want to, ah, enter  
 13 good university in such countries like British and Australian you should attend in the  
 14 IELTS preparation practices.
- 15 R/L: Do you think that IELTS Academic preparation practices can be altered in a way to be  
 16 more useful for university study?
- 17 P9: Yes, I think IELTS Academic preparation practices can change the way to, uhm, our  
 18 way of studying English [And...
- 19 R/L: No, I mean the, the materials]. [Can the practices be altered in a way....
- 20 P9: Hun.
- 21 R/L: ...to be more useful for the university study]?
- 22 P9: Yes, of course, I think.
- 23 R/L: Do you understand?
- 24 P9: Yes, yes completely, thank you for more explanations. Okay, I think it has IELTS has  
 25 4 skill. First, „Writing“. Okay, „Writing“ I think is good, entering to university.  
 26 „Speaking“, to think „Speaking“ is the main, ah, ability in English, because at first you  
 27 enter to any country, any university any where of speaking English for example  
 28 „Dubai“ not other country and English countries. „Dubai“, „Pakistan“ and some other  
 29 countries. At first, you sho, should you should have, ahh, relationship and have a  
 30 communication with others. The „Speaking“ is first, but I think „Speaking“ in IELTS  
 31 exam and „Speaking“ by preparation for IELTS exam especially academic preparation

1 is not good enough. Because, some of my friends who, who are, who went to other  
 2 countries and other, especially good universities said that you should have very good  
 3 communications, very good lecture. Because, you should show yourself to others  
 4 specially to choose and to take a job, the interview is the most important part of it.  
 5 And, „Reading“ I think most of us in our class and most of Iranian peoples are should  
 6 be weak in „Reading“ because I think „Reading“ parts in IELTS Exam, might be a bit  
 7 harder than others than other bands, And „Listening“, I think because we are not, we  
 8 are not native our „Listening“ are weak. It is obvious.

9 R/L: In your point of view, why are people who intend to continue their education at an  
 10 English-medium university required to sit for the IELTS exam?

11 P9: For sure, when you want to do anything at first you should show your ability entering  
 12 the job, entering the universities, entering to other countries. At first, you should, you  
 13 should show your ability. For job you can give your, ah, you doc, your documents.  
 14 And, for your education you can show your education document. But, for English, the,  
 15 ah, English countries, ah, should have, ah, exam a exam that it's shows your ability in  
 16 English, and I think myself because I had worked on TOEFL, I felt, IELTS is perfect.

17 R/L: How can an IELTS academic preparation program be useful in improving:

- 18 a. Your English language in general?
- 19 b. Your English writing skill?
- 20 c. Your English speaking skill?
- 21 d. Your English reading skill?
- 22 e. Your English listening skill?

23 P9: Yes, English language in general, I think it is very useful. Because, it is it has 4 bands  
 24 and it covers all my ability in English. Um, myself, I think, ah, because I had worked  
 25 on that one „GRE“ exam and „TOEFL“ exam before my „Writing“ was not weak. But,  
 26 and my „Speaking“. But, in „Reading“ and „Listening“ it improved my ability very, very  
 27 much, because I had worked hard on vocabulary and grammar and then focus on the  
 28 „Reading“ and „Listening“ in IELTS examination and I think it is and it was, it is very  
 29 useful.

30 R/L: In general, how do you evaluate the IELTS Academic preparation program, which you  
 31 attended in this course?

- 1 P9: Ah, I think in your course. Yes, I attended in Mr Moghaddam class, I think it would be  
 2 one of my best class in English. Because, I have had many teachers and I have many  
 3 teacher in English courses in many institutes in Iran, but I think Mr. Moghaddam's  
 4 method is different from others. But, because we are, limi, because we have limited of  
 5 time, ah, a short period of time to prepare ourselves for IELTS exam and, ah, I think ah  
 6 in this class can be much better for ourselves, ah, one of the problems that we have in  
 7 Mr. Moghaddam's class because it was that the average of the students are not and  
 8 was not and are not the same the ability of the students some of them working harder  
 9 and their ability in English are higher and some of them are lower and a bit lazy, and  
 10 don't and don't work harder for their on their materials and so on.
- 11 R/L: How could this course possibly help you to gain English language proficiency?
- 12 P9: Also, it was very good, because after about 2 months my ability in English language  
 13 proficiency become higher and higher I worked hard on my English worked harder  
 14 very harder than in the past and his class, ah, well his was very good for me.
- 15 R/L: Okay, thank you very much. How much beneficial do you think this course could be in  
 16 increasing your chance of getting into an English-medium university and why?
- 17 P9: For sure, umm, for sure classes helped me to do complete my English abilities and  
 18 prepared myself for, ah, prepared me for the IELTS Exam. Of course, by getting the  
 19 good band score in IELTS exam, and I, it is the gate to enter to the, ah, ah, English-  
 20 medium university. After, it I think it developed my English. And, I think it would be  
 21 so useful in that university. Sure.
- 22 R/L: Based on your experience gained in this program how accurate can IELTS scores  
 23 measure your different language skills (i.e.: „Reading“, „Writing“, „Speaking“ and  
 24 „Listening“)?
- 25 P9: Ah, for sure, I think „Reading“ is very hard in IELTS exam and I think if you are  
 26 medium, for example you are medium, ah, it shows, you are weak. And, if you are  
 27 weak, it shows you are weak. But, if you have a very high ability in IELTS „Reading“  
 28 exam band, ah, it shows that you are high and it is a bit hard to say about „Reading“.  
 29 But, „Writing“ and „Speaking“ are very good and I think it shows our ability to  
 30 demonstrate, ah, and it can demonstrate your ability in „Writing“ and „Speaking“ and  
 31 „Listening“ is a bit like „Reading“.

- 1 R/L: How proficient should OTEFL (Other Than English as First Language) students be in  
2 English language before they begin their study at an English-medium university?
- 3 P9: I think we should prepare ourselves very, very good for going to foreign country and  
4 especially foreign university. Because, it is the way of communicating showing your  
5 ability. Improving yourself in job in studying, in, ah, in living specially for job and  
6 university and, ah, I think, ah, the OTEFL pro, ah, students and people should, ah, ah  
7 prepare themselves very, very good for other university in other country.
- 8 R/L: How well might the IELTS Academic preparation program prepare the participants for  
9 academic purposes in the four skills as follows?
- 10 a. Reading for university study (e.g.; participating in tutorials, etc.
  - 11 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.
  - 12 c. Listening for university study (e.g.; participating in lectures, tutorials,  
13 interactions with university staff, etc.)
  - 14 d. Speaking for university study (e.g.; participating in tutorials presentations,  
15 seminars, interactions with university staff, etc.)
- 16 P9: Yes, in the beginning, in „Reading“ for university study for example practicing tutorials  
17 I think it would be very good. Because, if we want to pass the „Reading“ parts in  
18 IELTS exam we should know many vocabs, a vast variety of also a hard vocabulary  
19 and a good grammar and, ah, practicing in tutorials. I think practicing in tutorials it is  
20 good. In „Writing“ for university study „Writing“ assignments, essay, report and, etc. I  
21 do not have any idea, because, I not much familiar with the, their methods of  
22 assignments and essay and reports a bit with essay but with reports and assignments  
23 I’m not familiar with their methods. In „Listening“ for university study, practicing  
24 lectures, tutorials, interactions for university, I think the, ah, „Listening“, ah is in, ah,  
25 academic preparation program was very good and is very good. Because, ah the in  
26 IELTS exam the questions covers all of these ability. In „Speaking“ for university  
27 study, practicing in tutorials, presentations seminars, interactions with university staff,  
28 I think it is a bit weak. Because, it’s do not cover all these matters, items. Yes.
- 29 R/L: How well and useful might IELTS Academic preparation program be in preparing the  
30 participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
31 „Speaking“) in activities such as group work or laboratory practicals?

- 1 P9: I think if the IELTS exam has the 5<sup>th</sup> band that shows all of these, ahhh, all of these  
 2 bands together. I mean if it has four bands „Reading“, „Speaking“, „Writing“ and  
 3 „Listening“ and a band special band that shows all of these, ab, ability together.
- 4 R/L: Do you mean the total band?  
 5 P9: Yeah.
- 6 R/L: Total band score?  
 7 P9: Yeah, yeah, the total band score, or another band score.
- 8 R/L: Something new, you mean?  
 9 P9: New.
- 10 R/L: Suggesting something new?  
 11 P9: Exactly.
- 12 R/L: What, what could it be this new band that you are suggesting?  
 13 P9: I think, if wee, it has, ah, I don't know, I am not English teacher. I am not, ah, I don't  
 14 have, I don't know many thing about English. I am a student in Iran. I am just but I  
 15 think if they can develop a band like this that shows every thing together.
- 16 R/L: I mean we have got the total band score.  
 17 P9: Yes.
- 18 R/L: This is what you mean or something different?  
 19 P9: No, No, the total band score Is not, because it's a sum mean band and divided by „4“ it  
 20 is not.
- 21 R/L: So, what is that band that you are talking about.  
 22 P9: I think, special band, I don't know exactly.
- 23 R/L: How, how come, I mean.  
 24 P9: It should every thing come together with each other and you have an examination that  
 25 shows your „Listening“, your „Speaking“ and „Writing“ and it is, ah, in shows  
 26 something in the IELTS exam, because in, spe, in „Listening“ when you listen to  
 27 something you should write sometings. For example, it read, ah, story and you write a  
 28 summary about it. It is a band that shows your „Writing“ and your „Listening“.
- 29 R/L: Uhum.  
 30 P9: And, you summarize for some one about that story.  
 31 R/L: Do you mean something like lectures that for example a lecturer, [a lecturer...



- 1 P9: For example...]
- 2 R/L: A lecture, a lectures that is in the classroom?
- 3 P9: Yeah.
- 4 R/L: [Then, you make notes and?
- 5 P9: Yes, yes.]
- 6 R/L: [And take notes?
- 7 P9: Yes, yes, yes.]
- 8 R/L: Um.
- 9 P9: You listen to something you read something about it and you should write a summary  
10 and speak ah and...
- 11 R/L: So, may be, can add it, ah, in „Listening“ test. For example, something like that, that  
12 you’re suggesting.
- 13 P9: No, I think it would be extra band you listen to a story, a story I don’t know.
- 14 R/L: A lecture or something.
- 15 P9: Lecture and then you read something that complete.
- 16 R/L: Do you have a text in front of you? [And somebody...
- 17 P9: Text, text. „Reading“, it is „Listening“.]
- 18 R/L: Uh.
- 19 P9: And, you should have a summary.
- 20 R/L: Uhum.
- 21 P9: Summarize the idea, the comments and you should write something about it and  
22 something like this not exactly.
- 23 R/L: We will think about it. Alright, how realistic do you think the IELTS band scores can  
24 be as an indication of the participants’ real English knowledge?
- 25 P9: In 4 bands or in general?
- 26 R/L: For each band, for example in each skill.
- 27 P9: In „Reading“ as I said it is very hard. It shows exactly how your „Reading“ is and it is  
28 very realistic, In „Listening“ too. But, in „Writing“, ah, and „Speaking“. I think it is, it  
29 will be a bit weak.
- 30 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
31 participants’ overall smartness, attentiveness and speed?

- 1 P9: Yes, I think the IELTS exam, examiners work on this part very much. Because, I think  
 2 it shows our smartness, attentiveness and specially speed very much. And, it is very  
 3 good in this case.
- 4 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
 5 medium university?
- 6 P9: Ah, you mean how IELTS exam help them?
- 7 R/L: Yeah.
- 8 P9: Yes, I think IELTS Exam helps them very much. Because, they improve their ability in  
 9 English and in speed it shows that in other universities we should have high speed for  
 10 studying and we should be smart and sharp, smart and attentive.
- 11 R/L: In addition to preparing you for your IELTS Exam do you think that the materials used  
 12 in the course may/should prepare you to continue your education at an English-  
 13 medium university successfully? Why and how? Please explain.
- 14 P9: Yes, I think, the materials in Mr. Moghaddam's classes was very good and is very  
 15 good. But, I think the number of materials, ah, is a vast amount of materials about 6  
 16 books and with this short, ah, period of time it is very hard to read all of them. I think  
 17 we should part in about 6 or 7 or 8 books harder and forget about the rest, I this short  
 18 period of time. If we had a large, ah, longer period of time all of them I think would be  
 19 useful.
- 20 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
 21 more useful and helpful? Why? Please explain.
- 22 P9: Ah, I think „English Grammar in Use“ I agree with „Barons“ its name is „504“ really  
 23 was very useful. IELTS 1, 2, 3 and „In sight and Extra“ Also, „English Pronunciation in  
 24 Use“ and it's name?
- 25 R/L: Are we talking about „Speaking clearly“?
- 26 P9: Yes, „Speaking clearly“, the green one.
- 27 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
 28 to help participants to be more prepared for the IELTS exam as well as being more  
 29 prepared to cope with academic study at English-medium universities? What and how?  
 30 Please explain.

1 P9: Yes, I think ah, Mr. Moghaddam's classes was very good. But, in „Speaking“ we do not  
 2 have good materials in Iran. Also, in Iran not in his class. I, ah, be, ah, and my partner  
 3 „P8“ decide to work on a special book its name is „Speaking IELTS“ and it is a white  
 4 book it's with „Mr. Dr Iravian“, it is very good.

5 R/L: Based on your knowledge gained in this IELTS Academic Preparation Program, how  
 6 accurate can the IELTS entry score for university measure:

- 7 a. Your English Reading skill required to succeeding at English-medium  
 8 universities?
- 9 b. Your English Writing skill required to succeeding at English-medium  
 10 universities?
- 11 c. Your English Listening skill required to succeeding at English-medium  
 12 universities?
- 13 d. Your English Speaking skill required to succeeding at English-medium  
 14 universities?

15 P9: Yes, I think, ah, as I said „Reading“ measured, ah, accurate, ver, ah, accurate  
 16 measurement on „Reading“. But, „Listening“ it was good, it is good. It's good. But, in  
 17 „Speaking“ the level of the exam should go upper. Because, when we check the result  
 18 of our friends in Iran I think for example I saw the result about 3 days ago. It shows  
 19 „Reading“, ah, about „4“ in „Reading“, „Writing“, „5“, „Listening“, „6“ and in „Speaking“,  
 20 „7“. It's very, huh, hah, heh, hnh. It's I don't know, like a joke, for me!

21 R/L: So, you think it is unfair? Hun?

22 P9: Unfair yes. [Because...]

23 R/L: It should be higher high band you think]?

24 P9: Yes, higher, for myself, I think if I attend in IELTS the level of Read, „Writing“ and  
 25 „Listening“ might be changed and that my, sp, my „Speaking“ I think and then  
 26 „Listening“ and „Reading“ should stay in the same level. I think.

27 R/L: What is your opinion about the four skills“ practices done in the classroom?

28 P9: I think, ah, in our class, first part „Listening“ was very good, my „Listening“ as my  
 29 „Listening“ abilities. And, for „Writing“ it was so good because, Mr. Moghaddam  
 30 correct our papers all the time and I and it was good too. But, in „Speaking“, I think we  
 31 should work harder on it and have a better program on it. Also, I think it would be the,

- 1           ah, be, ah the problem that we have in „Speaking“ is that we are not familiar with the  
2           way of „Speaking“ how, how we should develop our „Speaking“. Exactly, like  
3           „Writing“. Also, in „Reading“, I think it’s in, ah, class we should work harder on the  
4           skills in „Reading“ in our should we attend „Reading“ bands and specially on  
5           „Reading“, ah, „Reading“ questions, „YES/No“ questions and „Multiple Choice“ and  
6           some things like these.
- 7   R/L:    In general, how accurate can the IELTS total band score reflect the level of English  
8           language proficiency of the participants to be successful in their academic career at  
9           English-medium universities?
- 10   P9:    As I said, I ah, saw the result of IELTS exam and it shows his, he was „4“. He had, ah,  
11           he has 4, 5, 6 and 1. And, I think that total band score does not reflect the level of  
12           English language proficiency of the participants very good.
- 13   R/L:    How do you evaluate your English language abilities to cope with English-medium  
14           universities“ academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
15           „Listening“)?
- 16   P9:    I think, ah, due to the IELTS exam, my „Speaking“, I think would be not bad, and  
17           „Writing“ too. But, I am a bit weak in „Listening“, because, ah, we do not have very  
18           good classes in Iran for „Listening“ and also in „Reading“. Because, I think „Reading“  
19           in IELTS exam is a bit hard. Not hard, but also you should be very smart when you  
20           choose a choice. And, most of the time we are not sure that this choice that we choose  
21           are, one, one hundred percent right, or wrong, or something like this.
- 22   R/L:    How reliable and valid do you think the IELTS exam is to measure your English  
23           language proficiency, why?
- 24   P9:    I think in the general or specific in bands [for...
- 25   R/L:    We are talking about the reliability and validity of the exam actually].
- 26   P9:    As I said, as I said, in general it is not very good. But, In bands in special bands in  
27           „Reading“ and „Listening“ it is very good, but in „Speaking“ and „Writing“ a bit, ahh,  
28           lower.
- 29   R/L:    „P9“, thank you very much for answering the questions.
- 30   P9:    You are welcome sir.
- 31   R/L:    And, thank you very much for your contribution to the research project.

- 1 P9: Yes.  
 2 R/L: I wish you a very nice and pleasant evening.  
 3 P9: You too.  
 4 R/L: Thank you.  
 5 P9: Thank you.

6

7 **Thursday, 07/06/2007**

8 **Time: 16:30-17:00**

9

10 **Interview with 'P4'**

- 11 R/L: Okay good afternoon.  
 12 P4: Good afternoon.  
 13 R/L: How are you?  
 14 P4: Fine, thank you.  
 15 R/L: Things okay?  
 16 P4: Yes.  
 17 R/L: You see I am holding interviews with some of the participants in the IELTS Academic  
 18 Preparation Program. The interview is a part of data collection for triangulation and  
 19 reliability of my research project. In addition to taking notes, I am recording the  
 20 interviews. Would you mind if I use your real name in the interview, or do you want  
 21 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
 22 yourself?  
 23 P4: No, you can use my real name.  
 24 R/L: So, would you please introduce yourself then?  
 25 P4: I am „Paliza Kalanaki“. I live in Tehran. I am Computer Engineering I've been studying  
 26 IELTS from 3 month ago.  
 27 R/L: Why are you taking part in the IELTS Academic preparation program?  
 28 P4: I need, ah, the IELTS score for getting immigration to Australia or for applying for  
 29 other universities all over the world. And, for register any of them I use, I need it to  
 30 have this score. I wanted to go to an IELTS class, and when I understand and I know

- 1           that there is a class that is, ah, there is some research on it and I knew about the  
2           teacher. I was told about the class. And, I took a part in this class.
- 3   R/L:   How long have you been studying English?
- 4   P4:   Ah, I used to go to English classes during my high school years and, after I go to  
5           university I give up studying English. I gave up it. I started it again about 6 months  
6           ago, 7, 8 months ago. And, ah, it, it is the last studying of me.
- 7   R/L:   Have you already done any IELTS preparation program? If „YES“, please explain  
8           when, where, for how long, what instruction materials did you use and whether or not  
9           the materials were useful?
- 10   P4:   Never, I have been in an IELTS class.
- 11   R/L:   Do you think that IELTS Academic Preparation Practices might help participants  
12           prepare for university study at English-medium universities? How and why? Please  
13           explain.
- 14   P4:   I think, ah, the first usually students took place in this classes want to, ah, have  
15           different mains different goals. But, ah, because all of them have to go and live in  
16           another country, ah, it is very good to help them. Because, ah, most of them want to  
17           study there it is very good to be helpful and useful for them to study there.
- 18   R/L:   Do you think that IELTS Academic preparation practices can be altered in a way to be  
19           more useful for university study? How and why? Please explain.
- 20   P4:   I think it can be, but it depends on the goals of the students. If they want to continue  
21           their studying, it is good like that. But, if they, they just want to live in another country  
22           I don't know.
- 23   R/L:   In your point of view, why are people who intend to continue their education at an  
24           English-medium university required to sit for the IELTS exam?
- 25   P4:   Ah, IELTS exam, as you have told us before is a very, ah, good exam about a lot of  
26           things, our English knowledge, and also our smartness. And, for a student that want to  
27           have, to speak and speaking he, her, or his second language. And, also study something  
28           in, ah, university it is, ah, very, ah, very important to have, ah, um, it smartness too  
29           and, ah, and this, I think, it is useful and, ah, very important for them.
- 30   R/L:   How can an IELTS academic preparation program be useful in improving:  
31           a.    Your English language in general?

- 1           b. Your English writing skill?
- 2           c. Your English speaking skill?
- 3           d. Your English reading skill?
- 4           e. Your English listening skill?
- 5 P4: I think, because in our classes we usually study some basic grammars and also we
- 6 speak English all the classes it can, ah, improve our English in general, because, these
- 7 things are general English.
- 8 R/L: Four skills?
- 9 P4: Yes, I'll explain one by one, I think „Writing“, should I speak about this course that we
- 10 took?
- 11 R/L: Or, any course. I mean the course that you took.
- 12 P4: Uhum.
- 13 R/L: The course that you took any way could be an example.
- 14 P4. It was useful for us in „Writing“ skill by the „Reading“ was very good that you
- 15 introduced was very useful and good. And, by reading them and also practicing
- 16 „Writing“ and when we, ah, took them to you and you corrected them, ah, they helped
- 17 us improve our „Writing“ skills. And, it, ah, helped the students to in the class that, ah,
- 18 when we speak, ahh, ah, all the time English in the class, ah, it, ah, it is, ah, normal to
- 19 be improved. Ah, I mean that it can't be ah, in other way...
- 20 R/L: Did you speak in the class always English?
- 21 P4: Yes.
- 22 R/L: Was it always English?
- 23 P4: Yes, always, And, ah, for „Reading“ skill, I think, ah, by learning new words and also
- 24 practicing on some „Reading“ texts it was useful and it helped, ah, helped us to
- 25 improve our „Reading“ skill good. And, for „Listening“, ah, it, the, um, the course that
- 26 you introduced us, ah, ah, 400, ah test, it was very good. I think, because it was very
- 27 authentic and, ah, by listening in the class, ah, I think, that it helped us more than the
- 28 other sources. Because, they are very clear speaking and it is very easy. But, these so,
- 29 speaking in that, ah, tape was very hard to understand and it helped us improve.
- 30 R/L: Very good. In general, how do you evaluate the IELTS Academic preparation program,
- 31 which you attended in this course?

- 1 P4: Ah, I think it was very good, ah, but the problem was the shortage of time. Because, ah,  
 2 I think this class wasn't just IELTS class, it was an, a real English class. It improved  
 3 our English level from basic level. And, ah, if we had more than this time and, for  
 4 example we had just one session in a week we had, ah, enough time to do all the  
 5 exercises and homework very well and work on them better than the way we did. And,  
 6 it would help us more. But, ah despite the shortage of time it was very good, I think.
- 7 R/L: How could this course possibly help you to gain English language proficiency?
- 8 P4: Sorry, I don't get the main question
- 9 R/L: Yeah. How could this course possibly help you to gain English language proficiency?  
 10 That we [did...  
 11 P4: Yes].
- 12 R/L: How could it help you? Of course, may be you actually answered these questions when  
 13 you were dealing with the question „8“. May be.
- 14 P4: May be, yes.
- 15 R/L: May be you answered.
- 16 P4: Yes, I did.
- 17 R/L: Did some how, yeah.
- 18 R/L: How much beneficial do you think this course could be in increasing your chance of  
 19 getting into an English-medium university and why?
- 20 P4: Ah, I think, it was very useful for this, because, ah, in our class, ah, in our „Speaking“  
 21 sessions we used to speak in front of our friends and our teacher, ah, and give a lecture  
 22 in English. And, it is one of the problems of students who want to study in other  
 23 universities. And, ah, also by improving our English level, ah, it can help us. Because,  
 24 IELTS classes are just learn some, teach some techniques for IELTS just for passing,  
 25 the, an exam. But, it was useful. Because, it helped us in, ah, improve real English.
- 26 R/L: Based on your experience gained in this program how accurate can IELTS scores  
 27 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
 28 „Listening“)?
- 29 P4: How these skills are? Yes?
- 30 R/L: No, how, how, what I mean is that how can IELTS sores can ...
- 31 P4: Yes. Yes.



- 1 R/L: ... for example if you get „6“ in „Reading“ or „5“ in „Writing“ something like that how  
2 can this score measure your real abilities?
- 3 P4: I think they have some factors for these scores. I don't know the real, ahhh. But, I know  
4 that for example, ah, somebody who, who can get „6“ score in all skills have a medium,  
5 ah...
- 6 R/L: So, in fact the focus is on the accuracy of the IELTS scores, IELTS band scores
- 7 P4: Um.
- 8 R/L: We want to know that they are really, ah, accurate if you are, for example getting band  
9 „6“ in „Writing“ is it your real ability in „Writing“?
- 10 P4: Yes, I think so.
- 11 R/L: Is it an accurate indication?
- 12 P4: Yes.
- 13 R/L: Of your real ability?
- 14 P: I think so.
- 15 R/L: Uhum.
- 16 P4: Because, ah, they are very natural, ah, exams IELTS exam.
- 17 R/L: Okay. How proficient should OTEFL (Other Than English as First Language) students  
18 be in English language before they begin their study at an English-medium university?
- 19 P4: Um, I think they must have, ah, such English knowledge that they don't have any  
20 problem to communicate with other people who are have who native speakers in  
21 English.
- 22 R/L: How well might the IELTS Academic Preparation Program prepare the participants for  
23 academic purposes in the four skills as follows?
- 24 a. Reading for university study (e.g.; participating in tutorials, etc.)
- 25 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.)
- 26 c. Listening for university study (e.g.; participating in lectures, tutorials,  
27 interactions with university staff, etc.)
- 28 d. Speaking for university study (e.g.; participating in tutorials presentations,  
29 seminars, interactions with university staff, etc.)

- 1 P4: I think, ah, the IELTS preparation classes can't work on them completely. Because,  
2 actually there are, they are just some English classes, but by doing some practices on  
3 all of them in any session that depends on them, ah they can be useful.
- 4 R/L: How well and useful might IELTS Academic preparation program be in preparing the  
5 participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
6 „Speaking“) in activities such as group work or laboratory practicals?
- 7 P4: I think the way that we did in, ah, our classes they are very useful, because, we really  
8 integrated them. Because, for example in our re...„Reading“ classes we speak, we used  
9 to speak English. And, for example in our „Writing“ classes we sometimes used to read  
10 our „Writings“. Something like this it is, ah, necessary for them, I think.
- 11 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
12 participants' real English knowledge?
- 13 P4: I think it is, ah, 90% their real knowledge, may be just for some stresses or something  
14 like this in the exam, more than that.
- 15 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
16 participants' overall smartness, attentiveness and speed?
- 17 P4: I think, ah, they really measure our smartness. By the confusing questions and also we  
18 have to have good, high, high speed in, ah, answering them. And also, we have to, ah,  
19 know some techniques for answering them. It measures them well, I think.
- 20 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
21 medium university?
- 22 P4: If we have ah, ah, ah, ah IELTS score it can help us because it is needed for entering in  
23 any university.
- 24 R/L: Alright, in addition to preparing you for your IELTS Exam do you think that the  
25 materials used in the course may/should prepare you to continue your education at an  
26 English-medium university successfully? Why and how? Please explain.
- 27 P4: I think the materials, ah, that we use should us to improve our English not studying in  
28 universities, but by improving our English, we can be more successful in studying.
- 29 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
30 more useful and helpful? Why? Please explain.

- 1 P4: Ah, I think for, ah, our vocabulary the book „504“ was very good. For our „Writing“  
 2 the, ah, all the books that you introduced to us were very good. For example, „Practical  
 3 Writing with Readings“ and“ ah...
- 4 R/L: „Academic Writing Course“?
- 5 P4: Yes, the „Academic Writing“, yes.
- 6 R/L: Uhum.
- 7 P4: It was very useful for our „Listening“. Ah, the one that is „Pronunciation in Use“, was  
 8 very good. And, „400 test“, all and the... For „Speaking“, I think the activity that we  
 9 did in the class to give a lecture was very good, and also the book „For & Against“ was  
 10 very good.
- 11 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
 12 to help participants to be more prepared for the IELTS exam as well as being more  
 13 prepared to cope with academic study at English-medium universities? What and how?  
 14 Please explain.
- 15 P4: I think the materials that we used in our class were enough. If we have time to work on  
 16 them completely and good, they were enough, I think.
- 17 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
 18 accurate can the IELTS entry score for university measure:
- 19 a. Your English Reading skill required to succeeding at English-medium  
 20 universities?
  - 21 b. Your English Writing skill required to succeeding at English-medium  
 22 universities?
  - 23 c. Your English Listening skill required to succeeding at English-medium  
 24 universities?
  - 25 d. Your English Speaking skill required to succeeding at English-medium  
 26 universities?
- 27 P4: Um, I think the, the „4“ scores in IELTS all of the skill, can be a good factor for our  
 28 English knowledge. So, they can, ah, consider it as our English real English  
 29 knowledge.
- 30 R/L: What is your opinion about the four skills“ practices done in the classroom?

- 1 P4: For our „Reading“ we used to work with „Developing Reading Skills“ in the class and  
 2 work on it. It was very good. And also, we worked on „504“, ah, although the time was  
 3 not enough, but although the time was not enough we used it. It was very good and, ah,  
 4 for ah „Speaking“, ah, we have, ah we had some „Speaking“ classes, ah, sessions. And  
 5 also, we used to speak English it was very good. The book „Pair Work“ was very good  
 6 for, and the „Writing“ books very good were very good and we used to write some  
 7 „Writings“ in the class too that it symbolize the, the exam for us and it was very good.
- 8 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
 9 language proficiency of the participants to be successful in their academic career at  
 10 English-medium universities?
- 11 P4: I think, ah, it can be, ah, a factor. But, may be after, for example, ah, I study for, ah,  
 12 IELTS exam, and I pass my IELTS classes, and I pass my exam too. And, I apply for  
 13 the university. After that, I study more, and I ah, participate in some other classes, and  
 14 I can improve my English more. And also, by living in another country that they speak  
 15 English all, we have to speak all day English, ah, after for example 2 months of our  
 16 English would improve more. And, so I think that the score that we get in our IELTS,  
 17 ah, ah, should be measured as our, ah, less or the, ah, lower bas, ah, or knowledge that.
- 18 R/L: How do you evaluate your English language abilities to cope with English-medium  
 19 universities“ academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
 20 „Listening“)?
- 21 P4: My abilities?
- 22 R/L: Yes, your abilities. Your own abilities.
- 23 P4: Hum.
- 24 R/L: At present.
- 25 P4: I think, ah.
- 26 R/L: Is that clear?
- 27 P4: Yes, should I.
- 28 R/L: Do you need more explanation?
- 29 P4: Should I speak about my score?
- 30 R/L: Yes about your, your, your real abilities. How do you evaluate your real abilities?
- 31 P4: Hum!

- 1 R/L: If you are supposed to go to an English-medium university and continue your  
2 education, do you think you will be able to cope with the English-medium university  
3 tasks?
- 4 P4: Ah, I think so, because, ah, I can, I think, I can somehow communicate ah, in English.  
5 But, I need more practice. For example, I have to work on my „Listening“. And also,  
6 ah, a, or, „Reading“ test, texts. But, ah, my problem in „Speaking“ and also „Writing“ is  
7 less than them. And also, I have to work more. But, I think, I can cope with it.
- 8 R/L: How reliable and valid do you think the IELTS exam is to measure your English  
9 language proficiency, why?
- 10 P4: As I spoke it before, ah, it is reliable. But, I think, ah, after while, after we passed our,  
11 ah, exam may be, ah, we improve our English. And also, may be somebody, ah, give  
12 up studying it, and it has real score may be low less than the one he gave before. But, I  
13 think at the time that we took the exam it is reliable.
- 14 R/L: Ah, we are talking about the reliability of the IELTS exam itself not your results.
- 15 P4: Uhum.
- 16 R/L: Do you think that IELTS exam is a reliable and valid exam or test?
- 17 P: Yes. I think so.
- 18 R/L: You think?
- 19 P4: Yes. Yes.
- 20 R/L: Thanks for answering the question and thank you for your contribution to this research  
21 project. Is there any thing else that you would like to add to these things?
- 22 P4: No. thank you I really, enjoyed all of the classes and it was very useful for me. Thank  
23 you!
- 24 R/L: Thank you very much.
- 25 P4: Thank you.
- 26 R/L: Have a nice day.
- 27 P4: You too.
- 28
- 29
- 30
- 31

1 **Thursday, 07/06/2007**

2 **Time: 21:00-21:30**

3

4

**Interview with 'P10'**

5 R/L: Hi.

6 P10: Hi.

7 R/L: Good evening.

8 P10: Thank you very much.

9 R/L: I am holding interviews with some of the participants in the IELTS Academic  
10 Preparation Program. The interview is a part of data collection for triangulation and  
11 reliability of my research project. In addition to taking notes, I am recording the  
12 interviews. Would you mind if I use your real name in the interview, or do you want  
13 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
14 yourself?

15 P10: ((X)). **(The interviewee nods).**

16 R/L: Would you mind if I use your real name in the interview, or do you want me to use a  
17 pseudonym (unreal name)? If you do not mind, would you please introduce yourself?

18 P10: Real mane.

19 R/L: Real mane?

20 P10: Yes.

21 R/L: Are you sure?

22 P10: Yes.

23 R/L: So, if you wouldn't mind, would you please introduce yourself?

24 P10: I am Mehri Bahrami. I am married.

25 R/L: Why are you taking part in the IELTS Academic preparation program?

26 P10: For my exam.

27 R/L: How long have you been studying English?

28 P10: 1 year.

29 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
30 when, where, for how long, what instruction materials did you use and whether or not  
31 the materials were useful?

- 1 P10: No, I haven't.
- 2 R/L: Do you think that IELTS Academic Preparation Practices might help participants  
3 prepare for university study at English-medium universities? How and why? Please  
4 explain.
- 5 P10: Yes.
- 6 R/L: Do you think that IELTS Academic Preparation Practices can be altered in a way to be  
7 more useful for university study? How and why? Please explain.
- 8 P10: Yes, it is useful for university.
- 9 R/L: Okay? In your point of view, why are people who intend to continue their education at  
10 an English-medium university required to sit for the IELTS exam?
- 11 P10: Because, when they want to continue study in the other country than they need it.
- 12 R/L: How can an IELTS academic preparation program be useful in improving:
- 13 a. Your English language in general?
- 14 b. Your English writing skill?
- 15 c. Your English speaking skill?
- 16 d. Your English reading skill?
- 17 e. Your English listening skill?
- 18 P10: In IELTS and improve at, ah.
- 19 R/L: In general, how do you evaluate the IELTS Academic Preparation Program, which you  
20 attended in this course?
- 21 P10: I don't know.
- 22 R/L: How could this course possibly help you to gain English language proficiency?
- 23 P10: IELTS has next time...
- 24 R/L: How much beneficial do you think this course could be in increasing your chance of  
25 getting into an English-medium university and why?
- 26 P10: Very important to apply for the university.
- 27 R/L: Based on your experience gained in this program how accurate can IELTS scores  
28 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
29 „Listening“)?
- 30 P10: Ah, in „Writing“ skill, ah, very progress and, ah, my „Speaking“ good.

- 1 R/L: Alright, how proficient should OTEFL (Other Than English as First Language)  
 2 students be in English language before they begin their study at an English-medium  
 3 university?
- 4 P10: I don't know.
- 5 R/L: How well might the IELTS Academic preparation program prepare the participants for  
 6 academic purposes in the four skills as follows?
- 7 a. Reading for university study (e.g.; participating in tutorials, etc.)  
 8 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.)  
 9 c. Listening for university study (e.g.; participating in lectures, tutorials,  
 10 interactions with university staff, etc.)  
 11 d. Speaking for university study (e.g.; participating in tutorials presentations,  
 12 seminars, interactions with university staff, etc.)
- 13 P10: IELTS is very important for the 4 skills. IELTS is important.
- 14 R/L: How well and useful might IELTS Academic preparation program be in preparing the  
 15 participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
 16 „Speaking“) in activities such as group work or laboratory practicals?
- 17 P10: I don't know.
- 18 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
 19 participants' real English knowledge?
- 20 P10: IELTS test is very realistic it is like real.
- 21 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
 22 participants' overall smartness, attentiveness and speed?
- 23 P10: All of them, I think all of them very important to tend to...
- 24 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
 25 medium university?
- 26 P10: I don't know.
- 27 R/L: In addition to preparing you for your IELTS Exam do you think that the materials used  
 28 in the course may/should prepare you to continue your education at an English-  
 29 medium university successfully? Why and how? Please explain.
- 30 P10: In real situation by four skills „Writing“, „Listening“, „Reading“ and „Speaking“.



- 1 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
2 more useful and helpful? Why? Please explain.
- 3 P10: Many of the IELTS test very useful.
- 4 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
5 to help participants to be more prepared for the IELTS exam as well as being more  
6 prepared to cope with academic study at English-medium universities? What and how?  
7 Please explain.
- 8 P10: Ah, um „Listening“ a for radio and listening tape.
- 9 R/L: Alright, based on your knowledge gained in this IELTS Academic preparation  
10 program, how accurate can the IELTS entry score for university measure:
- 11 a. Your English Reading skill required to succeeding at English-medium  
12 universities?
- 13 b. Your English Writing skill required to succeeding at English-medium  
14 universities?
- 15 c. Your English Listening skill required to succeeding at English-medium  
16 universities?
- 17 d. Your English Speaking skill required to succeeding at English-medium  
18 universities?
- 19 P10: I don't know.
- 20 R/L: Okay. What is your opinion about the four skills' practices done in the classroom?
- 21 P10: I don't know.
- 22 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
23 language proficiency of the participants to be successful in their academic career at  
24 English-medium universities?
- 25 P10: I don't know.
- 26 R/L: How do you evaluate your English language abilities to cope with English-medium  
27 universities' academic tasks in terms of „Reading, Writing, Speaking and Listening)?
- 28 P10: Okay, it is better than it was.
- 29 R/L: Okay, how reliable and valid do you think the IELTS exam is to measure your English  
30 language proficiency, why?
- 31 P10: Very reliable and very good.

1 R/L: Okay, „P10“, thanks for answering the questions. And, thanks for your contribution to  
2 the research project. Have a nice evening.

3 P10: Thank you.

4 R/L: Thank you.

5

6 **N.B: This participant was innately a very quiet and shy person and always kept in**  
7 **herself.**

8 **Thursday, 07/06/2007**

9 **Time: 21:30-22:00**

10

11

### Interview with ‘P11’

12 R/L: Hi.

13 P11: Hi.

14 R/L: Good evening.

15 P11: Thank you!

16 R/L: I am holding interviews with some of the participants in the IELTS Academic  
17 preparation program. The interview is a part of data collection for triangulation and  
18 reliability of my research project. In addition to taking notes, I am recording the  
19 interviews. Would you mind if I use your real name in the interview, or do you want  
20 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
21 yourself?

22 P11: No, I don’t mind.

23 R/L: Okay, if you don’t mind. Would you introduce yourself?

24 P11: I am Mahdi Abbasszadeh.

25 R/L: Why are you taking part in the IELTS Academic preparation program?

26 P11: For taking part in the IELTS examination, and a program for immigrating to Australia.  
27 At this stage, I have, I have a plan to attend a PhD courses there.

28 R/L: How long have you been studying English?

29 P11: Something about 6 years.

- 1 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
 2 when, where, for how long, what instruction materials did you use and whether or not  
 3 the materials were useful?
- 4 P11: No, not up to this course.
- 5 R/L: Do you think that IELTS Academic preparation practices might help participants  
 6 prepare for university study at English-medium universities? How and why? Please  
 7 explain.
- 8 P11: I think, ahhh, it's, ah, main purpose is for academic IELTS is to prepare student for to  
 9 be ready to take part in universities. But, in case it could be helpful.
- 10 R/L: Do you think that IELTS Academic preparation practices can be altered in a way to be  
 11 more useful for university study? How and why? Please explain.
- 12 P11: It could be more useful for university study, for example they can serve, yes it could be  
 13 altered, I think.
- 14 R/L: Do you think we can change them, alter them?
- 15 P11: In, in some parts it could be changed that be more useful for university.
- 16 R/L: Would you explain, how and why? Please. How, for example they could be altered and  
 17 why they should be altered?
- 18 P11: For some parts, as like „Speaking“ and „Writing“, I think it is okay, it doesn't need  
 19 really to be changed. But, for some parts like, ah, „Listening“ and „Reading“ I think the  
 20 whole part it is really in a high level. If it be consist of some parts that are easy and  
 21 intermediate level and some part hard it would be better.
- 22 R/L: In your point of view, why are people who intend to continue their education at an  
 23 English-medium university required to sit for the IELTS exam?
- 24 P11: Ah, I think, ah, not only for attending a university at, ah, English-medium, but for  
 25 living in that society in that countries, ah, every other foreign student that, that his  
 26 mother tongue is not English needs to, ah, have knowledge of English. And, IELTS,  
 27 ah, is the, I think is the more, ah, the good means for this purpose.
- 28 R/L: How can an IELTS academic preparation program be useful in improving:  
 29 a. Your English language in general?  
 30 b. Your English writing skill?  
 31 c. Your English speaking skill?

1 d. Your English reading skill?

2 e. Your English listening skill?

3 P11: Ah, for „Writing“, I think, ah, it would be more better that, ah, different types of  
4 „Writing“ different, ah, topics, ah, be given to the students and talk on them. For  
5 „Speaking“, ah, if we, ah, invite students to discuss about the topic. In „Reading“ skill  
6 that have some questions. And, in „Listening“ at for „Listening“ provide us, ah, that  
7 with some other sources. Because, IELTS is authentic and every source could be  
8 useful.

9 R/L: In general, how do you evaluate the IELTS Academic preparation program, which you  
10 attended in this course?

11 P11: I think, it was a good course and if I had more time to, ah, do my homework , I would  
12 do really better.

13 R/L: How could this course possibly help you to gain English language proficiency?

14 P11: I think, ah, for gaining English language proficiency it is not just, ah, by attending, ah,  
15 limited time a course. It is I think gained in the frequency of time not just, ah, ah by  
16 attending.

17 R/L: How much beneficial do you think this course could be in increasing your chance of  
18 getting into an English-medium university and why?

19 P11: Ah, it really gave me benefit and guide, because before that I wasn't really familiar  
20 with rules.

21 R/L: Based on your experience gained in this program how accurate can IELTS scores  
22 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
23 „Listening“)?

24 P11: As I said before, ah, for „Speaking“ and, ah, „Listening“ it is really good. But, for  
25 „Reading“ it could be more better than, ah, the, ah, provided. It could be divided, for  
26 example into easy level intermediate level and hard level. Not just all of the parts be  
27 really difficult.

28 R/L: How proficient should OTEFL (Other Than English as First Language) students be in  
29 English language before they begin their study at an English-medium university?

30 P11: Before, ah, attending at university if they don't have any knowledge of English, they  
31 wouldn't be successful. At least, they must have, ah, ah, level of knowledge of English.

- 1 But, ah, for being more successful they should, ah, have, ah, they should, must be  
2 fluent in four skills.
- 3 R/L: How well might the IELTS Academic preparation program prepare the participants for  
4 academic purposes in the four skills as follows?
- 5 a. Reading for university study (e.g.; participating in tutorials, etc.).  
6 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.).  
7 c. Listening for university study (e.g.; participating in lectures, tutorials,  
8 interactions with university staff, etc.).  
9 d. Speaking for university study (e.g.; participating in tutorials presentations,  
10 seminars, interactions with university staff, etc.).
- 11 P11: Are you talking about this course.
- 12 R/L: No, in general.
- 13 P11: In general?
- 14 R/L: Ah, well the course that we did it is a preparation program.
- 15 P11: Yeah.
- 16 R/L: Okay?
- 17 P11: Yeah.
- 18 R/L: Not only this course, any other preparation program.
- 19 P11: Yeah.
- 20 R/L: Based on the knowledge and experience that you gained in this preparation program.
- 21 P11: Okay, I think.
- 22 R/L: A sample.
- 23 P11: I think, ah, for attending, ah, in an IELTS Academic preparation program, all students  
24 must have a general knowledge of English.
- 25 R/L: But, but what I mean is that how courses like what we had or we have.
- 26 P11: Yeah.
- 27 R/L: Okay? Can prepare you for these tasks, universities tasks?
- 28 P11: Yeah.
- 29 R/L: Is that clear now?
- 30 P11: Yeah. For „Reading“ for university study talking or the type of questions and trying to  
31 „Skimming“ and „Scanning“ for participating tutorials would be good. For „Writing“,

- 1           ah, I think, it is very important for „Writing“. For example, about different topics about,  
2           ah, object or letter or essay or application form could be really helpful. For „Listening“,  
3           because „Listening“ is, ah, an authentic, ah, or we can, for example listen to Radio,  
4           English radio or those programs that are broadcasted are really helpful for us. And, for  
5           „Speaking“, ah, I think, ah, if we have a partner, we will improve our „Speaking“ skill  
6           very well.
- 7   R/L:   How well and useful might IELTS Academic preparation program be in preparing the  
8           participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
9           „Speaking“) in activities such as group work or laboratory practicals?
- 10   P11:   I think, all of them, ah, these four skills are in targeted. For example, you can't isolate,  
11           for example „Reading“ from „Writing“. All of these skills are integrated. And, ah,  
12           working in a group, ah, or in a laboratory, ah, would be helpful.
- 13   R/L:   How realistic do you think the IELTS band scores can be as an indication of the  
14           participants' real English knowledge?
- 15   P11:   In some case, I think, until Band „7“ it is realistic. But, for Band „9“, ah, for Bands „8“  
16           and „9“, I think may be it is not really realistic, because, it is not just, ah, testing our  
17           English knowledge. It is testing, ah, our attentiveness, ah, our smartness and other  
18           things.
- 19   R/L:   In your opinion, how realistic might IELTS band scores be as an indication of the  
20           participants' overall smartness, attentiveness and speed?
- 21   P11:   I talked just about these smartness and at attentiveness plus English know ledge.
- 22   R/L:   How can the IELTS Exam give the participants an opportunity to enter an English-  
23           medium university?
- 24   P11:   The level of IELTS exam is really high and if anyone could be successful in the IELTS  
25           exam and could receive, ah, the those bands that universities, ah, ask for it, then the  
26           universities, English-medium universities don't may have any problem.
- 27   R/L:   In addition to preparing you for your IELTS Exam do you think that the materials used  
28           in the course may/should prepare you to continue your education at an English-  
29           medium university successfully? Why and how? Please explain.

- 1 P11: I think, after, ah, entering in an English–medium university, ah, the rate of practice in  
 2 English would be, would be, is more high. And, if we be in that situation, ah, the  
 3 medium of English-medium really, ah, help us to improve our knowledge very much.
- 4 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
 5 more useful and helpful? Why? Please explain.
- 6 P11: Ah, the most practical and useful IELTS preparation plan, „Listening“ and if the first  
 7 part, first part, I mean, the first part of communication is „Listening“ if you...
- 8 R/L: We are talking about the materials used in the IELTS Exam, ah, in the IELTS  
 9 preparation program. Do you know what“s meant by materials?
- 10 P11. No.
- 11 R/L: The books and cassettes that we use in this course , such as: for example, „IELTS 1, 2,  
 12 3“, „English Grammar in Use“.
- 13 P11: IELTS 1, 2 and are good.
- 14 R/L: So, which of the materials do you think were most useful?
- 15 P11: „English Pronunciation in Use“ was very good course, „Grammar English“ other useful,  
 16 and helpful and was really helpful and different of the grammar that we have read it.  
 17 Before, we have studied before, but didn“t pay at tension to them.
- 18 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
 19 to help participants to be more prepared for the IELTS exam as well as being more  
 20 prepared to cope with academic study at English-medium universities? What and how?  
 21 Please explain.
- 22 P11: I think, ah, for the materials that you ask if we have to the course material we have, ah,  
 23 I think there is lots of books or that that we can study on them. And, for „Writing“ it is,  
 24 ah, it is not just, ah, limited to those books. For example, we can write about every  
 25 topic about everything for „Listening“ the source are unlimited and you can listen to  
 26 English program on television in radio or other sources.
- 27 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
 28 accurate can the IELTS entry score for university measure:
- 29 a. Your English Reading skill required to succeeding at English-medium  
 30 universities?

- 1           b. Your English Writing skill required to succeeding at English-medium  
2           universities?
- 3           c. Your English Listening skill required to succeeding at English-medium  
4           universities?
- 5           d. Your English Speaking skill required to succeeding at English-medium  
6           universities?
- 7   P11: I think, ah, all of the skills.
- 8   R/L: Is that clear for you how accurate...
- 9   P11: Yeah. How accurate for skills accurate measure. But, for „Reading“ it is not. Because,  
10       ah, except, ah, our English knowledge it. It measuring our accuracy.
- 11   R/L: What is your opinion about the four skills“ practices done in the classroom?
- 12   P11: I think, they are good as I think in the, ah, in the last session if the, if would be IELTS  
13       did more attentiveness in the, ah, exams situation and more prepare because all of us  
14       know how, ah, English knowledge, ah, level that we can have. For example, receiver as  
15       we did it, but all we just need is, ah...
- 16   R/L: In general, how accurate can the IELTS total band score reflect the level of English  
17       language proficiency of the participants to be successful in their academic career at  
18       English-medium universities?
- 19   P11: To what, ah, it measure If we want to say it in recent.
- 20   R/L: How do you evaluate your English language abilities to cope with English-medium  
21       universities“ academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
22       „Listening“)?
- 23   P11: I think, now, ah, „Writing“ and „Speaking“ I have, because this two are productive  
24       skills. And, ah, and for example I think they have, ah, I should have to be I should  
25       practice more. But, now I think, I have the ability to cope with English university. But,  
26       for „Reading“ and „Listening“, I think I should try more to be successful.
- 27   R/L: How reliable and valid do you think the IELTS exam is to measure your English  
28       language proficiency, why?
- 29   P11: Ah, reliable measure reflect, ah, my ability. Ah, some ones be familiar with types of  
30       questions, type of, ah, types of points that are for it could be or should be for success.



1 R/L: „P11“, thanks for answering the questions. And, thanks for your contribution to the  
2 research project.

3 P11: You are welcome.

4 R/L: Have a very nice evening. Thank you.

5

6 **Friday, 08/06/2007**

7 **Time: 13:00-13:30**

8

9

### Interview with ‘P3’

10 R/L: Hi. How are you?

11 P3: Thank you very much.

12 R/L: Thank you very much. Okay. I am holding interviews with some of the participants in  
13 the IELTS Academic Preparation Program. The interview is a part of data collection  
14 for triangulation and reliability of my research project. In addition to taking notes, I am  
15 recording the interviews. Would you mind if I use your real name in the interview, or  
16 do you want me to use a pseudonym (unreal name)? If you do not mind, would you  
17 please introduce yourself?

18 P3: Uhum.

19 R/L: Would you mind if I use your real name in the interview, or do you want me to use a  
20 pseudonym (unreal name)? If you do not mind, would you please introduce yourself?

21 P3: It doesn’t matter.

22 R/L: Okay.

23 P3: I prefer my real name.

24 R/L: So, would you introduce yourself.

25 P3: My name is Nakisa Samarghandi.

26 R/L: Why are you taking part in the IELTS Academic preparation program?

27 P3: I am taking part in the program that I want to arrive at an academic stage to continue  
28 my education about the English language.

29 R/L: How long have you been studying English?

30 P3: About 6 year.

- 1 R/L: Have you already done any IELTS preparation program? If „YES“, please explain  
 2 when, where, for how long, what instruction materials did you use and whether or not  
 3 the materials were useful?
- 4 P3: No.
- 5 R/L: Do you think that IELTS Academic preparation practices might help participants  
 6 prepare for university study at English-medium universities? How and why? Please  
 7 explain.
- 8 P3: Uhum, I think, „yes“, It is influent on me because when I come, I came to this class I  
 9 um, I noticed I have many, I had many information about English language. But, um,  
 10 um, ah, they aren“t, they weren“t very, ahhh, useful for, ah, for university or native  
 11 countries.
- 12 R/L: Do you think that IELTS Academic preparation practices can be altered in a way to be  
 13 more useful for university study? How and why? Please explain.
- 14 P3: Ah, Altered?
- 15 R/L: Altered means to be changed.
- 16 P3: Uhum.
- 17 R/L: Okay? Can we change the practices in a way to be more useful for university study? Is  
 18 that clear?
- 19 P3: Program?
- 20 R/L: All the practices that you do for preparation for IELTS.
- 21 P3: I think, it“s it is very useful, um...
- 22 R/L: Yes, but what I mean is that, ah, in addition to what we had.
- 23 P3: Yes.
- 24 R/L: Do you think that if we change them in another [way...  
 25 P3: Uhum].
- 26 R/L: Or, for example use other materials they could be more useful for you.
- 27 P3: Yes, I think, ah, um, this is very good. But, if we had after the class we had a trip about  
 28 two weeks in a native country.
- 29 R/L: Um, okay, hah, huh, heh, hnh.
- 30 P3: Then, I thought, I think that, ah...
- 31 R/L: It could be a good survey.

- 1 P3: Yes..., hah, huh, heh, hnh.
- 2 R/L: In your point of view, why are people who intend to continue their education at an  
3 English-medium university required to sit for the IELTS exam?
- 4 P3: IELTS exam is a bridge. I think is a bridge, is a bridge for rising you knowledge and  
5 this exam, ah, help us to equvale to be equvale, equ...
- 6 R/L: Equivalent.
- 7 P3: Equivalent to be equvale native speaker in university.
- 8 R/L: You mean to reach them in the four skills.
- 9 P3: Yes.
- 10 R/L: Is it what you mean?
- 11 P3: Yes.
- 12 R/L: How can an IELTS academic preparation program be useful in improving:
- 13 a. Your English language in general?
- 14 b. Your English writing skill?
- 15 c. Your English speaking skill?
- 16 d. Your English reading skill?
- 17 e. Your English listening skill?
- 18 P3: Ahhh, ahh, arising from real things like a news like, ah, the question of this exam, ah, is  
19 about, ah, the news that, ah, we are, ah, we, we have it we get it from the broadcasting  
20 or everything else.
- 21 R/L: In general, how do you evaluate the IELTS Academic preparation program, which you  
22 attended in this course?
- 23 P3: In the whole t I am very satisfied with this way.
- 24 R/L: How could this course possibly help you to gain English language proficiency?
- 25 P3: If I had, ah, a lot of sessions, I don't, I didn't have a plenty time of many things I could,  
26 ah, could growing up.
- 27 R/L: How much beneficial do you think this course could be in increasing your chance of  
28 getting into an English-medium university and why?
- 29 P3: About 80%.
- 30 R/L: Why do you thin so?

- 1 P3: Because, I said I had many information in these, in these days, but now I, ah, but, ah,  
 2 these information is not, is not useful for the English-medium university. Excuse me,  
 3 when I go to the abroad, go to abroad, ahh, I had I will have, ah, many problems.
- 4 R/L: Based on your experience gained in this program how accurate can IELTS scores  
 5 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
 6 „Listening“)?
- 7 P3: It good.
- 8 R/L: Yeah, but how accurate can IELTS score measure your different skill?
- 9 P3: Uhum.
- 10 R/L: We are talking about the accuracy of the IELTS scores, band scores.
- 11 P3: Uhum...
- 12 R/L: For example, if you get „6“ in „Writing“. Is your „Writing“ really as your score?
- 13 P3: I don't know.
- 14 R/L: So, you don't have any idea about the accuracy of the IELTS band scores.
- 15 P3: No, I don't.
- 16 R/L: You don't have any idea. Okay.
- 17 R/L: How proficient should OTEFL (Other Than English as First Language) students be in  
 18 English language before they begin their study at an English-medium university?
- 19 P3: They must, ah, passes the program.
- 20 R/L: How proficient should they be in their English language?
- 21 P3: A part of it is related to the teacher and material every thing like that, but, ah, in other  
 22 part responsibility of me.
- 23 R/L: Yes to help you, yeh, to help you by saying how proficient should they be, for example  
 24 very much proficient, medium proficient, high proficient or low proficient?
- 25 P3: Very much proficient.
- 26 R/L: Very much proficient, Alright.
- 27 R/L: How well might the IELTS Academic preparation program prepare the participants for  
 28 academic purposes in the four skills as follows?
- 29 a. Reading for university study (e.g.; participating in tutorials, etc.  
 30 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.).

- 1 c. Listening for university study (e.g.; participating in lectures, tutorials,  
2 interactions with university staff, etc.).
- 3 d. Speaking for university study (e.g.; participating in tutorials presentations,  
4 seminars, interactions with university staff, etc.).
- 5 P3: Ah, this program helped us to increase, our, ah, ah, um, our smartness our attentiveness.
- 6 R/L: Attentiveness.
- 7 P3: [Atten, ah...
- 8 R/L: Attentiveness.
- 9 P3: ...tiveness], huh, hah, our knowledge of language and the grammar, vocabulary  
10 everything, ah, I need, um, I had it in this program.
- 11 R/L: How well and useful might IELTS Academic preparation program be in preparing the  
12 participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
13 „Speaking“) in activities such as group work or laboratory practicals?
- 14 P3: I think, ah, this integration, ah, helped us to think of all of our skills with together, um,  
15 if only I had, I was at the laboratovar I don't, I think, ah, um, I didn't, I couldn't had,  
16 um, I couldn't um, growing in the other, ah, skills, ral, like „Writing“ or for example or  
17 for example I, um, I'm, ah, a progress, progressing in the, umm, „Listening“. But, in the  
18 „Writing“, I don't have any progress.
- 19 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
20 participants' real English knowledge?
- 21 P3: I don't know about the score. I don't have any idea.
- 22 R/L: Alright.
- 23 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
24 participants' overall smartness, attentiveness and speed?
- 25 P3: In my experience in this program well of question, ah, we have many tricky question in  
26 this exam that, um, show, show us our smartness, attentiveness.
- 27 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
28 medium university?
- 29 P3: Well, I think this exam, um, the question of this exam is, ah, ah, the questions are, um,  
30 from a, um, the reality.

- 1 R/L: In addition to preparing you for your IELTS Exam do you think that the materials used  
2 in the course may/should prepare you to continue your education at an English-  
3 medium university successfully? Why and how? Please explain.
- 4 P3: Yes, of course. For example, I have a book, ah, „How to teach...“, „How to teach...“,  
5 um, I, ah, um, many things that I don't know about them, very useful for me for  
6 „Writing“.
- 7 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
8 more useful and helpful? Why? Please explain.
- 9 P3: „How to teach...“ is a very good book and, „What to Say“ is very applicate. „English  
10 Pronunciation“, um, I don't read it very carefully. But, I think and I believe that, ah, it  
11 helped me for my „Listening“.
- 12 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
13 to help participants to be more prepared for the IELTS exam as well as being more  
14 prepared to cope with academic study at English-medium universities? What and how?  
15 Please explain.
- 16 P3: I think, ah, these branch of books is for this period of time good.
- 17 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
18 accurate can the IELTS entry score for university measure:
- 19 a. Your English Reading skill required to succeeding at English-medium  
20 universities?
  - 21 b. Your English Writing skill required to succeeding at English-medium  
22 universities?
  - 23 c. Your English Listening skill required to succeeding at English-medium  
24 universities?
  - 25 d. Your English Speaking skill required to succeeding at English-medium  
26 universities?
- 27 P3: I have no ideas about the scores.
- 28 R/L: You have no ideas. That's alright. Never mind.
- 29 R/L: What is your opinion about the four skills“ practices done in the classroom?
- 30 P3: After the exam, ah, good for the skills.

- 1 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
 2 language proficiency of the participants to be successful in their academic career at  
 3 English-medium universities?
- 4 P3: I try in this subject, I trust to the researcher that, um, looking.
- 5 R/L: How do you evaluate your English language abilities to cope with English-medium  
 6 universities' academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
 7 „Listening“)?
- 8 P3: And, I think, um, I can receive many things. But, in the university and in the classroom  
 9 a lot of, ah, a, I will have, hah, huh, heh, hnh. I will have problem and work hard.
- 10 R/L: How reliable and valid do you think the IELTS exam is to measure your English  
 11 language proficiency, why?
- 12 P3: In my opinion, ah, it the validity and reliability of this exam is very good because, ah,  
 13 because of the many research, ah, many research that, um, done it.
- 14 R/L: Thanks for answering the questions. And, thank you very much for your contribution to  
 15 the research project.
- 16 P3: Thank you very much.
- 17 R/L: Have a very nice afternoon.
- 18 P3: Thank you.

19

20 **Friday, 08/06/2007**21 **Time: 13:30-14:00**

22

23

### Interview with 'P12'

- 24 R/L: Hi, how are you?
- 25 P12: Hi, thanks, how do you do?
- 26 R/L: I am holding interviews with some of the participants in the IELTS Academic  
 27 Preparation Program. The interview is a part of data collection for triangulation and  
 28 reliability of my research project. In addition to taking notes, I am recording the  
 29 interviews. Would you mind if I use your real name in the interview, or do you want  
 30 me to use a pseudonym (unreal name)? If you do not mind, would you please introduce  
 31 yourself?

- 1 P12: Yes, I prefer my real name.
- 2 R/L: So, would you introduce yourself, please?
- 3 P12: Yes, I am Shahb Hemati. I am 27, 8 years old. And, I was born in Tehran.
- 4 R/L: Why are you taking part in the IELTS Academic preparation program?
- 5 P12: Ah, first of all, I was, ah, by suggestion of my brother that the have told me, ah, Mr.
- 6 Moghaddam would come to Iran and to, ah, bh, ah, holden, an IELTS, ah, classes.
- 7 And, because he was attended, ah, he had attended in your classes, ah, I, I decided to
- 8 improve and develop my, ah, ah, English knowledge. And, after the periods of this
- 9 session past, ah, ah, ah, I put in the atmosphere of the class that someone, some of the
- 10 student wants, to immigration to Canada or Australia for studying or for work, ahh,
- 11 working there, ah, I decided to program and schedule my, my future life to study or
- 12 may be work there, ah. But, I am, ah, now, I am intend to improve my English
- 13 knowledge and then be professional in my job. And then, decide whether go to the
- 14 Australia or some native countries like Canada, etc.
- 15 R/L: How long have you been studying English?
- 16 P12: Ah, about may be 16 years, 16 years from my guidance school and universities and also
- 17 the classes that I go in private institutions, I studied.
- 18 R/L: Have you already done any IELTS preparation program? If „YES“, please explain
- 19 when, where, for how long, what instruction materials did you use and whether or not
- 20 the materials were useful?
- 21 P12: Ah, IELTS Exams not. But, I had took two exams by this class.
- 22 R/L: Do you think that IELTS Academic Preparation Practices might help participants
- 23 prepare for university study at English-medium universities? How and why? Please
- 24 explain.
- 25 P12: Ah, ah, I, I think IELTS preparation programs, ah, is, ah, is, ah, way that is a tool that
- 26 weighs English knowledge of students who, who wants to go to travel or to
- 27 immigration to an other country, for example for a job or working job, working. And,
- 28 this ex, ah, because this resembles with, with the situation and the environments of that
- 29 country is I think it is good.
- 30 R/L: Do you think that IELTS Academic preparation practices can be altered in a way to be
- 31 more useful for university study? How and why? Please explain.



1 P12: Ahhh, Yes, ah, I think if it is, ah, possible to, ah, to resemble or simulation area for the  
 2 student who are training trained study in IELTS, ah, preparation, ah, program it's very  
 3 good. Because, ah, ah, ah, simulation environments is very is could affect on, ah, be,  
 4 students who want to study.

5 R/L: In your point of view, why are people who intend to continue their education at an  
 6 English-medium university required to sit for the IELTS exam?

7 P12: You mean, ah, they need to?

8 R/L: To sit for the exam.

9 P12: Ah, well, ah, may be, may be it is, ah, because the, ah, may be because this exam can  
 10 evaluate most of the skills that need for that, ah, for those for those English-medium  
 11 universities and it is, ah, may be good tools for these ways and evaluation.

12 R/L: How can an IELTS academic preparation program be useful in improving:

13 a. Your English language in general?

14 b. Your English writing skill?

15 c. Your English speaking skill?

16 d. Your English reading skill?

17 e. Your English listening skill?

18 P12: Ah, well because IELTS, ah, ah IELTS is, ah, IELTS for academic program is a system  
 19 that is the, ah, evaluate, ah, our four skills in „Writing“ skill, „Speaking“, „Listening“  
 20 skill or, ah, ah, „Reading“ it can, ah. And, it is resemble this, ah, this, ah, this  
 21 environment in our English knowledge and, ah, it is and the, for example in  
 22 „Listening“, ah, ah, something that we hear from the s..., from the speaker is different  
 23 from what we, ad, ad, adapt addicted to speak. It is very, um, it can completely change,  
 24 ou, what we learn and what we should learn after that.

25 R/L: In general, how do you evaluate the IELTS Academic preparation program, which you  
 26 attended in this course?

27 P12: In this course. This IELTS exam, ah, classes were very useful for me. Because, ah, ah, I  
 28 say, I think that I should destroyed all of, ah, wrong and the incorrect, ah, ah,  
 29 knowledge that I learned in this years.

30 R/L: You mean deconstruct.

31 P12: Yeah.

- 1 R/L: Deconstruct.
- 2 P12: Deconstruct, yes. And, ah...
- 3 R/L: And, reconstruct.
- 4 P12: Reconstruct everything from the first block and build it to, ah, the correct way, ah, the  
5 correct path then correctly.
- 6 R/L: How could this course possibly help you to gain English language proficiency?
- 7 P12: Well, ah, I, I, ah, I, we, I've being I have been familiar with most of the points and in,  
8 ah, in for, in these 4 skills in „Reading“, „Writing“, „Listening“ and „Speaking“ that,  
9 how to, ah, how to use, ah, in grammatic points in „Listening“ and in the other skills.  
10 How to use, ah, how to study how to learn and improve my English knowledge for  
11 IELTS exam.
- 12 R/L: How much beneficial do you think this course could be in increasing your chance of  
13 getting into an English-medium university and why?
- 14 P12: Ah, well, ah, this, ah, the benefits of this, ah, course is, ah, very useful for me. Because,  
15 ah, I can adapt my, myself with the needs and requirements of, ah, those countries  
16 which is need this proficiency in this knowledge.
- 17 R/L: Based on your experience gained in this program how accurate can IELTS scores  
18 measure your different language skills (i.e.; „Reading“, „Writing“, „Speaking“ and  
19 „Listening“)?
- 20 P12: Ah, ta, taking marks?
- 21 R/L: How, how accurate are the scores in measuring your skills?
- 22 P12: It depends on the teacher who give ma, marks.
- 23 R/L: Of course, our focus is on the accuracy of the IELTS scores. For example, if you get „6“  
24 in „Reading“ is your „Reading“ ability really, really as much, for example high or low  
25 that, for example you gained „6“ or not. Is that clear?
- 26 P12: May be, may be it, ah, I think it depends on the, who can give it this mark. Who, who  
27 take an exam from us.
- 28 R/L: Of course, first of all, we know that they are official accredited people who... Okay?
- 29 P12: If it is.
- 30 R/L: They are actually.
- 31 P12: Ah...

- 1 R/L: Yes.
- 2 P12: May, may be it is true. May be. But, it depends on the situation that we put there. May  
3 be we, we, ah, get, ah, mark fo, for bund „6“ in, for example „Reading“ but in Read,  
4 „Reading“ it’s difference, different from the situation with put, for example in that  
5 country.
- 6 R/L: As you know, [for example.
- 7 P12: If we know some techniques and use those techniques, ah, in „Reading“. But, may be,  
8 ah, ahh, in real, ah, when we read the passage or, ah, ah, takes may be it is different.
- 9 R/L: Alright, how proficient should OTEFL (Other Than English as First Language)  
10 students be in English language before they begin their study at an English-medium  
11 university?
- 12 P12: Ah, the first they should be very, they should empower, the, themselves, ah, some,  
13 someone like me, I, I example myself, empower myself in skills. And, the, ah, as, what  
14 the, what the native speakers do and, and do in that these countries the more, the more  
15 hard working the more, ah, ah accordance with these skills can help and more, more  
16 effective my, ah, skills.
- 17 R/L: How well might the IELTS Academic preparation program prepare the participants for  
18 academic purposes in the four skills as follows?
- 19 a. Reading for university study (e.g.; participating in tutorials, etc.).
  - 20 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.).
  - 21 c. Listening for university study (e.g.; participating in lectures, tutorials,  
22 interactions with university staff, etc.).
  - 23 d. Speaking for university study (e.g.; participating in tutorials presentations,  
24 seminars, interactions with university staff, etc.).
- 25 P12: Well, because, ah, this IELTS, ah, programs is resemble as what, ah, happened in the  
26 in, ah, in English universities or in native countries, ah, for example in „Seminars“ or in  
27 „Writing“ or when you write, ah, you want, you want to write article, write an article or  
28 in „Writing“. Or, when you write, ah, you want, you want to write, a, article write an  
29 article or, ah, give a lecture or something like that, because these are resemble of these,  
30 ah, skills and these tasks, ah, IELTS exam try to empower the students in these skills.  
31 And, this is very useful for the students.

- 1 R/L: How well and useful might IELTS Academic preparation program be in preparing the  
 2 participants for integrating different skill (i.e.; „Reading“, „Writing“, „Listening“ and  
 3 „Speaking“) in activities such as group work or laboratory practicals?
- 4 P12: What’s the difference between group work or in laboratory practicals?
- 5 R/L: Group work is, for example when in a tutorial may be you are in a group work. Or, for  
 6 example when you want to do an activity, you share ideas with some other students.  
 7 This is a group work. Okay? May be a group of four or five students . . .
- 8 P12: Which of these in a laboratory or group work is more effective is more useful?
- 9 R/L: Or, laboratory practicals. Okay? I mean in integrating different skills, „Reading“,  
 10 „Writing“, „Listening“ and „Speaking“ how can be useful?
- 11 P12: Ah, when you, ah, ah, ah, when you are in a group working, you can, ah, ah, achieve,  
 12 ah, and gain mo, more ideas from the others persons the other people, who are sitting  
 13 there. And, everybody share their ideas the es., their, their, ah, abilities, ah, in this  
 14 group work, but, in lab, laboratory, parti, particles.
- 15 R/L: Practical, practical.
- 16 P12: Practicals, practicals and also it is authentics. It is natural in group work. But, in  
 17 laboratory may be in „Listening“, we hear something that is not real in the, ah, ah,  
 18 community that we are. So. In group, I think group working is more much better than,  
 19 ah, ah, ah, laboratory practicals.
- 20 R/L: How realistic do you think the IELTS band scores can be as an indication of the  
 21 participants’ real English knowledge?
- 22 P12: Ah, with the real, ahhh, real of this English knowledge. I think because, ah, we should  
 23 weigh the ability of students, skills in a, with a tools. And, I think this exam can, ah,  
 24 ah, can weigh this skills. But, ahhh, how much is, ah, ah, near to real is, ahh, I think  
 25 depends on the each person.
- 26 R/L: In your opinion, how realistic might IELTS band scores be as an indication of the  
 27 participants’ overall smartness, attentiveness and speed?
- 28 P12: These, the, the, band score that we gave from IELTS, how can affect on our  
 29 attentiveness?
- 30 R/L: No, how realistic they can be in showing or indicating your overall smartness,  
 31 attentiveness and speed.

- 1 P12: Okay, I couldn't catch what you mean!
- 2 R/L: Is there any relation between the band scores and your overall smartness, attentiveness  
3 and speed? Do you think in IELTS?
- 4 P12: Ah, some may be not, may be not because, ah, your, for example, ahhn. I gave an  
5 example before I have, I are an you an example, ahhh, we can obtain, ah, number „6“  
6 from band „6“ in „Reading“. But, is may be someone who knows the techniques can,  
7 ahh, can achieve to that band. But, ahh, in other hand may be it is, ah, useful because,  
8 ah, when we are not, ahhh, this band scores can, ah, help just, just not the knows these  
9 techniques can help to achieve this points. May be you, you should know all, you have  
10 much knowledge of that, ahh, English knowledge and then you can achieve that point.
- 11 R/L: How can the IELTS Exam give the participants an opportunity to enter an English-  
12 medium university?
- 13 P12: Ah, because, ah, it is IELTS exam, is, a, ahhh, tools that evaluates the students for  
14 native, ahhh, or English native countries universities, ahh, this, this exam prepares  
15 students, ahhh, for that communities and I think, ahhh, this, this skills can, ah, evaluate  
16 in each of skills, „reading“, „Writing“, or „Listening“ or „Speaking“ and, ahhh, I think I  
17 have a suggestion that it is better to, ah, the person who the examiner. Some, I mean  
18 the student who can prepare himself for the exam, IELTS exam, it's better to be in a  
19 relation environment to, ahh, ahh, feel that he is in that situation in that position and  
20 the take an exam because it's very useful .
- 21 R/L: Alright. In addition to preparing you for your IELTS Exam do you think that the  
22 materials used in the course may/should prepare you to continue your education at an  
23 English-medium university successfully? Why and how? Please explain.
- 24 P12: Ah, yes, it is, I think and I believe that this class is very, very useful for me. Because, it  
25 is very different from the other classes that I have been there, and also in my high  
26 school, for example I give you an example, ahh, in these years, I heard a question, but  
27 this question is no ones told me question is wrong. Question is wrong. These points  
28 that the, ah, good, ah, and experience teachers like as you can, ah, introduce and, and  
29 learn to teach to the students can help to them to the students to learn these, ahh, ahh,  
30 such these things. And, I think these points that I learned, I have learned in this class  
31 were very useful for me.

- 1 R/L: Which of the materials used in the IELTS Academic preparation program did you find  
2 more useful and helpful? Why? Please explain.
- 3 P12: Umm, I think, ahhhh, ah, ah, about the books we have learned, ah, I think „504“ book  
4 is very good because, ah, ma, ah, develop and improve our vocabulary knowledge the,  
5 ah, in „Listening“ books about „English Grammar in Use“ and „Speaking clearly“.  
6 And, I think all of these books that is introduced to us is very useful. But, ah, as I  
7 couldn“t, ah, match myself in these classes may be I couldn“t study most of them. But,  
8 I look up most of them. I have, ah, found that all of them is very useful. Because, about  
9 „For & Against“, ah, this books put in a position in native community or something,  
10 some books like, ah, the in a „400 IELTS examination“ that you are in the position, for  
11 example airport in, a, something every where that is resemble and simulate of that  
12 position for us and they are very useful for us.
- 13 R/L: In your opinion, could there be anything else to be added to IELTS preparing materials  
14 to help participants to be more prepared for the IELTS exam as well as being more  
15 prepared to cope with academic study at English-medium universities? What and how?  
16 Please explain.
- 17 P12: I didn“t catch what you mean.
- 18 R/L: Unnm, to be able to do them.
- 19 P12: I think, ah, ah, ah, means instead of ah, ah, besides this four skills what we can added  
20 to the IELTS exam?
- 21 R/L: No, what other materials could be added to those materials that we used in the  
22 classroom? P12: Ah.
- 23 R/L: Do you think we [can...]
- 24 P12: Ah.
- 25 R/L: . . . add something else to be more beneficial]?
- 26 P12: Ah, if there was time we can, ah, ah, pel, something, for example watch television or  
27 films in that class and, ah, ah, pauses samples record samples, of and show to the  
28 students and talk about them. But, I think because it says may be, ah, ah it depends on  
29 the students who can do it in the home, ah, ah, and just we, ah, ah, we read these books  
30 in the class. But, but, with tapes or these books in the class.

- 1 R/L: Based on your knowledge gained in this IELTS Academic preparation program, how  
 2 accurate can the IELTS entry score for university measure:
- 3 a. Your English Reading skill required to succeeding at English-medium  
 4 universities?
  - 5 b. Your English Writing skill required to succeeding at English-medium  
 6 universities?
  - 7 c. Your English Listening skill required to succeeding at English-medium  
 8 universities?
  - 9 d. Your English Speaking skill required to succeeding at English-medium  
 10 universities?
- 11 P12: Ah, „Reading“ this, what band I can achieve in this skill?
- 12 R/L: We are talking about the accuracy of the IELTS entry score for university. This is the  
 13 main focus. How accurate can the IELTS entry score for university measure your 4  
 14 skills required to succeeding at English-medium universities. Is that clear to you?
- 15 P12: Yes, the mark that we can get?
- 16 R/L: For example, if they say you need band score „6“to enter university for a bachelor.
- 17 P12: Uhum.
- 18 R/L: Is this band score an accurate band score that you could, you would be able [to...  
 19 P12: I think ...  
 20 R/L: cope] with these tasks?
- 21 P12: I think, it depends on, depends on the course that we want we are going to continue in  
 22 the native country. May be some, ah, some the, ah, courses for mathematics or  
 23 electronics or engineer, engineering need high score band high band score or in some  
 24 or some courses may be it“s not. But, ah, depends on the, ahhh, the course that we are  
 25 going to pass. But, ah, the, ah, may be some in situations doesn“t need.
- 26 R/L: What is your opinion about the four skills“ practices done in the classroom?
- 27 P12: I think, ah, „Listening“ and „Reading“ very good for me also „Speaking“. And, about  
 28 the „Writing“, it is very good. But, ah, ah, ah, we like to, ahhh, work on „Writing“ in  
 29 these two books that introduced to us to find some points in that, ahhh. Although I, we  
 30 know that we should, ah, we should, we should myself, I should myself study all of  
 31 these books and find the problems in those books and the, ahhh, pre, ah, provide to the

- 1 teacher and ask the questions. This is my, our own jobs. But, may be in, because the,  
 2 this class is very comprise, may be we can't have time to find all of these, ah, points.  
 3 And, it is very useful to help us in these regard.
- 4 R/L: In general, how accurate can the IELTS total band score reflect the level of English  
 5 language proficiency of the participants to be successful in their academic career at  
 6 English-medium universities?
- 7 P12: Yes, you mean, ahh, the IELTS, ah, point?
- 8 R/L: Again the focus is on the accuracy of total band score. Okay?
- 9 P12: Yeah.
- 10 R/L: Which can reflect the level of English language proficiency of the [participants...  
 11 P12: Uhum.
- 12 R/L: To succeed in the academic career at English medium universities]?
- 13 P12: Um, this, ah, this IELTS Exam and, ah, the point you can, um, achieve to it, ah, it is  
 14 the, ahhh, the total, total means not in each, ahh, skill?
- 15 R/L: Total band score means, for example the average, yes over all of all bands when they  
 16 are all, ah, added up and divided by four.
- 17 P12: Okay, over all, may be, ah, ahhh, may be the, for example the, I may gain, ah, in the  
 18 „Reading“ or „Listening“, „3“ or „4“, but in the „Writing“ and „Speaking“ give high, gain  
 19 high mark, higher mark, okay. High band in total, ah, the average may be is near to „5“  
 20 or „6“ my I think it couldn't help, because in these two important skills we are not  
 21 strong.
- 22 R/L: How do you evaluate your English language abilities to cope with English-medium  
 23 universities' academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
 24 „Listening“)?
- 25 P12: Ah, this, this, ah, task is very useful, ah, to help us for, ahh, um, decision that, we, we,  
 26 we, we make for the future, help us they are very useful, and, ah, improve our, um,  
 27 improve our English knowledge, I think.
- 28 R/L: Alright, how reliable and valid do you think the IELTS exam is to measure your  
 29 English language proficiency, why?
- 30 P12: Um, because IELTS exam is very different from the, other exams, this is a systematic  
 31 exams and, ah, it is not only focus on the some, ah, some points or grammatic points



1 or, ah, ah, uhh, evaluate of vocabulary it is also, ah, eh, the, ah, exam that beyond  
 2 these, ah, uh, eh, beyond these ah, points that we learn, something like teaching or  
 3 learn, learning. I mean is some points that we learn. It is, ah, a, look after what  
 4 happened in the, ahh, future. For example, in when you put in a position in a country or  
 5 in, a, ahhh, in a, for example we, we ask some one in we are in the way someone asks  
 6 us an address, what we can do something like the books „Pair Works“, and something  
 7 like that can help us in this regard. Assemble, resemble like this.

8 R/L: „P12“, thanks for answering the questions. And, thanks for your contribution to this  
 9 research project.

10 P12: And, thanks to you and good teaching and we prepare this, ahhh, opportunity for us  
 11 and wish it is a happen again, because I we need and hope you a best succeed in the  
 12 future.

13 R/L: Thank you very much and have a very nice afternoon.

14 P12: Thank you.

15 R/L: Take care. See you.

16

17

## Appendix J

18

### Speaking tests (1)

19

#### File 5, CD 1

20

Thursday, 15/03/07

21

22

#### Speaking test 1, 'P6'

23

**Time: 17:00-17:15**

24

R/L: How are you today?

25

P6: I'm not so good.

26

R/L: Why not?

27

P6: I'm so tired because I went to office.

28

R/L: Would you please introduce yourself?

29

P6: I am Alireza Jamali. I live in „Tehran Pars“. I am 33 years old.

30

R/L: Are you married?

31

P6: No, I am single.

- 1 R/L: Why are you single?
- 2 P6: Because, I don't have a house. I am not well paid and other things. I have to get these  
3 things after that.
- 4 R/L: What are your future plans?
- 5 P6: Pardon me?
- 6 R/L: What are your future plans?
- 7 P6: I wanna to live in Australia.
- 8 R/L: Why have you chosen Australia to migrate to?
- 9 P6: I heard very good about it.
- 10 R/L: How did you hear about it and where?
- 11 P6: Information about Australia, because I gonna get good social services for my future and  
12 the confidence in my life. Good life.
- 13 R/L: As you know there are other countries such as Canada, US, UK, so why didn't you  
14 choose Canada, for instance, to continue your studies?
- 15 P6: No, I didn't choose it.
- 16 R/L: Why not?
- 17 P6: Because, I have to stand in live for interview to migrate. But, for Australia, I have to  
18 wait for one hour...one years.
- 19 R/L: Would you tell me how you spend your leisure time?
- 20 P6: Leisure time. I usually spend study English. I go for a walk with my friends. I don't  
21 have enough time to go shopping.
- 22 R/L: If you want to go to a restaurant what aspects will you consider to choose your  
23 restaurant?
- 24 P6: I usually ask other people such as my friends about food and desert. After that I chosen  
25 it.
- 26 R/L: As you know these days there are talks about increasing the price of gasoline, what are  
27 your suggestions?
- 28 P6: For you?
- 29 R/L: For the society. How are your views?
- 30 P6: I see. The most difficulty in my country is public transportation. Then, we have a  
31 public transportation. But, the people in my country don't use my car. The most

- 1           difficult is ...if I heard about a increase gasoline ...it is bad determined... (Unreadable  
2           for solve this problem
- 3 R/L: Do you have a car?
- 4 P6: Yes.
- 5 R/L: How do you think this decision might affect your life? Increase of gasoline.
- 6 P6: I think, first it decrease about the money ...the prices of car ...in a city...bad  
7           things ...and I think it affect all of the things in my city because it is the main thing to  
8           other price
- 9 R/L: Do you live in a house or a flat?
- 10 P6: I live in a house.
- 11 R/L: Can you explain the house, describe it?
- 12 P6: Yes, it has two floor. There is a ...there is one kitchen, restroom. There are two  
13           bedrooms and a living room. I think there are enough for a family of about 4 man.
- 14 R/L: I am going to give you a prompt, and about one minute to read it and take notes if you  
15           want, ok?
- 16 P6: I don't want.
- 17 R/L: Really? So, you should speak about it for two, three minutes.
- 18 P6: I think the computer is very very useful for a convenience life because it has some  
19           advantage in my life such as for sending email, for receiving e-mail and writing a  
20           paper. Sit an exam, set an exam, some activities like it. I think it is very important for a  
21           good life and one more thing I think it affect the relationship between the society. For  
22           example, I just wanna go to Australia when I wanna get to Australia, I see it in front of  
23           my computer, after it and relation to my family in Iran. I think it is very good for me  
24           ...organization we use for consultant engineering company for designing for planning,  
25           very good.
- 26 R/L: Can you think of other advantages of using a computer?
- 27 P6: It is money for spending.
- 28 R/L: What are the possible disadvantages of using a computer?
- 29 P6: Disadvantages, I see, I think the most difficult of using the computer ...is of other  
30           people. For example, my family don't have a close relationship, we don't see other

1 things and childhood elderly of my family because after a time we are very, very busy  
2 with computer. I think this is the disadvantage.

3 R/L: Any other disadvantages? So, in your point of view computer is a time saving or time  
4 waster? Did you understand me? How?

5 P6: A time saver, I think because only sit in my office and sending e-mail for other public  
6 organization and my friend and other people around the world. I think it is saves the  
7 time. If we use bad ways of computer we have to sit in front of computer, we waste our  
8 time for bad things.

9 R/L: So, does it mean that you think in your point of view, it can sometimes be a time saver?

10 P6: For example, chat to another people and something like it.

11 R/L: Okay, thank you very much. Is there any other think you want to add to this  
12 conversation, any other comments or points?

13 P6: ...See hope we use computer the best way in my country and the whole world.

14 R/L: Is there any question?

15 P6: No.

16 R/L: Thank you for your interview.

17

18 **File 6, CD 1**

19 **Thursday, 15/03/2007**

20

21 **Speaking test 1 'P8'**

22 **Time: 16:20-16:35**

23 R/L: I am recording this interview.

24 P8: No problem.

25 R/L: Would you please introduce yourself?

26 P8: I am Ale Mohammadi. I was born in 1978, Tehran. I am an civil engineering. I also  
27 finished my Master of science in Road and Transportation. So, I want to improve my  
28 English knowledge and also my IELTS degree attending this class...

29 R/L: Can you tell me about your leisure time, free time, spare time, please?

- 1 P8: Most of the time with family when I was alone read the books, see the movies, because  
2 of the traffic we don't ... we are not happy to be out of Tehran. We spend most of our  
3 times in Tehran, so ...
- 4 R/L: Do you have a car?
- 5 P8: Yes, I have.
- 6 R/L: Can you talk about the problems of having a car in Tehran?
- 7 P8: Yes, the reason for ... most of the problems for ... that had a car, most of the time he  
8 should spend most of his time in traffic jams and second he should pay a lot of money  
9 for repair his car, get it clean but about the advantages of the having a car. My job is  
10 outside asphalt plant so if I haven't car I should rent a car and pay money may be.
- 11 R/L: You earlier mentioned that you go on a trip for your holiday. Where do you usually go  
12 for holiday, picnic or something like that?
- 13 P8: Our major trips is we go to Tabriz because of my wife relatives live there.
- 14 R/L: Does it mean that your wife is from Tabriz?
- 15 P8: Yes, ... we go to north of Iran we spend our time in „Ramsar“. Because, the other part  
16 of my wife's family and also mine live there.
- 17 R/L: Can you describe „Tabriz“?
- 18 P8: Yes, I spent my bachelor degree when I wanted to get my bachelor degree in civil  
19 engineering I lived there. Because, I finished my course in „Tabriz“. „Tabriz“ is a large  
20 city with a fine people so if you know their language they will be very hospital with  
21 you and you can spend your time with condition because there are some nice places  
22 such as „Baba ghorri, etc.“ and other places. You can spend your time at the ... good  
23 time there.
- 24 R/L: Can you speak about one of the most important traditions of „Tabriz“?
- 25 P8: I think, Shahriyar is one of the famous one. He had a poems introduce them with  
26 details.
- 27 R/L: Okay, do you live in a house or in a flat?
- 28 P8: Flat.
- 29 R/L: Can you describe your flat?
- 30 P8: Yes, we live in Ariashahr. It is about 70 square. We live in a third flat and have 8  
31 neighbourhood. My aunt and relationship we live there for 3 years. 3 years ago.

1 R/L: I am giving you a topic and I would like you to read it. You have one minute. Use, use  
2 this pen and pencil and talk about it for 2-3 minutes.

3 P8: ...the role of computer in life .... As it goes on we need tools we can manage our life I  
4 mean that with the PC you have at home you can do a lot of works . You can  
5 communicate which lives in other countries and it is the best way to communicate with  
6 people In time. You can use computer as a tools most of the softwares they are  
7 computer-based and as I am a engineer most of the software is on computer. About the  
8 effect of it in international at the internet which grows up day by day. You can put the  
9 people in touch as I said if I couldn't check my e-mail day by day I think I don't finish  
10 my job about the advantages and disadvantages. I can tell that as an advantage you can  
11 use it as a tool it depends on the usage. If you use it as a tools it is very good or if you  
12 can use it...you waste your time if you don't know that you should do. As an example  
13 most of chat rooms I think and only the waste of the time. And, most of them are the  
14 disadvantage of technology. So...

15 R/L: How many hours do you work with computer?

16 P8: Most of the time about ... an hour.

17 R/L: In your point of view, is computer mostly a time saver or a time waster?

18 P8: My opinion it depends on the usage of ...if you use it as a tool it will help you and it  
19 can help you to save your time and if you couldn't use it in a right manner it will be a  
20 disadvantage. And, it can waste your time.

21 R/L: Thank you very much.

22 P8: You're welcome.

23

24 **Thursday, 15/03/07**

25

26

### Speaking test 1, 'P9'

27 **Time: 16:40-16:55**

28 R/L: Hi, please sit down.

29 P9: I was sleeping in the taxi, tonight, „Charshanbe Souri“.

30 R/L: It's a good subject to talk about. So, would you please introduce yourself?

- 1 P9: My name is „Ali Reza Ameli“. I am 27. I have Master degree in Road and  
2 Transportation, Tehran two years. Before it, I worked in another company related to  
3 my subject. So, nice to meet you.
- 4 R/L: Are you married?
- 5 P9: No, I am single.
- 6 R/L: So, what are your future plans?
- 7 P9: My future plans in year 2003 I had admission from UBC (University of British  
8 Colombia) Canada. But, because of my military service and the story of military  
9 service as you know, I couldn't go there. Now, I have a plan to resume my study in  
10 Australia.
- 11 R/L: Why are you taking part in this IELTS preparation course?
- 12 P9: IELTS course. Of course, for studying in Australian universities, Monash or something  
13 like this.
- 14 R/L: And, we were talking about „Charshanbeh Souri“ earlier. Can you talk about it? What  
15 do people do?
- 16 P9: I do not know exactly the story of it. But, as you know in „Chashanbeh Souri“ Iranian  
17 people burn on fire in the place, home, street, and jumping out of it. As you know  
18 Iranian people were Zoroastrians. I don't know the meaning of it in English and so it is  
19 originated from here it is very ancient custom here and it is very ancient the story of it.
- 20 R/L: Do you do „Charshanbeh Souri“ in your family?
- 21 P9: Yes, every Iranian like „Charshanbeh Souri“, but they think it is very dangerous for  
22 child and people when I born on fire toy might cross the road and very dangerous or  
23 something like this.
- 24 R/L: So, what do you do, I mean yourself, and your family in „Chashanbeh Souri“?
- 25 P9: Because my family, my mother and my father live in Mashhad , nothing.
- 26 R/L: ... how did you spend your „Charshanbeh Souri“?
- 27 P9: Oh, We had a garden near Mashhad (Torghabeh) and very huge fire and jumping from  
28 fire and something like this. And, I spend most of my time with my friends in  
29 „Charshanbeh Souri“ in Tehran. And I don't exactly...
- 30 R/L: So, which one do you find more interesting, in Tehran or Mashhad?

- 1 P9: Tehran is so crowded, so crowded and when you want to have a „Charshanbeh Souri“  
 2 you should spend your time at night from two or three of afternoon to the end of the  
 3 night.
- 4 R/L: Okay, let’s talk about friendship. What do you think about friendship? How do you  
 5 value friendship?
- 6 P9: Fortunately, I have very good friends and our friendship is very nice and I’m think that  
 7 we are living for our friends. My father is my friend. My mother is my friend.  
 8 Evetbody and when you meet someone and you feel that his or her thinking, money,  
 9 his hobbies are close to your hobby, close to your thinking you begin friendship  
 10 between each other and friendship is very important and communication friendship  
 11 very important as when you have good friends you can do anything. I think so.
- 12 R/L: What qualities do you think as the most important ones in friendship and friends?
- 13 P9: I think should be close to each other because when you think about problem think in  
 14 one way I am thinking in an other way, we can’t be friends.
- 15 R/L: I am going to give you this topic. You have two minutes, use paper and pencil to take  
 16 notes and talk about it for two-three minutes.
- 17 P9: I should write or ...?
- 18 R/L: If you wish you can write or take notes otherwise you can just talk about it.
- 19 P9: As you type here typed here, fashion can be and can’t be important in our life. Fashion  
 20 as a mode not important for me but for new generation it is so important because a few  
 21 days ago, I tell a story, I have received an e-mail about fashion, about mode in Iran or  
 22 other countries that some sellers that the mode is exactly the things that you saw in  
 23 satellite screen. We you see satellite screen you...people think it is very nice. I don’t  
 24 know this shirt is very nice, this shirt is not nice and when new generation, young  
 25 people saw new things it’s makes them happy and they think it would be better to wear  
 26 new things in their life. Fashion in human life. I think it is not so important but other  
 27 young people think it is not so important. The advantage and disadvantage of fashion  
 28 you should be on mode. You should pay a lot of money. It is much better to save my  
 29 money for other things like studying, like book, like internet and having good friends  
 30 and have a trip and disadvantages I do not know have a nice shirt, nice pant and  
 31 something like this and be happy for some people.



1 R/L: So, how do you consider fashion? Are you a fashionable person? Do you go for fashion  
2 or not?

3 P9: Yes.

4 R/L: Okay, thank you very much.

5 P9: Nice to meet you.

6

7 **Thursday, 15/03/07**

8

9

### Speaking test 1, 'P15'

10 **Time: 17:00-17:15**

11 R/L: Hi, how are you? Sit down, please.

12 P15: Sorry ...

13 R/L: How are you feeling now?

14 P15: Not bad. I was running here because of the traffic jam.

15 R/L: Would you introduce yourself?

16 P15: I am „Parisa Samarghandi“. I am 29 years old. I am studying electronic.

17 I have started learning English again four month ago trying to take IELTS exam. The  
18 first time I tried to find out my level and the exam was so difficult for me.

19 R/L: So, what do you need IELTS for?

20 P15: First thing I want to go to Australia for migration, I think I need it.

21 R/L: How do you spend your leisure time?

22 P15: I do other works ... I study English and the other works. Sometime, watching films.  
23 Hang out with my friends. Make up some sports, go swimming twice a week.

24 R/L: Do you keep pets?

25 P15: No.

26 R/L: What do you think about people keeping pets?

27 P15: Um...I don't think is a good idea to keep them at home, because, they are not good for  
28 our health. I heard that for example, I heard HIV for the first time was transferred from  
29 a monkey to a man. All of them have some disease ... I think, but people like them but  
30 I don't like them at all. But, I love them not at home.

31 R/L: What kind of animal do you like the most?

- 1 P15: Horses and cats.
- 2 R/L: Why do you like horses and cats?
- 3 P15: Horse ... um... because of the speed and shape and cats because they are cute.
- 4 R/L: If you want to go to a restaurant what aspect do you consider in choosing a restaurant  
5 to go?
- 6 P15: The first thing is place. It convenient and ... the quality of the food. A lot of  
7 restaurants have very bad foods.
- 8 R/L: What's your favourite food?
- 9 P15: I love sea foods and also Cheeseburger.
- 10 R/L: I'm going to give you a topic, a pen and a piece of paper, you have two minutes to  
11 think, then talk about it for .2-3 minutes.
- 12 P15: I like fashion, because I think when somebody is in fashion caring about the  
13 appearance of hisself and the others and I think, ... hisself feel very happy in life  
14 because all the things that we see have some effect on our mind to be in fashion needs  
15 to be update to follow the fashion and also you have to go a lot shopping and I love  
16 shopping and I think when you are in fashion you feel very young ... these were its  
17 advantages. But, I think if we care about it too much it will take a lot of time of us and  
18 we miss a lot of more important things. Teenagers they spend a lot of time. It is bad for  
19 them but I think it is good. I have a good idea about it but not too much caring.
- 20 R/L: So, in your point of view, why do some people disagree with fashion?
- 21 P15: I think, some are lazy because they don't like it and they don't want to try to follow it  
22 and look at the shops and galleries see the...fashions to this year and something like it  
23 and some of them are very strict I think about it. Because they always criticise their  
24 children so they can't do it themselves to ... think that we must not do it. Something  
25 like it. Somebody don't like it. It is not important to think too much about it.
- 26 R/L: Thank you very much.
- 27 P15: Thank you.
- 28
- 29
- 30
- 31

1 **File 7, CD 1**

2 **Thursday, 15/03/2007**

3

4

**Speaking test 1, 'P10'**

5 **Time: 17:20-17:30**

6 R/L: Would you introduce yourself please, completely?

7 P10: My name is „Mehri Bahrami“. I am civil engineer, about 28 old years ... and I received  
8 my degree from „the Tehran uni“ the MS from „JUST University“. I am really tired  
9 because I am work very hard this morning and this week.

10 R/L: How do you spend your spare time? Your free time?

11 P10: I like go out and go to movie and play sport and I like home and rest to home.

12 R/L: What are your future plans?

13 P10: I want to go to Australia to (...unreadable...), and I want in future receive my PhD  
14 from one of the university in the world and...

15 R/L: Why have you chosen Australia to continue your studies?

16 P10: My husband select country. I don't like to other country, I like to my country. I like live  
17 in my country (**The participant cannot say 'for better conditions' in English, so she  
18 uses Farsi. But, the 'R/L' invites her not to speak Farsi).**)

19 R/L: Don't speak Farsi please?

20 R/L: Do you have friends?

21 P10: I am sociable and I have ...

22 R/L: What do you consider for friendship? What are important for you?

23 P10: I like ... he is, she is...sociable and friendly and generous.

24 R/L: Thank you. I am giving this prompt to you. Read it, take notes in one minute and speak  
25 2, 3 minutes about it. Describe a place that you would like to visit.

26 You should say:

27 Where it is,

28 When you like to go there,

29 Who you would like to go with,

30 And, explain why you would like to visit this place.

1 P10: Tehran is my city that I live to it about 25 years it is a big city and crowd city and  
2 populate city at white unreadable in north and east, but I like it and this not boring.

3 And, I see it very funny.

4 R/L: What do you like the most about Tehran ?

5 P10: What? **(The 'R/L' repeats the prompt).**

6 P10: Not boring the city live city. It has very funny place. My city.

7 R/L: Thank you very much.

8

9 **Thursday, 15/03/07**

10

11 **Speaking test 1, 'P11'**

12 **Time: 17:30-17:45**

13 R/L: Hi. Would you introduce yourself completely?

14 P11: Introduce myself?

15 R/L: Yes.

16 P11: My first name is „Mehdi“. My last name is „Ali-Abass-zadeh Mashhadi“, a little long. I  
17 am Master degree in „Civil engineering-Earthquake engineering“ from Iran University  
18 of Science and Technology. My birth place is Mashhad. I am mashhadi. Now, I live in  
19 Tehran after passing my MS course. I live in Tehran and now I am doing my military  
20 service as you can see my clothes.

21 R/L: So, you are doing your military service. Good. What are your future plans?

22 P11: I am managing to immigration, immigrating to Australia. First, 2, or 3 years ago I  
23 wanted to go to the United States but something happened. I got married ...

24 R/L: So, you are married.

25 P11: Yes, I postponed my management. And, Canada was my other choice. But, as you  
26 know their councils give long time for permission to go to Canada now I think  
27 Australia is the best choice and if we don't grasp at it the next ..., it would be Africa

28 R/L: So, you're going to escape from here too ...

29 P11: Yes, hah, huh, heh, hnh.

30 R/L: Oh! So, what do you want to do in Australia, if you get migration, whatever?

- 1 P11: My first purpose is doing my PhD course in „Civil Engineering“. I said my field of  
2 study is MS degree was „Earthquake Engineering“.
- 3 R/L: Have you considered any university in Australia.
- 4 P11: No, not yet as you know, as I said, now I am doing my military service. I am managing  
5 for after it. After I finish it end of „Mehr“ finish.
- 6 R/L: Oh, „Mr. Abbass-zadeh“ if you want to go on a 3 day holiday;  
7 Where will you go?  
8 Why will you go?  
9 How will you go?  
10 With whom will you go?
- 11 P11: I go to Mashhad. 3days you said? Of course 3 days is short for going to Mashhad. You  
12 know it takes 1 day to going and I day for coming back. But, I like seeing my family,  
13 my father and my mother. All of my family except my grand sister. My sister live in  
14 Mashhad. I am going to see my family and I am going to „Holy Shrine Imam Reza“.
- 15 R/L: I am giving you this topic: Fashion. Tell me about the popular cloths and fashion in  
16 your country. What kind of fashion shops do you have in your country? Have fashions  
17 changed very much since you were younger? Is it important for you to be in fashion.  
18 Why/Why not?
- 19 P11: The topic is about fashion. As I believe fashion is ... good have it but I don't like  
20 fashion. For example, All year near year you see „Red“ is on fashion the other day the  
21 other year may be the other color on fashion some kinds of clothes or for men some  
22 kind of mustache it may be beard or may be fashion but I don't like be like others.  
23 Something that have begun a fashion I do not follow a fashion. I like choose my  
24 fashion myself. I found fashion from some people. Some people that I admire them, for  
25 example my professors in university and the way they behave in society in uni. I think  
26 their fashion is the best. The way they manage to live. It may be fashion, for example  
27 of living. Mode of living with their behave with other people.
- 28 R/L: Do you agree yourself with fashion or not?
- 29 P11: Somehow. As I said, I do not be live completely to fashion. I choose my fashion  
30 myself. Not, I don't want others impose something on me. For example, my neighbors,  
31 my colleagues. They use to change their dress, the habit of living every year.

1 Everything others do they want to be like them as soon as possible. I don't like this  
2 kind of living. I choose my fashion myself.

3 R/L: Have a nice day. Thank you.

4 P11: Thank you.

5

6 **Thursday, 15/03/07**

7

8 **Speaking test 1, 'P5'**

9 **Time: 17:50-18:00**

10 R/L: „P5“, please. How are you today? Would you please introduce yourself?

11 P5: My name is „Nima Orooji“. I was born in Germany in 1979. And, I live in Tehran now.  
12 I was graduated from „Aero-Space University“ in „Mechanical Engineering“. And, my  
13 university in Master Science is Azad university in ... . I was graduated in civil  
14 engineer. I have one brother.

15 R/L: So, what are your future plans?

16 P5: I want to get immigrate to Australia.

17 R/L: So, why have you choose Australia?

18 P5: I think it have a good relationship ... easier than other places to get ... .

19 R/L: Why do you think people migrate to other countries?

20 P5: Better life.

21 R/L: Can you tell me something about advantage and disadvantages of migration to other  
22 countries?

23 P5: The advantages. The facilities are better than here if you want to continue your  
24 studying it is better way to continue your studying there. It has a very better work than  
25 my country and freedom is very spread out the country and democracy is very good  
26 and important for me but in this country we have a...

27 R/L: So, as you know this evening is „Chahar Shambe-Souri“. Can you tell me something  
28 about „Chahar Shambe-Souri“, what it is? Why do people hold „Chahar Shambe-  
29 Souri“?

1 P5: Yes. It back to my culture, I think. An ancient of Iran and kingdom of Iran Korush have  
2 this celebration 2500 years before and people now used to get „Chahar Shambe-Souri“  
3 at the final night of Wednesday. They are so fireworks in places...

4 R/L: I am giving this topic to you: „What are the advantages and disadvantages of the  
5 computer?“

6 P5: In this century computer has a very important role in human being. It can provide me  
7 with facilities ... in the world and we can learning a language about computer. By  
8 using computer we can do their complex and things with computer program by turning  
9 computer to...And, I think in future everything must do with computer. And, everyone  
10 have, have will have personal computer in his room and the main core of science.

11 R/L: Do you have a computer yourself?

12 P5: Yes.

13 R/L: How often do you work with it?

14 P5: I bought a computer when I was 18 before at them end of I graduate from high school.

15 R/L: In your experience, do you think computer is more a time saver or time waster?

16 P5: Time-saver ... working and going to ... the computer is saving the time. I think, it is  
17 the brain of ... if the cell phone is brain the cell phone is my heart the computer  
18 is my brain.

19 R/L: Oh, have a nice time.

20 P5: Thank you.

21

22

23

24

25

26

27

28

29

30

31

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

**Appendix K**  
**Speaking Tests (3)**

**Friday, 15/06/07**

**Speaking Test 3, (P3)**

**Time: 13:00-13:15**

R/L: So, how are you?

P3: Thank you very much.

R/L: Would you introduce yourself?

P3: I am „Nakisa Samarghandi“. I am a psychologist.

R/L: As you know this is going to be „Speaking Test“ for IELTS Test number 3. Now, in this first part, I'd like to ask you some questions about yourself.

P3: Um, yes. Of course.

R/L: Let's talk about your work.

P3: Your ...?

R/L: Your work, where do you work?

P3: I work in a clinic.

R/L: Do you enjoy your work?

P3: Very much.

R/L: Why? Why do you enjoy your work?

P3: Because, this work is related to my study and I enjoy, enjoy, ah, my the university.

R/L: What kind of tasks do you have to do at work?

P3: At first, I have to be at my work. I have to be, ah, um I have a selfsteems and ah know about my patient and, ah, then I receive, ah, her or him um metal status.

R/L: Okay, have you ever been late for work?

P3: Hum?

R/L: Have you ever been work late for work?

P3: Late for work?

R/L: Hum.

P3: Yes, of course. Hah, huh, heh, hnh.

R/L: So, what happens when you are late for work?



- 1 P3: It's very bad, because my patients trust me and this lating help them to um...
- 2 R/L: Distrust you.
- 3 P3: Um, distrust me, or um get annoyed.
- 4 R/L: Could you describe the organization you work for.
- 5 P3: Ah, the organization, um, is psychological clinic, ah, is related to, um, health  
6 organization. And, ah, there is a head in this, um, in this branch. And, ah, there is, ah, 2  
7 or 3, ah, consular or, um, psychologists and, um, there is a psychometrist, um, and, ah.
- 8 R/L: So, where is it?
- 9 P3: It's in Shahrak-e-Gharb.
- 10 R/L: And, what does it do?
- 11 P3: ((X)). **(The interviewee shrugs).**
- 12 R/L: What does it do? The organization?
- 13 P3: Ahh, they help. They help, ah, the mental, ah, they help the mental disease and patients.
- 14 R/L: Alright. I'd like to move now on talk about fashion.
- 15 P3: About fashion.
- 16 R/L: Tell me about the popular cloths and fashion in your country.
- 17 P3: Popular fashion in my country is scarf and the manto, and trousers.
- 18 R/L: Mantle.
- 19 P3: Mantle?
- 20 R/L: Yes.
- 21 R/L: What kind of fashion shops do you have in your country?
- 22 P3: Fashion?
- 23 R/L: What kind of fashion shops do you have in your country? Fashion shops
- 24 P3: Fashion shops, um, we don't have any fashion shops but, um, the gov... try to exist this  
25 fashion shops.
- 26 R/L: Have fashions changed very much since you were younger?
- 27 P3: ((X)). **(The interviewee nods).**
- 28 R/L: Have fashions changed very much since you were younger?
- 29 P3: Yes.
- 30 R/L: Is it important for you to be in fashion?

- 1 P3: It's very important. But, a little import, but I think, it's import, umm. I can important  
 2 when, ah, um, the fashion, ah, um, it's important for all of my life.
- 3 R/L: Now, Let's move on to the topic of the Internet.
- 4 R/L: How often do you use the Internet?
- 5 P3: Few time every week.
- 6 R/L: Now, does everyone in your family use the Internet?
- 7 P3: Yes, my husband, he is very interested in Internet.
- 8 R/L: What do you use the Internet for?
- 9 P3: Internet help, ah, help people in many, ah, features. For example, in, ah, um, in  
 10 presentation knowledge about, ah, knowledge, information and many things, ah, for  
 11 your job for your shopping, for you're ah, holi, holiday for your everything.
- 12 R/L: When did you last use the Internet?
- 13 P3: About 2 months ago. I don't like it.
- 14 R/L: You don't like it?
- 15 P3: No, hah, huh, heh, hnh.
- 16 R/L: Alright, now, I'm going to give you a topic and I'd like you to talk about it for one to  
 17 two minutes. Before you talk you'll have one minute to think about what you are going  
 18 to say. You can make some notes if you wish. Do you understand?
- 19 P3: Yes.
- 20 R/L: Here's some paper and a pencil.
- 21 P3: Thank you.
- 22 R/L: For making notes and here's your topic. So, you should describe a place that you would  
 23 like to visit.
- 24 You should say:  
 25 where it is,  
 26 when you like to go there,  
 27 who you would likes to go with,  
 28 and explain why you would like to visit this place. **(The interviewee takes the**  
 29 **'Cue Card' and begins reading the topic and the question. After 1 minute is**  
 30 **elapsed the 'R/L' says).**
- 31 R/L: Alright? Remember you have one to two minutes for this, so don't worry if I stop you.

- 1 P3: Ahum.
- 2 R/L: I'll tell you when the time it up.
- 3 P3: Uhum.
- 4 R/L: Can you start specking now, please?
- 5 P3: Ahh, I want to go to, ah European countries this, ahh, this, ah, um. This trip, ahhh, is,  
6 ah, ahhh, about the one month later and the this vaca, in this vacation, ah, my husband  
7 and I, um, are going to go to, ah, countries, uhm, this countries include; Germany,  
8 uhm, Italy, Umeh, and, ah Germany, Italy and the, um, France and other countries, um.
- 9 R/L: Why?
- 10 P3: I want to explain this, this trip for you, um, about one month, ah, um, one month ago,  
11 um, I received, ah, my „Shingler Visa“ and I, ah, um, we, um, we, um, we feel we  
12 decide to go to, ah, European country for our, ah, vacation. Ah, this is very interesting  
13 for me because, umm, I don't, ah, I don't, ah, see there and it is, ah, um, only I, I heard  
14 this about this from parents and ah , ah it is one of my um, one of, ah, wishing that to  
15 go to the European country.
- 16 R/L: Okay. We're been talking a bout a place you'd like to visit and I'd like to discuss with  
17 you one or more general questions related to this.
- 18 P3: Uhum.
- 19 R/L: How important do you think it is for people to visit different places?
- 20 P3: How important?
- 21 R/L: How important do you think it is for people to visit different places?
- 22 P3: I think it is very important for people because this change, ah, help them, um, um,  
23 increase ah their knowledge their, ah, ability their, ah, um, uhm, their knowledge and  
24 their ability and information about the other countries about the other cultures and, ah,  
25 other, ah, features of, um, the other societies
- 26 R/L: Okay. Let's move on the topic of traveling to less familiar places. What sort of  
27 advantages are there to reading about a city before you visit it?
- 28 P3: Ah, what?
- 29 R/L: What sort of advantages are there to reading about a city before you visit it?
- 30 P3: Ah, I think it is very important. When you have, ah, um, when you have, um, a lot of  
31 information about the city that you want to go, ah, you don't have plenty of time and



- 1 R/L: Now, in this first part, I'd like to ask you some questions about yourself.
- 2 P11: Yeah.
- 3 R/L: Let's talk about your hometown. Could you describe your hometown?
- 4 P11: My home town is the capital of Iran. It is the most crowded city in my country. There  
5 are a lot of utilities. If you want to live in Tehran, you must have a good salary.
- 6 R/L: What is special about it?
- 7 P11: Special feature of Tehran?
- 8 R/L: Whatever.
- 9 P11: Special feature. Tehran is all museum, all parks, cultural centers, all hospitals, they are  
10 all in Tehran.
- 11 R/L: Alright. Could you compare your home town with another town or city?
- 12 P11: Yes, I think, view the rate of speed of living in „Tehran“ is very fast. Really more than  
13 other cities like „Karaj“ or „Mashhad“ where I was born.
- 14 R/L: So, you were born in „Meshhad“.
- 15 P11: Yes, I was born in „Meshahd“. Now, I live in „Tehran“.
- 16 R/L: Could you describe your living place, For example your house, or flat or what ever?
- 17 P11: I live in a 66 square meters apartment. It has one, ah bedroom, a kitchen and a  
18 bathroom. One bedroom is, ah, 9 sqms. The living room is about 40 sqm<sup>2</sup> and covered  
19 by ceramics. The floor covered by ceramics and, and colors are light. In The kitchen  
20 has, there is a my refrigerator a microfer a gas in the living room is some sofa and a  
21 television.
- 22 R/L: Alright, I'd like to move now on talk a bout a historical place in your country. What is  
23 it?
- 24 P11: Ah, fortunately, in my country there are lots of historical places. And, but, I want to  
25 talk about one of them that may be I am more familiar with it. I'll describe „Ferdossi“,  
26 the great poet of Iran really known around the world.
- 27 R/L: Uhum.
- 28 P11: It is located in Toos Town, a town about 30 kms, ah, for from Mashhad. And, ah, it's  
29 been rebuilt about one hundred years ago. And, each year lots of people come and  
30 see it around the Iran and even the world.
- 31 R/L: How old is it?

- 1 P11: The building or the temple?
- 2 R/L: The temple.
- 3 P11: The temple, I think about one hundred but it is more famous for, ah, its art, ah, that art
- 4 features are shaped that are in the stones of it.
- 5 R/L: Who build it?
- 6 P11: „Reza Shah“ the time of „Reza shah“.
- 7 R/L: What is special about it?
- 8 P11: Ah, the special feature of the tomb Ferdossi is that when you go there and you look at
- 9 the, at his poet you can see, ah, some of the, those features that are a bit on the walls.
- 10 The material of walls are stone. And, the, they have featurely they have shaped the
- 11 walls that you can feel you self in that atmosphere.
- 12 R/L: Have you visited it your self?
- 13 P11: Yes, many times.
- 14 R/L: So, when, how, with whom and why?
- 15 P11: Now, that I live in Tehran. The last time, ah, I went there was a something about I think
- 16 last year with my wife.
- 17 R/L: Now, let's move on the topic of e-mail.
- 18 P11: Yes.
- 19 R/L: How often do you use e- mail?
- 20 P11: Every day.
- 21 R/L: Does every one in your family use e- mail?
- 22 P11: Yes, my wife uses.
- 23 R/L: What do you use e- mail for?
- 24 P11. I use e- mail, um, for doing some, ah, new, ah, news and may be some one wants to
- 25 contact me. And, my other friends that, now, live around the world, for example live in
- 26 US or other places, they can easily e- mail me and I answer them by reply.
- 27 R/L: When did you last use e-mail?
- 28 P11: Last day.
- 29 R/L: Yesterday?
- 30 P11: Yes, hah huh, heh, hnh.

- 1 R/L: Alright. Now, I am going to give you a topic, and I'd like you to talk about it for one to  
2 two minutes. Before you talk you'll have one minute to think about what you are going  
3 to say. You can make some notes if you wish. Do you understand? Here's some paper  
4 and a pencil for making notes. And, here's your topic. I would like you to describe a  
5 city you have visited, which has impressed you. You should say: where it is situated,  
6 who with you went there, what you liked about it, and explain why you visited it.  
7 There we go.
- 8 R/L: Alright, remember you have you have one to two minutes for this, so don't worry if I  
9 stop you. I'll tell you when the time is up. Can you start speaking now, please?
- 10 P11: Ah, yes, I want to talk about Isfahan, which is the historical city and I went there, ah  
11 last year. Isfahan in Isfahan province that is, ah, located in the middle of Iran. I went  
12 there with my wife's family with, ah, one car, and what I liked about it its cleanliness.  
13 It was a really clean city. And, ah, some historical places, that are located, ah, in  
14 Isfahan. And, handicrafts that we bought, some of them, ah, from there and it shows,  
15 ah, its feature shows the ancient of Iran it was really succeeding places.
- 16 R/L: Alright we've been talking about a city you've visited and I'd like to discuss with you  
17 one or more general questions related to this.
- 18 P11: Yeah.
- 19 R/L: How important do you think it is for people to visit different cities or countries?
- 20 P11: It is very important for all of people, ah, to have at least some information about other  
21 cities, about, ah, other cities their souvenirs, ah, and their products and even for, ah,  
22 our mental, I think it is really important for us to do traveling in the some periods of  
23 the year and be a aside the work and go for some refreshment.
- 24 R/L: Okay, let's move on the topic of traveling to less familiar cities or countries.
- 25 P11: Okay.
- 26 R/L: What sort of advantages are there to reading about a city or a country before you visit  
27 it?
- 28 P11. Ah, it is clear, if you have some previous information about that city, when you go  
29 there you don't get, ah, confused. You move where you like to go you manage your  
30 time. And, you can spend you time.
- 31 R/L: Do you there are any disadvantages?

1 P11: No, I don't think so, May be some cities if you have, ah, some information for it you  
 2 change your mind you don't go to that city, you decide for another city. So, it is very  
 3 important.

4 R/L: Do you prefer to visit a city or a country with a group of people or by your own?

5 P11: Ah, to tell you the truth if, ah, travel if for Iranian you know our hobby is going or  
 6 traveling with our family It's really more joyful for us.

7 R/L: Alright, what are different ways of visiting other cities or countries?

8 P11: You can go by train by airplane or by car. Or, You can assign you can sign with some  
 9 tour and you can go by tour these are different ways.

10 R/L: Thank you very much.

11 P11: Thank you.

12 R/L: And, see you on Sunday at five fresh and happy.

13

14 **Friday, 15/06/07**

15

16 **Speaking Test 3, (P10)**

17 **Time: 13:30-13:40**

18 R/L: Hi

19 P10: Hi

20 R/L: Good after noon.

21 P10: Thanks

22 R/L: This is your Speaking for IELTS Test 3. Would you introduce yourself, please?

23 P10: My name is „Mehri“ and ...

24 R/L: Would you speak up a bit? Speak louder please, so I can hear you. **(The interviewee**  
 25 **speaks very softly like whispering. That's why the interviewer asks her to speak**  
 26 **up a bit)!** Thank you very much. Now, in this first part, I'd like to ask you some  
 27 questions about yourself. Let's talk about education.

28 P10: Yes.

29 R/L: What have you studied?

30 P10: B.S., ah, back in 1380 and in MS in science from „Elm-o-Sanat“ University.

31 R/L: Would you describe your country's educational system?



- 1 P10: In my country, there are many schools, ah, elementary for 5 years and high school, ah  
2 6 years and then continue to bachelor of science or.
- 3 R/L: What's your attitude towards this system?
- 4 P10: Ah, actually, good, ah, but not theory.
- 5 R/L: Do you think whether or not it is effective?
- 6 P10: Ah, I think it could be more effective, ah, I think, if we don't experience what we have  
7 studied in university, it will not be useful for me, ah, never.
- 8 R/L: I'd like to move now on talk about, ah, mass media. What things are considered as  
9 mass media?
- 10 P10: Sorry?
- 11 R/L: What things are considered as mass media?
- 12 P10: Ah, mass media are; „Radio“, „TV“, „Magazine“ ...
- 13 R/L: What is their role in human life?
- 14 P10: Very important in human life in environment news happened. Scientifical news, sport  
15 news, and other news.
- 16 R/L: Alright. What is their attraction for you?
- 17 P10: Ah, I listen to the radio and when I driving in my car and working in office and even  
18 I am in bed I prefer to listen to this media.
- 19 R/L: What is their role in international relations?
- 20 P10: Would you repeat?
- 21 R/L: What is their role in international relations? Do you understand?
- 22 P10: Ah, if they censored these information may be dangerous for and. But, the information  
23 must be as fair depend, ah, as right and information.
- 24 R/L: Okay, how can they influence on global and local issues? Is that clear?
- 25 P10: Yes, very useful for me, ah, because by this we can get data.
- 26 R/L: Okay. Now, let's move on the topic of SMS. How often do you use SMS?
- 27 P10: About every day I use SMS.
- 28 R/L: Does everyone in your family use SMS?
- 29 P10: Yeah, all of my family my husband.
- 30 R/L: Okay. What do you use SMS for?
- 31 P10: I use SMS for sending message and writing message and ask questions with others.

- 1 R/L: When did you last use SMS?
- 2 P10: An hour ago.
- 3 R/L: Okay. Alright. Now, I am going to give you a topic, I'd like you to talk about it for one  
4 to two minutes. Before you talk you'll have one minute to think about what you are  
5 going to say. You can make some notes if you wish. Do you understand? Here's some  
6 paper and a pencil for making notes, and here's your topic. Describe a river or a lake,  
7 which you have visited.
- 8 You should say:  
9 where it is situated,  
10 why you went there,  
11 who with you went there,  
12 and explain what is special about it.
- 13 R/L: Alright? Remember you have one or two minutes for this, so don't worry if I stop you.  
14 I'll tell you when the time is up. Can you start speaking now, please?
- 15 P10: Ah, I want to talk about Ivan Lake. Ivan Lake is located between Alamoot Mountain  
16 and Hamedan city. I went to this lake. It is very nice. It is surrounded by mountains  
17 and the water of it is very pure and white. We feel very relax and become very clam.
- 18 R/L: Okay. We've been talking about a river or a lake you've visited and I'd like to discuss  
19 with you one or more general questions related to this.
- 20 P10: Okay.
- 21 R/L: How important do you think it is for people to visit a river or a lake?
- 22 P10: Ah, I think when a person want to see a river or a lake they must have a map to show  
23 place of lake and river before going there.
- 24 R/L: Okay. Let's move on to the topic of traveling to less familiar rivers or lakes. What sort  
25 of advantages are there to reading about a river or a lake before you visit it?
- 26 P10: There are many thing?
- 27 R/L: Do you think there are disadvantages?
- 28 P10: No, I don't remember.
- 29 R/L: Okay. Do you prefer to visit to a river or a lake with a group of people or by your  
30 own?
- 31 P10: I prefer with a group. But, I prefer alone.

- 1 R/L: How can we make our visit to a river or a lake more enjoyable? And, what are the  
 2 possible dangers?  
 3 P10: When we visit a river or a lake we must be very careful.  
 4 R/L: Okey. Thank you very much for your contribution. Have a very nice afternoon. Enjoy  
 5 the rest of your day. And see you sharp and happy on Sunday afternoon.  
 6 P10: Thank you.  
 7 R/L: Take care.

8

9 **Friday, 15/06/07**

10

11 **Speaking Test 3, (P12)**12 **Time: 13:45-14:00**

- 13 R/L: Hi, how are you.  
 14 P12: Thank you  
 15 R/L: So, This is „Speaking for IELTS Test number 3.“ Okay?  
 16 P12: Okay.  
 17 R/L: Would you introduce yourself please?  
 18 P12: Yes, I am Shahab Hemati. I’m 28 years old. And, I live Tehran. I was born in Tehran.  
 19 R/L: Okay, in this first part, I’d like to ask you some questions about yourself. Let’s talk  
 20 about architecture. What kind of accommodation do you live in?  
 21 P12: Ahhh, I li, ahhh, I live in a, ahh, beh, house which is, ah, about ,ahhhh, 360 sqms. And,  
 22 ahh, it has, ah, two, ah, two floor and each of them has one hundred and eighty, 80 s...  
 23 sqms. And, ahhh, each, ahh, floor has, ah, 3 rooms. And, each there are se different  
 24 room of meter and size and the floor is ceramic and the walls are white and it has a,  
 25 meh, ah, about a large big yard and there is a small garden in the yard as well and there  
 26 is a open kitchen and also bath room and rest room. And, ahhh, there is a place which  
 27 we can throw out some furniture that are not needed for us and that’s about 60 ms 60  
 28 ms.  
 29 R/L: Okay would you describe the traditional architecture of your country.  
 30 P12: Ah, yes achicheck?  
 31 R/L: Architecture.

- 1 P12: Yes, ahh, um, there are in, ahhh, le, some years ago there are there was a good, ahh,  
 2 architectue in our country, ahhh, safavi, ahhh, times. And, de, Nader Shah times that,  
 3 dedede, they paid attention much to the traditional architecture. And, for example,  
 4 some places in Isfahan in Shiraz or Tabriz. But, nowadays, we may be it doesn't pay  
 5 attention much too much, ah, to that, ah, architecture, ah, in that in those days there are  
 6 there was the mosques are was a bit very out of architecture. And, de, ah, but in the  
 7 these days it doesn't may be pay attention.
- 8 R/L: Is there anything special about it?
- 9 P12: Yes, ah, some mosques in some cities, a, ah, in „Yazd“ in, ah, „Isfahan“ or in „Shiraz“  
 10 or may be „Tabriz“, ah, that I know, ah, there are there are some, ah, good ancient  
 11 buildings
- 12 R/L: Could you compare traditional houses with modern houses in your country?
- 13 P12: Ahh, well, ahhh, depends on, ah, depending on the architerture of the house, ah, in the,  
 14 ah, in the, last, ah, some cities differences. In the those, ahh, traditional, ahh, houses in  
 15 some years ago, ah, may be some houses sold but now or some stones but now, ah, de,  
 16 ah, the kitchen may be was wasn't open as called open kitchen. But, nowadays, this  
 17 architecture has changed and the big kitchen changed to small kitchen, ah, and, de, de,  
 18 ah, de, ah, big houses which it has, ah, many rooms in it, ahh, they changes to the big,  
 19 big buildings and apartments, which it has small, ah, rooms and with small kitchen  
 20 and, ah, de, change to a se, se some flats in each bil building.
- 21 R/L: Okay, are there any towns or cities in your country, which might be known with their  
 22 special architecture? Please explain.
- 23 P12: Yes, there are some, ahh, some building or arti, architecture, which is build in some  
 24 years ago ah some years ago. That is made a bazaar, ahh, sorry. Lotfolah Mosque,  
 25 which is built with some architectures that in each part of this mosque they use, ah,  
 26 main arts of architecturing. And, ah, now has many visitors from most of the countries  
 27 as well in Iran, ahh that come to that, ahh, city and visit of the arts of this, ah, building.
- 28 R/L: Okay, I want to move now on talk about „Brain drain,. So, what is „Brain drain“?
- 29 P12: „Brain drain“? Would you please explain a bit more?
- 30 R/L: Yeah, this is my question. What is „Brain drain“?
- 31 P12: „Brain drain“?

- 1 R/L: „Brain dra...“ in yeah, you know what does it mean? What is meant by „Brain drain“?
- 2 P12: No. Ahh, „Brain drain“ I think, it may be about, ahh, something electronics, ahh, that is  
3 refers to electronics and, ahh, ahh, may be it’s something smart brain that is control,  
4 ah...
- 5 R/L: Okay, now let’s move on the topic of cell phone. How often do you use cell phone?
- 6 P12: Ahh, most of the time, I use the cell phone when it is needed.
- 7 R/L: Does every one in your family use cell phone?
- 8 P12: Yes, ahh, all of the people in my family use cell phone.
- 9 R/L: What do you use cell phone for?
- 10 P12: Ahh, ah, first of all for some emergency calls that I may be, I have and the othe ones to  
11 contact to, ahh, my family or my friends I use that.
- 12 R/L: When did you last use cell phone?
- 13 P12: Pardon me?
- 14 R/L: When did you last use cell phone?
- 15 P12: Ahh, there was I think, ah, I used it yesterday.
- 16 R/L: Are there and dangers in using cell phone?
- 17 P12: Yes, there is a some information that is on reports that, ahh, in the Internet and in the,  
18 ahh, broadcast published that there is much danger of a using cell phones and has  
19 some, ah, ah, ah, ah some ah, ah, risky, ah, ah risky frequenes that is, ah, produce of  
20 cell phone and should every body be aware of this dangers.
- 21 R/L: Now, I’m going to give you a topic, and I’d like you to talk about it for one to two  
22 minutes. Before you talk you’ll have one minute to think about what you are going to  
23 say. You can make some notes if you wish. Do you understand? Here’s some paper  
24 and a pencil, for making notes, and here’s your topic. I would like you to describe a  
25 quiet place you enjoy visiting. You should say; where it is located, why you go there,  
26 how often you go there and how long you stay there, and what you like about it. There  
27 you go. Alright? Remember you have one to two minutes for this, so don’t worry if I  
28 stop you. I’ll tell you when the time is up. Can you start speaking now, please?
- 29 P12: Yes, ahh, hum, um, about, ah, ah, ah, six months ago I, ahhh, I go, I go, ah, I go to, ah,  
30 Shiraz and was, ah, for a mission for my company and, ah, the first, I, I was, I have, I  
31 had stayed for 2 days and the first day I visited of my company and the second day I go

1 to, to visiting that cities in Shiraz. I visit some, ah, places and gardens in an ancient  
 2 buildings in Shiraz. Ah, there was a place that some people in, ah, ah, factory invited  
 3 me and my friend, ah, to that garden and it was, ah, not a very beautiful, ah, oh, ah,  
 4 modern garden. But, it was a quiet garden that it is, ah, ve, ah, ah, out of many noise  
 5 and many traffics and pollution in that garden and that places. And, ah, it was in a  
 6 Zarghan, ah, in Zarghan Road in, ah, ah, ahhh, in Shiraz near, near Shiraz and, ah, ah,  
 7 it was, ahh, I have already told that it was related to my mission to that company and  
 8 people of that company invited me and my friends. And, and, ahh, it was, ah, one day  
 9 took and, ah, de, and, de, just once, once time it happens happened, ah. And, because  
 10 the environment and silence and many and, ah, be away from many noise and pollution  
 11 that there was, I like this city.

12 R/L: We've been talking about a quiet place you enjoy visiting and I'd like to discuss with  
 13 you one or more general questions related to this. How important do you think it is for  
 14 people to visit a quiet place?

15 P12: Well in nowadays, ah, because many noises and traffics and many pollutions, ah, and,  
 16 ah, people, ah, work, works, worked hard they needs to so rests and, ah, ah, sorry they  
 17 decide to, ah, a quiet place because it is a way and from these noise noises and  
 18 pollution. And, it very good, ah, affects, affect, ah, effect on their nerves on their, ah,  
 19 ah, refreshment of their body.

20 R/L: Okay let's move on to the topic of traveling to a less familiar quiet place. What sort of  
 21 advantages are there to reading about a quiet place before you visit it?

22 P12: What kind of advantages in reading before we visit it well, ah, um, ah, a quiet place for  
 23 visiting is very good because, ah, there is, ah, may be there are, ah, you can, ah, you  
 24 can rest there for some for some, ah, time and without and noises and any may be, ah,  
 25 mu, ah, noises that we are get rid of, ah, from, ah, from for this, this visiting and at this  
 26 is a good affect on our body and our refreshment and we also of entertainments.

27 R/L: Do you think there are any disadvantages?

28 P12: May be because may be that place has no body or no people that, ah, when it has you  
 29 face to some danger no body can help you.

30 R/L: Do you prefer to visit a quiet place with a group of people or by your own? Why?

31 P12: Ema, ah, it, ah, I prefer to visit by my family.

- 1 R/L: Why?
- 2 P12: Because, ah, in that situation when, ah, you are not alone you can talk together with  
3 your, you know them and their characteristics. And, you have fun with them. But,  
4 when you go by your own, ah, may be you feel, ah, lonely and it is not good.
- 5 R/L: Do you prefer living in a rural area or an urban area and why?
- 6 P12: Ahhh, I prefer to live in urban area.
- 7 R/L: Why?
- 8 P12: Because, urban area in cities I mean, ah, many, ah, I addicted to and I get habit to this  
9 living cities. And, it is my characteristics formed has formed in this, ahh, with this,  
10 ahh, ahah, environment.
- 11 R/L: Thank you very much.
- 12 P12: You are welcome.
- 13 R/L: Enjoy the rest of you day.
- 14 P12: Thanks a lot.
- 15 R/L: And, see you sharp and fresh on Sunday at 5 p.m.
- 16 P12: Yes, I will come.
- 17 R/L: Okay? Take care.
- 18 P12: Excuse me; I have a question about brain drain.
- 19 R/L: Yes, I will tell you.
- 20 P12: Thank you.

21

22 **Friday, 15/06/07**

23

24

**Speaking Test 3, (P8)**25 **Time: 14:05-14:20**

26 P8: Hello.

27 R/L: Hello, how are you.

28 P8: Thank you very much.

29 R/L: You are not tired. Are you?

30 P8: No.

31 R/L: Good.

- 1 P8: And you?
- 2 R/L: Okay. So, Speaking for the IELTS Test 3 Okay?
- 3 P8: Yes.
- 4 R/L: Yeah?
- 5 R/L: Okay would you introduce yourself please?
- 6 P8: Yes, I am Alr-Mohammadi and I am Civil Engineer and I am Marketing Engineering in  
7 Tehran for about 4 years.
- 8 R/L: Now, in this first part, I'd like to ask you some questions about yourself. Let's talk  
9 about your favorite color.
- 10 P8: Yes.
- 11 R/L: So, what is your favorite color?
- 12 P8: My favorite color is „Blue“.
- 13 R/L: Why?
- 14 P8: Because of the relaxation and kind of the noisy work places.
- 15 R/L: What is the relationship between the color of cloths and the personality of people?
- 16 P8: There is, ah, relationship between color of the cloths and the behavior of the person as  
17 the, as the scientists, ah, research show that, ah, people that have interest in black or  
18 dark colors they are also bad or not interested in their life. But, the persons who are  
19 not, ah, are very happy who were happy and they like their jobs and their life they are  
20 interested in white and also light colors.
- 21 R/L: What is the relationship with „Mood“?
- 22 P8: „Mood“?
- 23 R/L: With „Mood“ you know what is „Mood“?
- 24 P8: Ah, form of the cloths?
- 25 R/L: No, what is the relation between color and the mood of a person, people. Do you know  
26 what is meant by „Mood“?
- 27 P8: Yes.
- 28 R/L: Sometimes, you are in a good mood, sometimes you are in a bad mood.
- 29 P8: Yes.
- 30 R/L: Mood you know?



- 1 P8: Has a relations relation to, ahhh, I mean that you are in a good mood may you use a  
2 very colorful cloths. But, if you are not in a good mood may you have a sorrow or in a  
3 funeral ceremony most people interested to wear a dark or dark colors.
- 4 R/L: To wear dark colors. I'd like to move on talk about „Brain drain“. So, what is „Brain  
5 drain“?
- 6 P8: Ah, if you think about, ah, object and you want to discuss it in a variety of things at  
7 first of course you would think. What you think at first my be you couldn't get any  
8 good idea, but after a second and after a while, ah, many good subjects that are related  
9 to this part rushing to your mind and you can discuss very briefly and with details that  
10 I call it „Brain drain“.
- 11 R/L: Okay. Now, let's move on to the topic of mp3. Do you use MP3?
- 12 P8: Yes, and I am interested in.
- 13 R/L: How often do you use it?
- 14 P8: Frank with you I use it every day. Because, I use the MP3 for IELTS which are  
15 compressed file and I bring it in my mobile phone. And, I listen it in every where. And,  
16 I enjoy in also musics. And, the listening part of the IELTS that can help me to  
17 improve my knowledge.
- 18 R/L: Uhom, good. Does every one in your family use MP3?
- 19 P8: Yes, my brother, ahhh, he is interested in musics with his self and every where he  
20 listens to music.
- 21 R/L: So, would you describe, explain what do you use MP3 for? Is there anything you want  
22 to add on the other usages of MP3?
- 23 P8: MP3 I think every comprise or compress that can help the people to communicate and  
24 give the and share their files in Internet easily can down load by every one at which  
25 share the music that you are interested in with friends and other people that you are  
26 interested to give them at some good senses.
- 27 R/L: Alright, when did you last use MP3?
- 28 P8: Last night. Because, we hear at MP3 files in Ameli's computer with listening parts  
29 IELTS very good.
- 30 R/L: Okay. Now, I'm going to give you a topic, and I'd like you to talk about it for one to  
31 two minutes. Before you talk you'll have one minute to think about what you are going

1 to say. You can make some notes if you wish. Do you understand? Here's some paper  
 2 and a pencil, for making notes and here's your topic. Describe a job you would like to  
 3 do in future.

4 You should say:  
 5 what kind of a job it is,  
 6 why you would like to do this job,  
 7 how it can contribute to the society as a whole,  
 8 and explain whether it is better to stay on a job lifelong, or change the job every so  
 9 often and why.

10 P8: Yes.

11 R/L: There we go you have one minute to think about it and then talk 2-3 minutes about it.  
 12 Alright? Please?

13 P8: Ah, my favorite job is a supervisor in asphalt plant because, ah, finished my Road and  
 14 Transportation and I am interested in ah pavement designs and control the quality.  
 15 Because, the society and the government spend a lot of time on this part and in Tehran  
 16 most of the welfares are paid on the pavements of the streets. I think that the quality  
 17 control plays a great role in it. So, if you can control it in a asphalt plant and give a  
 18 good asphalt concrete it can last longer and you can save a lot of money that can use in  
 19 another usage and can help the government. But, I think that, ah, if some one at work a  
 20 job lifelong and in a very long period it will be very experienced in it and he can do the  
 21 best because the experience is a part that cannot change by anything else and it plays a  
 22 great role also as I said in hopeland and I think that the supervisor is a person that can  
 23 help to do this job better and more efficient.

24 R/L: Alright, we've been talking about a job you'd like to do in future and I'd like to discuss  
 25 with you one or more general questions related to this. How important do you think it  
 26 is for people to plan for a job to do in future?

27 P8. I think, it's very important for everyone that at first they think that what, ah, they want  
 28 to do. And, second, and after that they go to it. Because, if you don't have any plan for  
 29 your future job and you go in it, you can, ah, may be you can find a very good and  
 30 suitable job for you and you can frustrated and be unhappy and you couldn't do, ahhh,

- 1 a best of yourself for the thinking in every part of the life plays a great role also in  
2 finding future job or selecting it.
- 3 R/L: Okay. Let's move on to the topic of planning for a job to do in future. What sort of  
4 advantages are there to reading about a job before you apply for it?
- 5 P8: It is, it's very important, ah, for a person at first, ah, the I think, I can divide it in to 3 or  
6 4 advantages. At first, if you search and probe for finding a good job, ah, you can do  
7 your effort on a job that can help you, ah, to improve your, ah, situation in that by this,  
8 ah, you can help yourself and the society too. And, on the other hand by this you can  
9 find a job that it has a good income and salary that can help your life to be better and it  
10 can solve some of your financial problems.
- 11 R/L: Do you think there are any disadvantages?
- 12 P8: No, I think all of the research before, ah, anything, which is in your question in finding  
13 a future job has advantages there is not any disadvantage in it.
- 14 R/L: Do you prefer to decide your future job by your own, or do wish others (e.g.; father,  
15 mother, etc.) help you in your decision? Why?
- 16 P8: Be honest with you, I want to be honest with you that, ahh, at first you should get some  
17 advices from your, ahh, parents or your fiends.
- 18 R/L: Why?
- 19 P8: Because, ah, if you want to deci make a decision by yourself, may be there are some  
20 hidden parts that you could see by yourself and they can give you some advises and  
21 help you, ah, find some problems or give you some advantages and disadvantages that  
22 make some sense to you and you can, ahh, select your proper job easily and much  
23 more carefully.
- 24 R/L: Thank you very much Mr Ale – Mohammadi.
- 25 P8: You are welcome.
- 26 R/L: Enjoy the rest of your day.
- 27 P8: Thank you very much.
- 28 R/L: And, see you in the next session.
- 29 P8: Thank you very much. Have a good time.
- 30 R/L: You too. Thank you.
- 31

1 **Friday, 15/06/2007**

2

3

### Speaking Test 3, (P9)

4 **Time: 14:25-14:40**

5 R/L: Hi. How are you?

6 P9: Hi. Good morning.

7 R/L: Good afternoon, hah, huh, heh, hnh.

8 P9: Sorry, good afternoon, hah, huh, heh, hnh.

9 R/L: Now, this is quite afternoon, yeah, hah, huh, heh, hnh.

10 P9: Hah, huh, heh, hnh.

11 R/L: Yeah, it seems that you are very tired after having a lengthy test. Hun?

12 P9: No, not very much.

13 R/L: No worries, alright. No, this is speaking test of the IELTS test number 3 that we are  
14 going to do it to day. Ah, so, would you please introduce yourself.

15 P9: My name is Alireza Ameli. I was born in Meshhad. I live in Tehran. I am Civil  
16 Engineer and I work in a big company, Ministry of Road and Transportation.

17 R/L: Good. Now, in this first part, I'd like to ask you some questions about yourself. Let's  
18 talk about you work. So, where do you work?

19 P9: I am working in a soil mechanical laboratory. It is in a big company related to the  
20 Ministry of Road and Transportation. And, so, I've worked there about, for about 3  
21 years. And, I'm a Civil Engineer there. As, and, and I work as a beaton and asphalt  
22 expert.

23 R/L: Do you enjoy your work?

24 P9: Yes, of course.

25 R/L: Why?

26 P9: Because, it is, ah, completely related to my subject, which I studied in university.  
27 Because, my bachelor degree is Civil Engineering and is in road and transportation. So,  
28 it is completely in the direction of my work and my studying are the same.

29 R/L: What kind of tasks do you have to do at work? Is that clear?

30 P9: Yes, of course. We are working on a research projects, which are related to bitmen, ah,  
31 a kind of bitmen, a kind of asphalt. And, we have relation, we have relation of asphalt

- 1 in Iran. And, we are in contact with other countries like Germany and also Britain,  
2 Great Britain.
- 3 R/L: Have you ever been late for work?
- 4 P9: Yes, hah, huh, heh, hnh.
- 5 R/L: Okay, what happens, hah, huh, heh, hnh.
- 6 P9: Yes, sorry?
- 7 R/L: What happens if you are late?
- 8 P9: Yes, in my company if the retardiness is about 15 minutes not important but if more  
9 and more they signed a bad point for us.
- 10 R/L: Could you describe the organization you work for?
- 11 P9: Yes, of course, our company is very good and very large. And, it has about 40 parts in  
12 each Iranian province. And, we have the, we're in the center of the organization and all  
13 of them related to Ministry of Road and Transportation. And, ah, we have a manager a  
14 boss, which name is Mr ... and, he had two, ah, ah 200 management, ah, manager and,  
15 es, one of them is for official and one of them for engineering. And, we are one of the  
16 members of engineering, ah, systems.
- 17 R/L: Where is it?
- 18 P9: It is located in Amirabad Ave. In North Ave. Beside the koye Daneshgah.
- 19 R/L: So, what does it do?
- 20 P9: It check all the roads and transportation systems, which, ah, ah, and all the project road  
21 project and asphalt project in Iran and it is a kind of laboratory and check the details of  
22 asphalt in Iran in all the projects.
- 23 R/L: Alright. Now, I'd like to move now on talk a bout „Brain Drain“. So, what is „Brain  
24 drain“?
- 25 P9: „Brain drain“?
- 26 R/L: „Brain drain“.
- 27 P9: „Brain draint“?
- 28 R/L: No, „Brain drain“.
- 29 P9: „Drain“?
- 30 R/L: Yes.
- 31 P9: I have no idea.

- 1 R/L: No idea. Ha?
- 2 P9: No, I don't know.
- 3 R/L: „Brain drain“, yes. Now, let's move on to the topic of the Internet.
- 4 P9: Yes, of course.
- 5 R/L: How often do you use the Internet?
- 6 P9: Every day, every night.
- 7 R/L: Unm.
- 8 P9: I use it every day, every night and check my e-mails.
- 9 R/L: Does everyone in your family use the Internet?
- 10 P9: Yes, my brother use the internet too. And, very, we should say he is addicted to the
- 11 Internet, hah, huh, heh, hnh.
- 12 R/L: What do you use the Internet for?
- 13 P9: I use to check my e-mails, check my website like, ah, Google and yahoo, Iranian site
- 14 too, Bastab. And, so, I want to be in conact with my friends in Iran and other countries,
- 15 especially US.
- 16 R/L: When did you last use the Internet?
- 17 P9: It was last night exactly.
- 18 R/L: Uhum. Okay. Now, I'm going to give you a topic, and I'd like you to talk about it for
- 19 one to two minutes. Before you talk you'll have one minute to think about what you
- 20 are going to say. You can make some notes if you wish. Do you understand? Here is
- 21 some paper and a pen and you have one minute to think and the topic is to describe a
- 22 place that you would like to visit. You should say; where it is, when you like to go
- 23 there, who you would like to go with, and explain why you would like to visit this
- 24 place. There we go. So, you have one minute to write and think about it starting from
- 25 now.
- 26 R/L: All right? Remember Remember you have one to two minutes for this, so don't worry
- 27 if I stop you. I'll tell you when the time is up. Can you start speaking now, please?
- 28 P9: Yes, of course, I like to visit Dubai. Because, I think
- 29 Dubai is one of the big city, not big city in size, but it is very famous and it is very big
- 30 and huge in the monuments and specially in building interesting things. Also, I want to
- 31 go there in winter. This winter coming winter with friends specially „P8“and plan to go

1 there after the IELTS exam to rest. And, I have many friends there because I have  
 2 communication, communication with, ah, my friends there and they advice me to go  
 3 there in winter. So, I want to go there and see the „Borjalarab“ and others, ah, so also  
 4 they have artificial snow there. And, I heard that the height of it about 1.8 meters and it  
 5 is beside of beside the, a Persian Gulf. And, the in outer side it“s just a window, just,  
 6 ah, um, lands it is about 55 centigrade degree and inside it is a bout minus 30 degrees,  
 7 and, and Celsius degree. Yes, and it is very interesting. Also, they have many clubs  
 8 many shops many interesting things and I want to check all of them because my friend  
 9 said that it is a little Los Angeles.

10 R/L: Okay, we“ve been talking about a place you“d like to visit and I“d like to discuss with  
 11 you one or more general questions related to this. How important do you think it is for  
 12 people to visit different places?

13 P9: I think, it would be very important, because when you go somewhere and visit other  
 14 things you“ll become familiar with other cultures and it is very important. Also, you  
 15 become familiar with their history and historic and knows others best and you have, ah,  
 16 you would have better communication with others in other countries and I think it is  
 17 the best point.

18 R/L: Okay, let“s move on the topic of traveling to less familiar places. What sort of  
 19 advantages are there to reading about a city before you visit it?

20 P9: It is very important because we have limited limit time the limited time and limitation  
 21 of time very is very important because when you want to go somewhere any where any  
 22 city in Iran or out side or overseas internationally you should become familiar with  
 23 there, when should you go and what time you go when you go and how should you go.  
 24 By plane, by air plane by ship or some other transportation system, with who you  
 25 should go. And, you should reserve a hotel, you should know the best place there and  
 26 where you should go and monument and historical montument and soon.

27 R/L: Do you think there are any disadvantages?

28 P9: No, I don“t think so.

29 R/L: Hah, huh, heh, hnh. Do you prefer to visit a place with a group of people or by your  
 30 own?

- 1 P9: I prefer to be to visit, ah, everywhere with a group of my people my, ah, friends,  
 2 because when we go somewhere with each other we can help each other and it is very,  
 3 it is obvious for I think every one, ah, being with each other is better and, ah, is funny.
- 4 R/L: You can have more fun.
- 5 P9: Yeah.
- 6 R/L: What are different means of transportation in your country?
- 7 P9: Yes, different means of transportation in my count, country is air plane, train and cars.  
 8 And, we do not use ships so often. And, we are not familiar with ships. But, I think our  
 9 transportation system in because we have two different kinds of transportation system  
 10 in a city and between cities. Between cities prefer train, because it is, ah, less  
 11 dangerous than air plane in Iran. But, internationally, air plane is the more comfortable  
 12 and safe for transportation. Also, in our city Tehran because it is so crowded and I  
 13 think that, ah, the tube is the best , ah , transportation system.
- 14 R/L: Thank you very much Mr Ameli.
- 15 P9: Thank you sir.
- 16 R/L: Enjoy the rest of your day.
- 17 P9: Thank you sir.
- 18 R/L: And, see you sharp and fresh the next session.
- 19 P9: Thank you.
- 20 R/L: Okay, see you.
- 21 P9: See you.

22

23 **Friday, 15/06/07**

24

25 **Speaking test 3, (P16)**

26 **Time: 14:45-15:00**

- 27 R/L: Okay. Good evening.
- 28 P16: Good evening.
- 29 R/L: Ah, this is the speaking part of your IELTS test. I would like, ah, to ask you some  
 30 questions. Okay? So, would you introduce yourself, please? Introduce yourself, please.
- 31 P16: Ah, ah.



- 1 R/L: Please, introduce your self aloud. Speak loudly.
- 2 P16: My first name is „Mohamad Hossain“, but my family and my friend call me „Vahid“. I  
3 was born in Tehran. I‘m 22 years old.
- 4 R/L: Uhm. Now, in this first part, I‘d like to ask you some questions about yourself. Let‘‘s  
5 talk about your home town. Could you describe your hometown?
- 6 P16: Yes, my hometown is Tehran, a crowded city, a polluted city in Iran. This city has a lot  
7 of hospitals, streets and other places.
- 8 R/L: What is special about it?
- 9 P16: About the hometown?
- 10 R/L: About Tehran, anything in particular.
- 11 P16: My hometown, Tehran, ahh, special problem I think.
- 12 R/L: Okay. Can you compare your hometown with another town?
- 13 P16: I can compare Tehran with another town, for example Isfahan. Isfahan Traditional  
14 ancient places and attracts many people. But, Tehran may don‘t has, ah, don‘t have  
15 ancient places attractive.
- 16 R/L: Could you describe your living place e.g.; your house or flat, etc?
- 17 P16: Yes. My house is located, ahhh, in a third floor of a building, which has four floor. I  
18 have, it has bedrooms dining room and a bathroom and toilet. Ah, one of the bedroom,  
19 ah belong me and belong, ah. Total area of ah, hall about 70 meters 30 square meters.  
20 And, ah, am, my, in my room there are small library a bed, ahh, a desk, a computer.  
21 One carpet.
- 22 R/L: Alright, I‘d like to move on talk about a historical place in your country. What is it?
- 23 P16: There many places in Iran, that they are, ah, that they have, ah, they are beautiful  
24 cities. Isfahan and Shiraz and Yazd are historical cities in Iran. Specially, Isfahan, in  
25 Isfahan, ah there are many historical places, ah, such as, ah. Shah Square, ah, um,  
26 Aliqapur and.
- 27 R/L: So, would you just talk about one of them. Choose one of them and talk about it.
- 28 P16: I want to talk about Shah Squarer.
- 29 R/L: Where is it?
- 30 P16: Ah, located in Isfahan.
- 31 R/L: And, how old is it?

- 1 P16: I think about 500 years.
- 2 R/L: Do you know who build it?
- 3 P16: Ah, Ah I think Shah Abbass.
- 4 R/L: Shah Abbass and what is special about it?
- 5 P16: Ah, it is, it was about the, ah, big biul, big house for Abbass. And, there are, there are,  
6 ah big pool, ah, in the Aliqapoo tower and.
- 7 R/L: Have you visited it yourself?
- 8 P16: Yes.
- 9 R/L: Ah, when was it?
- 10 P16: Many times, ah, last time, ah, last time was a month ago.
- 11 R/L: How did you go there?
- 12 P16: How did?
- 13 R/L: How did you go there?
- 14 P16: By personal car.
- 15 R/L: And, with whom?
- 16 P16: With whom? With my family.
- 17 R/L: Why did you go there?
- 18 P16: For visiting my uncle.
- 19 R/L: Okay, now let's move on the topic of, ah, SMS. How often do you use SMS?
- 20 P16: I use, I use SMS daily 10-12 times.
- 21 R/L: Does everyone in your family use SMS?
- 22 P16: Does every one?
- 23 R/L: In your family use SMS?
- 24 P16: Yes.
- 25 R/L: What do you use, ah, ah. What do you use, ah. What do you sue, ah, SMS for?
- 26 P16: Ah, often for 3 form for my friends a had little, ah, information small information,  
27 little information, or, um, sometimes for sending a joke. Or, sending information that  
28 may be, ah, may be not important.
- 29 R/L: So, when did you last use SMS?
- 30 P16: Sorry.
- 31 R/L: When did you last use SMS?

- 1 P16: 3 hours ago.
- 2 R/L: 3, huh, hah, heh, hnh.
- 3 R/L: Alright, Now, I'm going to give you a topic, and I'd like you to talk about it for one to  
4 two minutes. Before you talk you'll have one minute to think about what you are going  
5 to say. You can make some notes if you wish. Do you understand? Here's some paper  
6 and a pencil for making notes and here's your topic. And, your topic is about  
7 describing a quiet place you enjoy visiting. You should say; where it is located, why  
8 you go there, how often you go there and how long you stay there, and what you like  
9 about it. Okay? So, you have one minute to think or write and then speak for 1 or 2  
10 minutes. Alright? Remember you have one to two minutes for this, so don't worry if I  
11 stop you. I'll tell you when the time is up. Can you start speaking now, please?
- 12 P16: Ah, ah, the most quiet place for me ah is ah, ah, my personal room. Ah, ah, and, ah, I  
13 going it's located, ah, ah, located on my, ah, ah, my apartment and, ah, when I, ah,  
14 when I am or, ah, nervous or something like this, I go and stay there for, for, um, for 2  
15 minutes. I to, ah I accustomed to my room and, ah, most of time that I, ah, am that I am  
16 in my room.
- 17 R/L: Okay, we've been talking about a quite place you enjoy visiting and I'd like to discuss  
18 with you one or more general questions related to this. How important do you think it  
19 is for people to visit a quiet place?
- 20 P16: Often, um, any body, ah, have a quiet place for, ah, her that when he or she, ah, is, ah,  
21 unhappy, nervous, or, ah, angry, ah, to, to go to their quiet place and stay, stay there for  
22 several time, for several minutes to reah, ah, h.
- 23 R/L: Okay. Let's move on to the topic of traveling to a less familiar place? What sort of  
24 advantages are there to reading about a quiet place before you visit it? Is that cleare?
- 25 P16: No.
- 26 R/L: What sort of advantages are there to reading about a quiet place before you visit it? Do  
27 you understand?
- 28 P16: Yes. Ah, when I, ah, next, ah, about a special place that location about it, ah, um, ah,  
29 about ah...
- 30 R/L: Okay do you think there are any disadvantages?
- 31 P16: No.

- 1 R/L: Do you prefer to visit a quiet place with a group of people or by your own and why?
- 2 P16: By your own, because.
- 3 R/L: By your own. Hun?
- 4 P16: By your own, because, I intend, ah, ar, ah, the place the quiet place when I am angry
- 5 or when I am nervous I want to be alone.
- 6 R/L: To scape from others, huh, hah, heh, hnh,
- 7 P16: Yes.
- 8 R/L: So, do you prefer living in a rural area or an urban area and why?
- 9 P16: An urban area.
- 10 R/L: Why?
- 11 P16: Rural
- 12 R/L: Rural area?
- 13 P16: Yes.
- 14 R/L: Do you know what is the difference between rural area and urban area?
- 15 P16: Yes.
- 16 R/L: So, what is a rural area?
- 17 P16: It is, ah, in the country,
- 18 R/L: So, which one is the country rural or, or urban?
- 19 P16: The country is urban.
- 20 R/L: Is rural.
- 21 P16: Rural.
- 22 R/L: And, urban is city. So, which one do you prefer to live in?
- 23 P16: Um.
- 24 R/L: Urban or rural?
- 25 P16: Urban.
- 26 R/L: Urban? Why? Yeah.
- 27 P16: Ah, living, ah in a rural, ah areas ah uster, because rural areas there aren't, ah, any, ah,
- 28 that, their way, ah, for example equip with hospital, equip with other places like these
- 29 things that they aren't in rural that, that in rural are as, ah, the rural areas, ah, have
- 30 fresh air and um.
- 31 R/L: You are in the nature and beautiful nature

- 1 P16: Yes, beautiful nature and, ah, etc, beautiful nature.
- 2 R/L: Etc.
- 3 P16: Beautiful nature, etc. But, ah, disadvantage, disadvantages, disadvantages, ah, are  
4 important than advantages of, ah, urban areas such as heavy traffic. Polluted air  
5 crowded streets, etc.
- 6 R/L: So, in conclusion do you prefer living in rural areas or urban areas?
- 7 P16: In urban areas.
- 8 R/L: Urban areas with all the pollution and heavy traffic, because of the facilities you  
9 prefer.
- 10 P16: Yes.
- 11 R/L: Living in urban areas, huh, hah, heh, okay. Alright, thank you very much. Have a nice  
12 evening.
- 13 P16: Thank you.
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30

## Appendix L

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

**File 3, CD 6**

**Friday, 22/06/07**

**Time: 13:00-13:30**

### **Pre-specified focus Group Interview**

R/L: Good afternoon gentle persons!

As you might know, today, which is 22<sup>nd</sup> of June 2007, is the very last day of our data collection of our research project on the IELTS Academic Preparation Practices to investigate into Academic Literacy Development. If you might recall, I conducted one-on-one interviews with you a couple of days ago. Today, I am going to hold a focus group interview with you to put forward some pre-specified questions and discuss them with you. All right?

PS: Uhum. Yes.

R/L: Okay. Good, now, let's start with the questions. The first question is: „Do you think that IELTS Academic Preparation Practices might help participants prepare for university study at English-medium universities? How and why? Please, explain. Who is going to be the first speaker? **(Some of the participants coughing and sneezing)!**

P11: You mean about this course that we had?

R/L: Yeah, speak loudly, please.

P11: Yes, I think it was a really very good course. And, we are now more prepared for the entry to English-medium universities.

R/L: Any other of you wants to get some more comments or discuss.

Ps: Yes, it was very good.

P8: Yes, I think it was very good, because we got some, ah, books, which are very good sources, profession, at last we get and some ideas and knowledge that can help us to continue our study at universities in foreign countries, which is English.

R/L: English-medium universities.

P8: Yeah.

R/L: Yes?

- 1 P8: All of them are useful.
- 2 R/L: Do you want to add anything. **(The ‘R/L’ asks the rest of the ‘PS’)**.
- 3 P12: As „P8“ said the IELTS Exam is prepared the students, which is the books are  
4 collected, ah, most of the information we experimented in the this, ah, in these years  
5 we have studied, all of these, ah, information, ah, gathered in, ah, in shorter that in,  
6 increase and can prepare us for the future and is, ah, good examination.
- 7 P3: Yeah, I think, in this class, I prepared for, ah, native countries and, and ... Um.
- 8 R/L: The next question is, „Do you think that IELTS Academic preparation practices can be  
9 altered in a way to be more useful for university study? How and why? Please explain.
- 10 P9: I think it would be so, because the aim of this project and it“s to change, alter this way,  
11 and, and ...
- 12 R/L: How can we change, I mean these materials, this way? How can we them? What“s,  
13 what do you suggest? What do you recommend?
- 14 P9: To different, I think, it would be different in different countries. Because, when we  
15 want to teach word in one country it“s different in another country. For example, Iran  
16 is different from China. China is different from, I don“t know Hong Kong and ...
- 17 R/L: Whatever, whatever.
- 18 P9: As some books like „Insight into IELTS“ said, “they have, or English pronunciation in  
19 use they have recommend some lessons for some countries that their, their „Listening“  
20 and their „Speaking“ are similar to some others, or some letters or something like this.  
21 It would be different and it would change for any countries. At first, it change it self  
22 for all, count, countries, I think it should be changed and we are here for changing it.
- 23 R/L: Any more comments? Any more views?
- 24 PS: No.
- 25 R/L: No? Okay, in your point of view, why are people who intend to continue their  
26 education at an English-medium university required to sit for the IELTS exam?
- 27 P11: IELTS Exam which is dealt in that medium may be ...
- 28 R/L: Any more comments?
- 29 P9: Now, I think, IELTS Exam and IELTS studying are natural for our English and, we  
30 should be familiar with natural „Speaking“. Because, when we are, we want to other  
31 country is specially US, Canada, England and specially, Australia, ah, because their,

- 1 because of their accent we should be familiar with the accent and with their languages.  
 2 Because, speaking English is very hard for non-native speakers, and very simple for  
 3 native speakers. It is look like other languages in the world. And, we should be familiar  
 4 with the exact English as they're speaking, ah, in their countries.
- 5 R/L: Any more comment any of you? Next question, „How can an IELTS academic  
 6 preparation program be useful in improving:  
 7 a. Your English language in general?  
 8 b. Your English writing skill?  
 9 c. Your English speaking skill?  
 10 d. Your English reading skill?  
 11 e. Your English listening skill?
- 12 Any, any body of you, I mean discuss it. Just diss, diss...
- 13 P9: Yes, for me because for many years, I have been studying English, ah, I was studying  
 14 English for many years, I think in some skills like „Speaking“ and with „Writing“, I ...,  
 15 I ... it'll, It is not many problems. But, my teacher, the „R/L“, correct me all the time,  
 16 my „Writing“ and my „Speaking“. But, in „Reading“, because the „Reading“ in IELTS  
 17 Test is different from the „Reading“ we have in our books in Iran and specially  
 18 „Listening“ and very useful books like, ah, „English Pronunciation in Use“ and „Clearly  
 19 Speaking“ and „In sight into IELTS“ and specially the listening parts in IELTS 1, 2, 3,  
 20 4 & 5, I think have developed and expand my knowledge and my ability in „Speaking“  
 21 and in „Listening“ and „Reading“.
- 22 R/L: Any more comments?
- 23 P3: In IELTS, I think, ah, ah, combination of IELTS class, I think for grammar, for things.  
 24 And in this class every thing together...
- 25 R/L: Integrated?
- 26 P3: Integrated.
- 27 R/L: Alright, „In general, how do you evaluate the IELTS Academic preparation program,  
 28 which you attended in this course?“
- 29 P8: Very good, because as my, ah, all of us think in classes. But, unfortunately, non of  
 30 them, ah, worked and found a mental problems that most of the native speakers have.  
 31 Or, in this class our knowledge about, ah, this part of problems besides mostly in the



1 fundamental skills such as, ah, thesis that, ah, related to grammar problems,  
 2 grammatical problems, vocabulary knowledge that we have, ah, we don't have any  
 3 variety of vocabulary so and emphasis that we should work in this part and after that,  
 4 ah, ah, do our best and can challenge better with the these skills and get most higher  
 5 marks in IELTS Examination and general close in „Writing“ and all of them to improve  
 6 better.

7 P9: As I mentioned before, after many years of studying English, but in wrong way. But, I  
 8 think it is not directly to the native „Speaking“ or native „Reading“, native „Listening“,  
 9 specially. I think that this class has changed and altered my way to the exact way, the  
 10 right way. Because, as the „R/L“ not native speaker, but his English and his knowledge  
 11 is very in, very high quality and, it shows that he's studied, ah, English language in  
 12 English language country in English country and it is, ah, very pride for us that one of  
 13 our teachers studied there for PhD courses in their languages. It is like someone go to  
 14 Iran and study Farsi in PhD courses. It is it can be very difficult.

15 R/L: Thank you very much.

16 P9: And, I think in his class exactly changed my pin, „Pnglish“ into English and this is the  
 17 important factor.

18 R/L: Any more comments?

19 P12: My feeling with „P9“ is the same that learn us Mr... I've studied English for more than  
 20 15 years. But, now, I know how to study and start from the beginning to learn the  
 21 correct path.

22 R/L: Okay, how could this course possibly help you to gain English language proficiency?

23 P11: In the „Listening“ and other part I needed, I want to communicate ...

24 R/L: Any more comments?

25 R/L: How much beneficial do you think this course could be in increasing your chance of  
 26 getting into an English-medium university and why?

27 P9: Helps me very much. But, we should give our idea and after the IELTS examination  
 28 and after we are attending attend in the country universities, and we should say answer  
 29 this, ah, question at the time. But, now, I feel like feeling that the English specially in  
 30 „Listening“ and „Reading“, I think because this class is, ah ... This class is, ah,  
 31 included the academic part it is exactly suitable for university study.

- 1 P12: This course is not only, ah, prepare us for IELTS Examination but for, ahhh, migration  
 2 or study or working but also, ah, ah, it prepare us for, ah, the beyond the this  
 3 examination for living there and, ah, studying there it's very useful for us, I think.
- 4 P3: I think, one of the tools for learning at the university, ah, when we don't, ah, have any,  
 5 umm, ah, any academic, ah, knowledge, about, ah, the language, ah, don't have  
 6 progress in our study in the IELTS classes, ah, is very benefit for me, ah, because my  
 7 course, ah, very related to, ah, English language.
- 8 P10: Ah, because, we practiced for IELTS Exam helped me get language information
- 9 R/L: Okay, next question, „Based on your experience gained in this program how accurate  
 10 can IELTS scores measure your different language skills (i.e.; „Reading“, „Writing“,  
 11 „Speaking“ and „Listening“)?“ I mean you've done 3 tests up to now, so you have some  
 12 insight. You can judge it.
- 13 P11: I think the rating thing in IELTS ...
- 14 R/L: Do you understand the question completely? Is that clear to you?
- 15 P11: I think to the rating be better, ah ... For example, like other international exam, like  
 16 TOEFL, ah, because, ah, we have for example, ah, the point 6 and 6.5. If, for example  
 17 we have, ah, some rating between this range it would really more I think, ahh...,
- 18 R/L: So, you mean the score, the band scores should be more broken down.
- 19 P11: Yeah. Yeah, it should be more broken down.
- 20 R/L: Into decimals. Do you mean, for example 6.2, 3 ...
- 21 P11: 6.2, 3...
- 22 R/L: Something like this.
- 23 P11: Yeah; if changed to this kind of rating it would be really more realistic.
- 24 R/L: Would, would you explain why do you think so? What's your rationale for this?
- 25 P11: I think, for example someone who has been rated 6.5, ah, 6.4, ah, they, he, his score  
 26 would be 6. But, he had that for example, ah, ability to for example berated 6 point, for  
 27 example 5 or something like that.
- 28 R/L: Any other comments on this? Did you understand „P11“'s comments?
- 29 PS: Yes.
- 30 R/L: What do you think? Do you agree with him or ...?
- 31 PS: Yes.

- 1 P9: Yes, exactly. Because, last night we had an examination in our [home...]
- 2 R/L: You had an examination?]
- 3 P9: Yes, with „P8“...
- 4 R/L: Self assessment, yes?
- 5 P9: Yes, with „P8“and as you know for migration to Australia we should have four 6s.
- 6 four band skill.
- 7 R/L: All, All, All the skills should be 6.
- 8 P9: Yes.
- 9 R/L: All the skills.
- 10 P9: 6 and more than 6. And, I have one, just one, ah, ah, answer, one wrong answer.
- 11 R/L: One wrong answer.
- 12 P9: One wrong answer and it decreased my lang...
- 13 R/L: Band score.
- 14 P9: My band score.
- 15 R/L: From 6 to a lower band.
- 16 P9: 5.5, and also, although I have, ah, 6 and a half I think changed my future.
- 17 R/L: So, what, what I conclude from your views is that it cannot really accurately...
- 18 P9: Yes, yes, exactly.
- 19 R/L: Evaluate your language. Is that what you mean?
- 20 PS: Yes! Yes it doesn't.
- 21 R/L: And, do you have ladies think the same?
- 22 P9: If we change its skills, ah, scoring to 100 for example or ...
- 23 R/L: Instead of 9?
- 24 P9: Yes, instead of 9.
- 25 R/L: Uhum.
- 26 P9: It is very right and exact.
- 27 R/L: You think it could be more accurate. Hun?
- 28 P9: Yes.
- 29 R/L: Is that what you mean?
- 30 P9: Yes. We can got our point into percents.
- 31 R/L: Uhum.

- 1 P8: And, divide the students accurately we can get score much more, ah, related to the he  
2 or her, ah, knowledge.
- 3 P9: Or changing to „10“...
- 4 R/L: Uhum. Change it to „10“ and if we, because of, sorry, because of every part especially  
5 in „Listening“ and „Reading“ we have „40“, ah, „40“ questions. Every question would be  
6 about a quarter of a band.
- 7 R/L: Uhum?
- 8 P12: Ah, there is, ah, huge gap between, ah, 6 and, ah, 6.5 and, ah, 7 and 5.7 this gap is very  
9 different.
- 10 R/L: Too much. You think the gap is too much. Hum? What do you think? **(The ‘R/L’ asks**  
11 **of ‘P10’).**
- 12 P10: Yeah.
- 13 R/L: Do you have the same idea that it should be broken down more?
- 14 P10: Yeah.
- 15 R/L: More in decimals?
- 16 P10: Because.
- 17 R/L: You haven’t answered.
- 18 P10: Changes.
- 19 R/L: Changes the band?
- 20 P10: Changes of 5.
- 21 R/L: 5.5 Or 6.5?
- 22 P10: 0.5.
- 23 P3: In the whole, I don’t have, ah, any believe, ah, ah, and for banding our knowledge.  
24 Because, the I think in, ah, the banding, ah, I rate nearly are, ah, information, ah,
- 25 R/L: The rules.
- 26 P3: The rules.
- 27 R/L: Uhum. Hah, huh, heh, hnh. Good, okay, good, now, next question, „How proficient  
28 should OTEFL (Other Than English as First Language) students be in English  
29 language before they begin their study at an English-medium university? How  
30 proficient should OTEFL students. You know OTEFL. I explained that it means other  
31 than English as first language students. That is, that is you, whose first language is

- 1 Farsi, OTEFL students be in English language before they begin their study at an  
 2 English-medium university. How proficient should OTEFL students be in English  
 3 Language before they begin their study at an English-medium university?
- 4 P9: I think, they should be in a high quality in high level of, ah...
- 5 R/L: Proficiency.
- 6 P9: Proficiency you see, because they are not native speakers and they want to go to other  
 7 country, and study in other university, which most of the students are in a high level of  
 8 English and most of, ah, ah, teachers and professor are native or if they are not native  
 9 they are, their English is very, very, very good like native and if they want to continue  
 10 their study there and living there without any, any problem in their basic, ah, part of  
 11 their living like „Speaking“, „Listening“, „Writing a letter“, ah, something like this, they  
 12 should know English very well.
- 13 P8: Yeah, I think they are in two main parts at first, ah, general ability, ah, in English and  
 14 the second one is their professional related to your, ah, courses, that at first you should  
 15 get, ah, some, ah, knowledge that you can communicate well accurately in the society.  
 16 And, after that, that you can pass the it, you should work on, ah, I mean, ah, in  
 17 professional knowledge in your own subject, ah, for example me as a civil engineer, I  
 18 should, ah, do my best to gather many information about a civil engineering and  
 19 something like that I want to continue in, ah, university, so that if we put this two or  
 20 three together and match it the person would be successful in his aim, object in foreign  
 21 country.
- 22 R/L: Alright, any more comments? Alright, „How well might the IELTS Academic  
 23 preparation practices prepare the participants for academic purposes in the four skills  
 24 as follows?“
- 25 a. Reading for university study (e.g.; participating in tutorials, etc.)
  - 26 b. Writing for university study (e.g.; writing assignments, essays, reports, etc.)
  - 27 c. Listening for university study (e.g.; participating in lectures, tutorials,  
 28 interactions with university staff, etc.)
  - 29 d. Speaking for university study (e.g.; participating in tutorials, presentations,  
 30 seminars, interactions with university staff, etc.)

- 1 P8: I think, at first, as I said all the non-native speakers have a lot of problem in their  
 2 general abilities. If they want to improve their knowledge in academic, ah, at first, they  
 3 should elementary courses in general skills. And, after that they can pass it. They have  
 4 some, ah, certification to do their, ah, activity and their, ah, studying in academic  
 5 courses. Most of the students who travel to fa, foreign countries and study and continue  
 6 their, ah, at places, are have fundamental problems that academic cannot change, these  
 7 all these problems separately. So, at first you should have at first some general  
 8 knowledge, so you can like and can do your knowledge in academic course.
- 9 R/L: Any comment? Comments? Alright, „How well and useful might IELTS Academic  
 10 preparation program be in preparing the participants for integrating different skills  
 11 (i.e.; „Reading“, „Writing“, „Listening“ and „Speaking“) in activities such as group work  
 12 or laboratory practicals?
- 13 P11: I think what we do would be really for example useful for us in doing group work.
- 14 P12: In Group work study you can share your ideas with the others, but in laboratory it“s  
 15 something like artificial. I think, in group work „Speaking“ is natural we near to, ah, ah,  
 16 ah, authentic and native work.
- 17 P8: For working in groups it needs, ah, ah, some, ah, the group should be in a same, ah,  
 18 knowledge, ah...
- 19 R/L: Of course, my question is... **(The ‘R/L’ feels that the answers of the ‘PS’ are not**  
 20 **related to the question and that they are out of track. So, he tries to draw their**  
 21 **attention to the question).** I think, you are deviating from the question. You see this is  
 22 how well and useful might IELTS academic preparation program, the program that we  
 23 [had...
- 24 PS: Uhum].
- 25 R/L: ... be in preparing the participants, (preparing you), for integrating different skills that  
 26 you use in the group work. Is that clear?
- 27 PS: Yes, yeah, Hum.
- 28 R/L: How useful could this kind of preparation be to enable you to integrate your different  
 29 skills if you are supposed to be in a group work or laboratory parti, ah, pracicals? Is  
 30 that clear?
- 31 P9: I think, it is very good.

- 1 R/L: Uhum.
- 2 P9: It was very useful because now, if I go to other country and can attend in groups in  
 3 „Speaking“ in group, ahh, „Listening“ or going to cinema somewhere or going to  
 4 theatre in a group and, ah, in tutorials, I think the most important problem that Iranian  
 5 students when go to other country and live they have problems in tutorial classes and  
 6 in group working. Because of two problems, at first, we, ah, we didn’t educate for  
 7 working in group and groups from boldy classes that we have, ah, it is a culture here  
 8 that if, ah, you want to be successful you should working alone. The second part is,  
 9 that their English level is poor and low level that they , if your English are in a low  
 10 level and go to other country and study and attend to tutorial classes, you can’t, ah, ah,  
 11 have a good attendance, ah, you are, ah, you don’t like to attend the classes if your  
 12 English and you have a culture that tutorial classes are very good working together is  
 13 very good for us. It’s improved and it is improved your English and improved your  
 14 working group and so it is improving you become, ah, very, ah, become successful and  
 15 uhm, you like to attending that classes.
- 16 R/L: Alright, now, next question, „How realistic do you think the IELTS band scores can be  
 17 as an indication of the participants’ real English knowledge?“
- 18 P8: I think, ah, „Reading“ it is very hard, as I said before, a couple of days ago, ahh,  
 19 „Reading, part is very hard and it is upper, ... I think upper than, ahh, education in  
 20 other countries like Iran. But, ah, in „Speaking“ is very normal. Also, „Listening“ is a  
 21 bit, ah, hard, because, ahh, we don’t used to speak English, ah, and we do not listen to  
 22 English, ah, programs in our T.V. we have, we don’t have permission to have  
 23 „Satellite“ in our houses and it is our most problems just having „Mp3 player“ and or  
 24 with our mobiles set or something like this or some special „Mp3“ and some special  
 25 films just something like this. This part is a bit harder. For non-native speakers the  
 26 „Speaking“ and the „Listening“ part is much more difficult because, ah, in these parts  
 27 you should answer promptly, that means If you listen to a lecture as your „Listening“  
 28 part in, ah, studying as examination you should write, ah, answer and both of your  
 29 „Listening“ and, ah, „Writing“ checked and also in „Speaking“ because the when tutor  
 30 asks you some questions, you should promptly answer him, and we have a little time to  
 31 think about it and we should be very natural to answer these questions correctly and,

- 1           ah, promptly. But, in the „Reading“ and also in „Writing“ you have a lot of time about  
2           one hour that you can think, ah, you can put, ah, a lot of time in it, ahhh, if you don't  
3           know some limit and came back after a while and have some chances to correct your  
4           incorrect answers. So, the „Reading“ and „Writing“ are much more easy than the  
5           „Listening“ and „Speaking“ parts, I think.
- 6   R/L:   Do you want to add anything to this. **(The ‘R/L’ asks of some of the participants if  
7           they would like to say their viewpoints).**
- 8   P3:    To what „P8“ said?
- 9   R/L:   Yes, if you want to add to what „P8“ said.
- 10 P3:    No, I agree with „P8“.
- 11 R/L:   Okay, „How can the IELTS Exam give the participants an opportunity to enter an  
12        English-medium university?“ **(The ‘R/L’ reads out the question but, the  
13        participants don’t seem to have made sense of it. So, the ‘R/L’ repeats the  
14        question).**
- 15 P8:    I think that it gives a good [chance...]
- 16 R/L:   Uhun].
- 17 P8:    ... to non-native speakers to continue their class if the non-native speaker know, ah,  
18        the atmosphere and the culture that he would have in the foreign countries and in this  
19        courses, ah, at least you have some senses or you have some ideas about what really,  
20        really you have as an assignments in your university or what should you do who you  
21        should visit to, ah, start your, ah, accommodation or attendance in lectures and group  
22        works. So, we have some sense and you can easily, ah, activate yourself with that  
23        working and the object that you have in the university very natural and you can be  
24        successful in short time and it can help you to good mark and improve yourself in  
25        foreign countries.
- 26 R/L:   Thank you very much. Any more comments? Would you like to say something?
- 27 P3:    I think, this class is, ah, somehow out of, ah, that of that occur in that society.
- 28 R/L:   English-medium universities.
- 29 P3:    English-medium universities.
- 30 R/L:   Universities, yes.



- 1 P3: Ah, because for example when we are, ah, ah, working or where, ah, we speech in this  
 2 class it matters in the university and we experience in, ah, this class everything, ah, that  
 3 occur in the ...
- 4 R/L: Alright, do you want to add anything? **(The 'R/L' asks of another participant).**
- 5 P10: No.
- 6 R/L: Okay, next question, please next question, „In addition to preparing you for your IELTS  
 7 Exam do you think that the materials used in the course may/should prepare you to  
 8 continue your education at an English-medium university successfully? Why and  
 9 how? Please explain.“
- 10 P9: Sorry, I think some of your materials were higher than our levels.
- 11 R/L: Uhum.
- 12 P9: Like some of us with the „Writing“.
- 13 R/L: Uhum. Such as?
- 14 P9: Such as blue the dark blue one.
- 15 R/L: „Practical Writer with Readings?“
- 16 P9: Yes, it is very hard I think, because it is this material are higher than our levels. But, it  
 17 would be as you know. It would be very useful for our future, but in this course, I  
 18 think, it was not suitable, but most of our materials are very, very useful, I think.  
 19 Because, something like; ah, „English Pronunciation in Use“, „504“ for vocabulary and  
 20 specially „English Grammar in Use“ very good one and „Insight into IELTS Extra“ and  
 21 „5 IELTS books“ from Cambridge University and also I should add „Clearly Speaking“.
- 22 R/L: „Speaking clearly“ you mean?
- 23 P9: „Speaking clearly“, sorry, ah, from Cambridge University too. I think that Cambridge  
 24 University books is very useful and I figure out is the best one, because the source of  
 25 the exam and source of questions all come from this university from England.
- 26 P12: In this course we have some, ah, some materials that some books at first, some of them  
 27 prepare us for the, ah, way of study and in the correct path and then some books and  
 28 „IELTS 2 & 3“ and „Insight into IELTS“ for examining ourselves to prepare for the  
 29 IELTS Examination. And, I also there are some books for example „For and Against“.  
 30 Or, ah, „400 IELTS“ resem, resemble of the, ahh, sessions that I, we have, we may face  
 31 in native countries.

- 1 P11: Well, good.
- 2 P10: Ah, there are many IELTS exams in these books and „Speaking clearly“ and „English  
3 Grammar in Use“ and pronunciation books about IELTS and „504“ were very useful  
4 for us and many tapes and CD was very good in our „Listening“ and „Speaking“.
- 5 R/L: So, which of the materials used in the IELTS Academic preparation program did you  
6 find more useful and helpful? Why? Please, explain.
- 7 P9: As every one knows the fundamental, the foundation of any language is vocabulary of  
8 first about 70%, ah, and also grammar in our English, in Persian, in Arabic, in every  
9 languages. For our studying vocabulary in this class we have „504“, very, very useful  
10 one for us from „Barons“, ah, locations and, ah, also, „English Grammar in Use“ is was  
11 very useful. And also, „Insight into IELTS“ I think.
- 12 R/L: Any more comments?
- 13 P11: Ah, „English Grammar in Use“ was very useful.
- 14 P8: All of these books are very useful. But, the more important is the student himself. I  
15 mean that, if you have good sources but you don't work on them very well and you  
16 didn't repeat, ah, mat, material very well you couldn't be successful in the real  
17 examination. Because, ah, as I mean that the English and also other language need  
18 some reputation to, ah, understand, suit you as, ah, we repeat the grammar, ah,  
19 „Grammar in Use“ each time we learn many things that are, were hidden in last  
20 previous session and as we read it more and more we can get extracts from useful  
21 points that can help us in real exam in action and may be the examiner decided to  
22 check that point that the students didn't, ah, attend, ah, make attention to it. So, the  
23 reputation plays a great role in this part of the English learning process.
- 24 P11: Ah, „Pronunciation in Use“ and „Speaking clearly“ is very good for our pronunciation  
25 and the, ah, „400 IELTS“ is, ah, ah, empower the knowledge we have learnt in the  
26 pronunciation. About, ah, „504“ it is very good, very good useful for, ah, empowering  
27 our vocabulary and beside that, ah, „Reading“ skills that if and, ah, also, ah, „English  
28 Grammar in Use“ these are our related to, ah, advance „Reading“ skills. That is, ah,  
29 what we learn, we can, ah, involve with these books. And also, ah, about the, „For and  
30 Against“ it is good for our „Reading“ for, ah... the „Speaking“ and after that, ah, the  
31 IELTS books are very good for our examine and test ourselves these are good books.

- 1 P3: I think „How to teach...“ is a useful book for me because with, ahh, with it I  
 2 understand everything about IELTS exam and IELTS class. Ah, but other sources for  
 3 general speaking and other things that are good.
- 4 P10: For the resource „504“ were very good for „Listening“ and vocabulary.
- 5 R/L: Alright, In your opinion, in your opinion, could there be anything else to be added to  
 6 IELTS preparing materials to help participants to be more prepared for the IELTS  
 7 exam as well as being more prepared to cope with academic study at English-medium  
 8 universities? What and how? Please, explain.
- 9 P9: Yes, ah, for grammar, I think „English Grammar in Use“ is perfect.
- 10 R/L: Yes?
- 11 P9: For, for...
- 12 R/L: So, what, what other materials do you think should be added.
- 13 P9: About the vocabulary, as I said in two parts vocabulary and grammar. In vocabulary,  
 14 because the vocabulary has no end, and it's not limited any vocabulary book like;  
 15 „Essential vocabulary for TOEFL Test“, as „504“, ah, „405“, I said and also useful  
 16 vocabulary in IELTS test I think, IELTS its name IELTS. And also, any newspaper or  
 17 any site or any listening satellite like „Vitelite“, „MO3“, like „VOA“, like „Euro News“  
 18 and something like this, I think would be very useful and I think if our teachers give us  
 19 the „MP3“ of them to us it was very good.
- 20 R/L: Hah, huh, heh, hnh.
- 21 PS: Hah, huh, heh, hnh
- 22 P12: I think, it is we can, ah, if it is possible to show us some films and discuss in the class  
 23 and find some information from the case of grammatic points in „Listening“,  
 24 „Speaking“ or something else that for example in, ah, ah, ah, ah, photo, ah, video of  
 25 academic classes in university for example and in, ah, par what we watched in this  
 26 regard and find the points in that place or, watch a film in a situation is in a in a special  
 27 situation and for example in, ah, in bank or doing something else that something that is  
 28 happening in the „What to Say“ and „400 IELTS“. These are with, ah, with a line  
 29 between it can help us because we can listen and watch what happens in this film and it  
 30 is useful.

- 1 R/L: Okay, now, let's move on to the next question, „What is your opinion about the four  
2 skills“ practices done in the classroom?“
- 3 P9: Yes, I think for „Reading“ it was so good, for „Listening“ a bit good. But, ah, and for  
4 „Writing“ it was good. For „Speaking“ I think the source was not so good. Not so good  
5 because our teacher felt that our „Speaking“, ah, is better than our other bands other  
6 part of IELTS test, do, he, be ones that he work on our „Reading“ and our „Listening“  
7 much more than others.
- 8 P11: The skills, ah, that in the class was very good and as my friend „P9“ said the  
9 „Speaking“ part, because for example, we didn't have enough time for working on  
10 „Speaking“ and some of the students were less doing but for the other for example part  
11 and „Reading“, I think we did good. I think it was very good.
- 12 P3: It was good for everything.
- 13 P10: It was good for IELTS.
- 14 P12: I think in this course, ah, we worked on „Listening“ and „Reading“ as well in „Writing“.  
15 But, the „Speaking“ skill, the „Speaking“ skill is not take a part. Because, when we do  
16 „Listening“ or when we do a passage we talk about our „Writing“ in „Reading“ classes  
17 we talk for example a passage and talk about it, and this is empower our „Speaking“.  
18 So, ah, this is also added in this skills and all of these, ah, skills are very good in this  
19 class.
- 20 R/L: Okay, In general, how accurate can the IELTS total band score reflect the level of  
21 English language proficiency of the participants to be successful in their academic  
22 career at English-medium universities?
- 23 P11: If it is broken into, ah, de...
- 24 R/L: Decimals?
- 25 P11. Decimals, [yes.
- 26 R/L: More] accurate and reliable you think?“
- 27 P11: More accurate of our...
- 28 R/L: Real mark.
- 29 P11: Our power.
- 30 P9: As I said before a few fo, in a couple days ago if they add a band, which has covered  
31 all the bands together, for example, some one read somethings for you and ask some

- 1 questions after it you write after it you write somethings about that it is covered  
 2 „Listening“, „Speaking“ and „Writing“ and after it some question about, ah, something  
 3 like „Reading“. Read the page that continue. De... read the text that continue, ah, that  
 4 „Speaking“ or that „Listening“ part it is if would be much better that cover all of your  
 5 band and I think it is much authentic and natural.
- 6 P8: Ah, although that all the of the skills are integrated, but I think that the we should  
 7 decide on the students ability separately so, and we can, we couldn't decide on the  
 8 person's ability on except on his total band. Because, may be he is, ah, very powerful  
 9 in his „Speaking“ ability but very weak in his „Reading“. So, we should, ah, see all of  
 10 them and, ah, decide on whether he worked perfect in all these skills Although many  
 11 be he, ah, have in the similar points may be percent of „6“ four „6“ bands in his skills is  
 12 much better than the other one that has, ah, ah nine, band in his „Speaking“, but he's  
 13 very weak in „Reading“, to decide on his ability accurately and based on each skills.
- 14 P12: To be discussed total band his no value it should be removed and placed by something  
 15 more meaningful. Something like what „P9“ said total band should be something on a  
 16 test of all skills integratedly.
- 17 P12: Add to „P8“ the total band just shows the average of the four skills. But, separately in,  
 18 ah, each skill you can understand how the person can be empower or may be strong or  
 19 weak in each skill.
- 20 P3: Have no idea.
- 21 R/L: Have no idea?
- 22 P3: No.
- 23 P10: All of them okay.
- 24 R/L: Alright, „How do you evaluate your English language abilities to cope with English-  
 25 medium universities“ academic tasks in terms of „Reading“, „Writing“, „Speaking“ and  
 26 „Listening“)?
- 27 P9: I Think, „Reading“ as I said before, it would be very much hard, very hard and because  
 28 the „Reading“ in the examination have a limited of time it is all the problems I think it  
 29 would mind and in the new vocabulary, which we face to them, but if we know the  
 30 method of the „Reading“ and how we should answer the questions it would solve our  
 31 problem to some extents. But, „Listening“ and I think in „Listening“ it would be much

- 1 better. But, ah, in „Reading“ and, ah, sorry in „Speaking“ and „Writing“ I think for  
 2 example I would have these problems.
- 3 P8: Yes, also for „Listening“ and „Speaking“ because it“s similar to, ah, „General training“  
 4 and for „Academic training“ they are the same and there is no doubt. But, in the  
 5 „Reading“ because each, ah, written, ah, text, ah, is written by professionals may be I  
 6 think, its situational you take a part in, ah, academic examination and you get some  
 7 text, which is about the medical and you, ah, didn“t, ah, see non of the expression and  
 8 expert vocabulary in whole of your life. But, if it“s, ah, some text in „Civil engineering“  
 9 you“ll be successful and you“ll get a very good mark in the „Reading“. So, I think  
 10 because it“s situational and all of them are gathered by the professionals and expert  
 11 fields, ah, I think it“s better to be divided in to parts, may medical and, ah, engineering  
 12 courses and then perfectly, decide on whether a person is very can perfectly do well in  
 13 his field and you can give them good score and you can give him the, ah, good results  
 14 also in subject when he travel to abroad and studies and continue his study in  
 15 university.
- 16 P12: Ah, in „Reading“ because it is after the „Listening“ exam and, ah, and we should stay  
 17 about 4 about four hours for taking an exam. After „Listening“ that is, ah, we pass the  
 18 difficult ah, ah, ah, skills, we should stay about one hour and involve in 3 passage as  
 19 „P9“say and „P8“these are difficult passages and may be we have, ah, encounter with  
 20 difficult texts and we should, ah, answer these questions in just one hour, for each three  
 21 passages in 20 minutes and it is very hard, without any break. And, I think it is better  
 22 to, ahhh, break, it was it is a break between these parts of examination.
- 23 P3: In the whole I, I had progress, ah, in the „Writing“ I can, ah, I can change my pen and it  
 24 is I have problem grammar and vocabulary.
- 25 R/L: And, vocabulary?
- 26 P3: Yes, yes.
- 27 P10: „Reading“ test and „Listening“ test specially I“m progressing in test, but in, ah“ spend  
 28 one hour and for ah ...
- 29 R/L: Alright last, but not least, „How reliable and valid do you think the IELTS exam is to  
 30 measure your English language proficiency, why?“ Is that clear?
- 31 PS: Yes, of course.

1 P9: I think at first, it is very useful to have a very good English Examination in all over the  
 2 world, which every country which the England and Australia have Embas the Embassy  
 3 and it is very good that, ah, we can attend in their examination, and I think, IELTS  
 4 exam is much perfect than perfecter than, ahhh, IELT Exam, ah, TOEFL exam, but, as  
 5 I said before for TOEFL has a part, which name is „GRE“ and it“s completed TOEFL  
 6 exam in any branches. Any branch of study for example as „P8“said in engineering in  
 7 general engineering, any, ah, age and something like this and if the IELTS exam, ah,  
 8 flourish and evaluated into some partitions which when I am engineer, I should, ah,  
 9 face „Readings“ which related at least to engineering not into, I don“t know medical or  
 10 something like this. If I see, ah, a „Reading“ in medical or „Listening“ in medical it is it  
 11 would be possible which that, I will not face such thing during my life, And, it is  
 12 obvious it is not useful for me and it is not, ah, show my ability in English, just in  
 13 English and if we divide, they can divide the IELTS exam in divide it into parts...

14 R/L: Any comments „P11“?

15 P11: No.

16 P8: It is a good chance for student to continue his studying. But, I think that this question  
 17 should be answered after a while and after he took a part in a university really and after  
 18 that the question will be answered correctly and accurately.

19 R/L: Any way we are, we are really discussing the reli, reliability and validity of the IELTS  
 20 exam.

21 P9: I think, it“s very good.

22 R/L: Is it reliable and valid?

23 P10: Yes.

24 R/L: Do you think it is reliable and valid? **(The ‘R/L’ asks of all the ‘PS’ one by one to  
 25 comment on the ‘Reliability’ and ‘Validity’ of the IELTS exam).**

26 P3: Yes, of course.

27 R/L: Okay. Thanks for answering the questions.

28 PS: you’re welcome.

29

30

31

## Appendix M

### The last hints

1  
2  
3 R/L: And, thank you very much for contribution to this focus group interview. Okay? Now,  
4 let's move on to some hints. Okay. First of all, how to fill out the „Information form“,  
5 ah, as I showed to you before, they will give you an „Information form“ which is in  
6 four pages, the things that I have noticed you normally make mistakes some people,  
7 participants is they are confused with this „Other names“. So, „Family name“ or  
8 „Surname“ or „Last name“ you know what does it mean? Okay? By „Other names“ it  
9 means your „First name“ here. Okay? Some people, some nations, in some countries  
10 people have „Middle name“, „Nickname“. Alright?  
11 So, they have put it all in one phrase, „Other names“. For you Iranian people, which  
12 you have only one „Surname“ and one „First name“, so you can write your „First name“.  
13 Nationality is „Iranian“. Do not say „Iran“. Iran is your country. And, your first  
14 language is „Farsi“ or „Persian“. You can write it either „Farsi“ or „Persian“. But, don't  
15 forget capitalization „P“ for „Persian“ and „F“ for „Farsi“. Then, occupation, for  
16 occupation you know. What you are, for example doctor, engineer, civil engineer  
17 medical doctor, electrician, civil engineer, (Okay?) teacher whatever. **(Some of the**  
18 **participants ask if their occupation would have any effect on their results. “No.”,**  
19 **says the ‘R/L’).** And then, work experience. To write your work experience, I write  
20 this formula for you so you can, ah, follow it. If you are asked for your work  
21 experience say for example, „A record of ... years in ... at ...“. Now, as an example,  
22 think that you are an accountant and you have a record of 4 years of accountancy in a  
23 company named IBM, (Alright?) at a company. So, you should write, „A record of 4  
24 years in accountancy at IBM“. Okay? This is how to mention your work experience.  
25 Now, some people might have different experiences, in different companies for  
26 different amount or duration of years. Alright? Then, you can add them. For example,  
27 you have been working as an accountant at IBM for four years, and may be as a civil  
28 engineer for 2 years at another company. Alright? So, add them all. And, for example 2  
29 years a civil engineer at bla bla bla Alright? So, add them all like that. **(The ‘R/L’**  
30 **answers to some queries).**



1 „How did you learn English?“ Okay? At school, at high school, at university, at  
2 different English teaching institutions, or you can name the institution.

3 „Whatever what are your personal interests?“ Swimming, watching TV, listening to  
4 music, reading books, hiking, mountain climbing, doing karate, whatever is your  
5 interest.

6 „What are your future plans?“ For example, to continue your education to wards PhD,  
7 Masters, whatever.

8 „Why are you taking this test?“ Because, it is a pre-requisite. Okay? So, why are you  
9 taking this test? Because, it is a pre-requisite for entering English-medium universities.  
10 For example, for migration, it is a pre-requisite for migrating to Canada or Australia. It  
11 is for migration purposes.

12 „What is your required IELTS band score? 6, 6, 5, 7 whatever. 7 Academic, 6  
13 Academic, or 6 in 4 skills. **(The ‘R/L’ answer to some of the participants,  
14 questions).**

15 R/L: Okay, I have already talked about the way you should fill out the answer sheets for  
16 „Listening“, „Reading“ and „Writing“.

#### 18 **Some more hints**

19 R/L: Now, some more hints. What to do from the day before the day of your exam? First of  
20 all, I do suggest you continue your study just up to 7 P.M. the day before the day of  
21 your exam. So, just study up to 7 P.M. Then, stop studying. Take a bath or a shower in  
22 the evening. And then, have a light meal, a light dinner and if you could have yogurt  
23 with your dinner, it is better. Then, listen to your favorite music. Okay? Do not take  
24 any medicines, tablets, pills, at all what so ever the night before the exam. Try not to  
25 be under any medicines, tables, pills. Do not take any medicines. So, look after your  
26 health. Prepare 2 or 3 sharp pencils, 1 or 2 pens an eraser, a pencil sharpener, your  
27 watch and all your ID documents. For example, passport, shenasnameh, etc. Prepare  
28 every thing. Hun? Put them in a bag. Right? Or, put them in your pocket the night  
29 before the exam. Alright? So, in the morning don’t go and ask for a pen or pencil or  
30 something like that. Do not take any extra thing with you into the Exam Hall. Do not  
31 take „Bags“, „Cell phones“. So, just put your „Pencil“, „Pen“, „ID cards“ in your pocket

- 1 and that's all. Important point, avoid any discussions or arguments from the day before  
 2 the exam. Try not to have any discussions any arguments with anybody, so you have a  
 3 peace of mind. And, a very, very important point, take a taxi or hire a car to the Exam  
 4 Hall. Seriously, do not drive yourself. Do not go in your own car. Alright? Hire a car to  
 5 the exam Hall to do your test. Do you know why?
- 6 PS: Because of accidents.
- 7 R/L: Many things can happen to you. It happened to me, when I wanted to go for my PhD  
 8 exam. **(The 'R/L' tells his own story as an anecdote).** Okay? So, take my advice, hire  
 9 a car or a taxi. Do not go in your own car. Or, do not drive yourself. Okay? Try to be  
 10 calm and relax. Okay? And, hopefully you will have a high band in your exam, when  
 11 you finish your exam and you received you results, please do not forget to send me a  
 12 copy of your results, I will appreciate it highly if you send a copy of your results to me  
 13 either by post or attach it to e-mail, scan it and attach it to e-mail and send it to me.  
 14 Okay? Now, any questions, any problems?
- 15 P12: About „Listening“, „Writing“, „Speaking“ and „Reading“ how is it, how is the...?
- 16 R/L: How do they score you?
- 17 P12: Yes.
- 18 R/L: It has got, I mean, [yeah ...
- 19 P12: Because, for example if we test ourselves at home how can I know...]
- 20 R/L: Yeah, average every 4 or 5 questions means one mark, for „Listening“ and „Reading“.  
 21 However, it depends sometimes, on the, ah, level of difficulty or facility of the exam.  
 22 So, it is not that accurate that I mean to the point and it is not the same for „General“  
 23 and „Academic“ „Reading“ or „Listening“ or for „Speaking“. Okay? Now, I thank you  
 24 very much for your contribution to this research project. And, at this moment I  
 25 announce „the end of the data collection“ as part of our research project. Thank you all  
 26 very much!
- 27 PS: Thank you very much.
- 28 R/L: Thank you. Okay.
- 29  
 30  
 31  
 32

## Appendix N

### Speaking for IELTS (Questions Only)

#### Part one

1. Would you introduce yourself?

Now, in this first part, I'd like to ask you some questions about yourself.

Let's talk about:

- a. Your work. Where do you work? Do you enjoy your work? Why/Why not? What kind of tasks do you have to do at work? Have you ever been late for work? Could you describe the organization you work for? Where is it? What does it do?
- b. Your home town. Could you describe your home town? What is special about it? Compare your home town with another town. Could you describe your living place (e.g.; your house or flat, etc.)?
- c. Education. What have you studied? Would you describe your country's education system? What's your attitude towards this system? Do you think whether or not it is effective?
- d. Architecture. What kind of accommodation do you live in? Would you describe the traditional architecture of your country? Is there anything special about it? Could you compare traditional houses with modern houses in your country? Are there any towns or cities in your country, which might be known with their special architecture? Please explain.
- e. Your favorite color. So, what is your favorite color? Why? What is the relationship between the color of cloths and the personality of people? What is the relationship with mood?

2. I'd like to move now on talk about:

- a. Fashion. Tell me about the popular cloths and fashion in your country. What kind of fashion shops do you have in your country? Have fashions changed very much since you were younger? Is it important for you to be in fashion? Why/Why not?

- 1 b. An historical place in your country. What is it? Where is it? How old is it? Who built it?  
 2 What is special about it? Have you visited it yourself? If yes. When, How, with whom  
 3 and Why?
- 4 c. About mass media. What things are considered as mass media? What is their role in  
 5 human life? What is their attraction for you? What is their role in international relations?  
 6 How can they influence on global and local issues?
- 7 d. Brain drain. So, what is brain drain? What are the causes and effects of it? Can  
 8 something be done to prevent brain drain? How?
- 9 e. Tourism. What is the present situation of tourism in Iran? Why? What are the advantages  
 10 and disadvantages of tourism? What can be done to encourage tourism? What is the  
 11 future of tourism like in Iran?

12  
 13 3. Now, let's move on to the topic of:

- 14 a. The Internet. How often do you use the internet? Does everyone in your family use the  
 15 internet? What do you use the internet for? When did you last use the internet for?
- 16 b. E-mail. How often do you use e-mail? Does everyone in your family use e-mail? What  
 17 do you use e-mail for? When did you last use e-mail?
- 18 c. SMS. How often do use SMS? Does everyone in your family use SMS? What do you use  
 19 SMS for? When did you last use SMS?
- 20 d. Cell phone. How often do you use cell phone? Does everyone in your family use cell  
 21 phone? What do you use cell phone for? When did you last use cell phone? Are there  
 22 any dangers in using cell phone?
- 23 e. MP3. Do you use MP3? How often do you use MP3? Does everyone in your family use  
 24 MP3? What do you use MP3 for? When did you last use MP3?

25  
 26 **Part two**

27 Now, I'm going to give you a topic, and I'd like you to talk about it for one to two minutes.  
 28 Before you talk you'll have one minute to think about what you are going to say. You can  
 29 make some notes if you wish. Do you understand? Here's some paper and a pencil, for making  
 30 notes, and here's your topic.

- 31 a. Describe a place that you would like to visit.

1 You should say:

2 Where it is,

3 When you like to go there,

4 Who you would like to go with,

5 And, explain why you would like to visit this place.

6 All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll  
7 tell you when the time is up. Can you start speaking now, please?

8 a. Describe a city you have visited, which has impressed you.

9 You should say:

10 Where it is situated,

11 Who with you went there,

12 What you liked about it,

13 And, explain why you visited it.

14 All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll  
15 tell you when the time is up. Can you start speaking now, please?

16 b. Describe a river or a lake, which you have visited.

17 You should say:

18 Where it is situated,

19 Why you went there,

20 Who with you went there,

21 And, explain what is special about it.

22 All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll  
23 tell you when the time is up. Can you start speaking now, please?

24 c. Describe a quiet place you enjoy visiting.

25 You should say:

26 Where it is located,

27 Why you go there,

28 How often you go there and how long you stay there,

29 And what you like about it.

30 All right? Remember you have one to two minutes for this, so don't worry if I stop you.

31 I'll tell you when the time is up. Can you start speaking now, please?

1 d. Describe a job you would like to do in future.

2 You should say:

3 What kind of a job it is,

4 Why you would like to do this job,

5 How it can contribute to the society as a whole,

6 And explain whether it is better to stay on a job lifelong, or change the job every so often  
7 and why.

8 All right? Remember you have one to two minutes for this, so don't worry if I stop you. I'll  
9 tell you when the time is up. Can you start speaking now, please?

10

11 **Part three**

12 We've been talking about:

13 a. A place you'd like to visit and I'd like to discuss with you one or more general questions  
14 related to this.

15 • How important do you think it is for people to visit different places?

16 • O.K., let's move on to the topic of traveling to less familiar places.

17 • What sort of advantages are there to reading about a city before you visit it?

18 • Do you think there are any disadvantages?

19 • Do you prefer to visit a place with a group of people or by your own?

20 • What are different means of transportation in your country?

21 b. A city you've visited and I'd like to discuss with you one or more general questions  
22 related to this.

23 • How important do you think it is for people to visit different cities or countries?

24 • OKay, let's move on to the topic of traveling to less familiar cities or countries.

25 • What sort of advantages are there to reading about a city or a country before you visit it?

26 • Do you think there are any disadvantages?

27 • Do you prefer to visit a city or a country with a group of people or by your own?

28 • What are the different ways of visiting other cities or countries?

29 We've been talking about:

30 a. A river or a lake you've visited and I'd like to discuss with you one or more general  
31 questions related to this.

- 1       • How important do you think it is for people to visit a river or a lake?  
 2       • OKay, let's move on to the topic of traveling to less familiar rivers or lakes.  
 3       • What sort of advantages are there to reading about a river or a lake before you visit it?  
 4       • Do you think there are any disadvantages?  
 5       • Do you prefer to visit a river or a lake with a group of people or by your own?  
 6       • How can we make our visit to a river or a lake more enjoyable? And, what are the  
 7       possible dangers?
- 8   b. A quiet place you enjoy visiting and I'd like to discuss with you one or more general  
 9       questions related to this.
- 10       • How important do you think it is for people to visit a quiet place?  
 11       • O.K., let's move on to the topic of traveling to a less familiar quiet place.  
 12       • What sort of advantages are there to reading about a quiet place before you visit it?  
 13       • Do you think there are any disadvantages?  
 14       • Do you prefer to visit a quiet place with a group of people or by your own? Why?  
 15       • Do you prefer living in a rural area or an urban area and why?

16 We've been talking about:

- 17   c. A job you'd like to do in future and I'd like to discuss with you one or more general  
 18       questions related to this.
- 19       • How important do you think it is for people to plan for a job to do in future?  
 20       • O.K., let's move on to the topic of planning for a job to do in future.  
 21       • What sort of advantages are there to reading about a job before you apply for it?  
 22       • Do you think there are any disadvantages?  
 23       • Do you prefer to decide about your future job by your own, or do you wish others (e.g.;  
 24       father, mother, etc.) help you in your decision? Why? What is a resume?

25 **N. B.: I partially benefited from Jakeman & McDowell (2006) and Moghaddam (2004) to**  
 26 **make the questions in the 'Speaking' test for the purpose of the third IELTS exam (the**  
 27 **second attainment test) in my research project.**

28  
 29  
 30  
 31

## Appendix O

### Think Aloud Protocol (QUESTIONS ONLY)

#### Think aloud protocol on 'Listening'

Please, answer to the following questions very carefully and feel free to explain as much as you wish. Please, write your answers in separate pages of paper in order of the questions, attach them to the question papers and hand them to me in the next session.

1. What do you do to improve your listening skill?
2. What are your most difficulties, challenges or frustrations in your listening skill?
3. Which of the phonological aspects, for example; pronunciation. Intonation and landing of the words do you find most important and which ones do you find most problematic? Please, explain why?
4. Do you listen to natural and authentic sources of English talks? If „YES“ what sources do you use? Please, explain.
5. How often do you listen to the natural English talks and in what manner?
6. In average how many hours a day are you exposed to native English talks?
7. Do you benefit from technological means (e.g.; the internet, the computer, etc) to improve your listening skill? If „YES“ please explain, „What and how“?
8. What kind of spoken interactions (e.g.; sport, news, reports, etc.) do you listen to more often and why?
9. In your point of view, how could the activity mentioned in question # 8 help to improve your listening skill?
10. What do you expect of listening practices in the classroom and how do you think they should be designed?

Thanks to take your time to answer the questions.

Sharif Moghaddam PhD candidate/Researcher

Faculty of Humanities/Linguistics

The University of Adelaide, Australia



- 1 **N. B.: I designed the interview protocol on listening myself. I did not benefit from**
- 2 **anybody or any source in designing the questions.**

1 **Think aloud protocol on ‘Reading’**

2 Please, answer to the following questions very carefully and feel free to explain as much as  
3 you wish. Please, write your answers in separate pages of paper in order of the questions,  
4 attach them to the question papers and hand them to me in the next session.

5

6 1. How did you learn English?

7 2. In your opinion, what is meant by „READING“?

8 3. For what purpose do you read?

9 4. What do „Good reader“ and „Bad reader“ mean to you?

10 5. As a reader in Farsi and in English, where do you place yourself?

11 6. What difference(s) do you see between a reader who has learnt EAL (English as an  
12 Additional Language) and of a native English reader?

13 7. How can a person be a good reader whether in Farsi or in English?

14 8. In your point of view, how being able to read in English might help you to read in  
15 Farsi?

16 9. How can being bilingual help you or hurt you when you read?

17 10. How can the ability to read in Farsi help you to read in English?

18 11. What are the typical materials that you read both in Farsi and in English?

19 12. When reading English, do you translate from English into Farsi? How do you do this  
20 and what do you do?

21 13. How much do you think mastery over grammar and vocabulary can effect on  
22 improving your reading skill?

23 14. What do you expect of reading practices in the classroom and how do you think they  
24 should be designed?

25 Thanks for answering the questions.

26 Sharif Moghaddam PhD candidate/Researcher

27 Faculty of Humanities/linguistics

28 The University of Adelaide, Australia

29 **In designing these questions I benefited from (Kamhi-Stein 2003 cited in Lee McKay**  
30 **2006).**

- 1 **Kamhi-Stein, L. D. (2003). Reading in two languages: How attitudes toward home**
- 2 **language and beliefs about reading affect the behaviors of “under prepared” L2 college**
- 3 **readers. TESOL Quarterly, 37 (1), 35-71).**

**Think aloud protocol on ‘Writing’**

Please, answer to the following questions very carefully and feel free to explain as much as you wish. Please, write your answers in separate pages of paper in order of the questions, attach them to the question paper and hand them to me in the next session.

1. What do you do to develop a writing task? (e.g.; do you just begin writing as soon as you see the prompt? Or, do you plan and make an outline, etc? Write in detail whatever you go through from the beginning to the end when you develop a writing task.)
2. When developing your writing task do you first think in your mother tongue (i.e.; Farsi) and then translate your thoughts into English or not? Explain whatever you do.
3. In the process of developing your writing task, do you think of some aspects such as; vocabulary appropriateness, semantics, grammar, syntax, etc, please explain.
4. Does thinking about the aspects mentioned in question No.3 interrupt or interfere with the process of developing your writing task? If „YES“, what do you do in such a situation?
5. What do you do when you cannot think of an appropriate vocabulary?
6. When developing your writing, how many times do you write or re-write a sentence, a paragraph or the whole text? Do you just write the first draft, or do you write several drafts?
7. Do you re-read what you have written? If „YES“, how many times, and how often?
8. When developing a writing task do you consider the probable reader(s) and what they might think of your writing? If „YES“, what things do you think of? Please explain.
9. In the process of developing your writing do you face challenges or frustrations? If „YES“, would you explain what are they and what you do to overcome them?
10. Have you ever attended any kind of writing course before? If „YES“ what kind of writing course was it? For how long did it take? Was it in English or your mother tongue?
11. What do you expect of the writing practices in the classroom and how do you think they should be designed to be more beneficial for you?

Thanks for taking your time to answer to the questions.

Sharif Moghaddam PhD candidate/Researcher

1 Faculty of Humanities/LinguisticsThe University of Adelaide, Australia

2

3 **In designing these questions, I benefited from (Bellello 2003 cited in Lee McKay 2006).**

4 **Bellello, O. M. (2003). Why some ESL writes are better than others. Unpublished**

5 **manuscript.**

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

## Appendix P

### A Questionnaire for Research on Error Correction in Oral Communication sessions in an IELTS Academic Preparation Program, 04/05/2007 (QUESTIONS ONLY)

I want to investigate methods of spoken error treatment to know how to treat the errors. You will NOT receive any risk or immediate benefits from participating in this investigation. If you do not want to participate, please return the blank questionnaire form without any concern. If you wish to participate, complete and return the form. Completion of the form shows your consent of participating in this research.

You do not need to write your name if you do not wish to do so. You have about 5 minutes to answer the questions. If you need more time, please tell me. If you have any query or concern, please contact me on 0912 100 6685 or 88457305 or e-mail to [moghaddam3@yahoo.com](mailto:moghaddam3@yahoo.com).

#### ERROR TREATMENT QUESTIONNAIRE

Please draw a circle around the appropriate letter to indicate your answer. Please select only one answer!

1. I wish my spoken errors to be corrected.

Strongly disagree	Disagree	No difference	Agree	Strongly agree
A	B	C	D	E

2. How often do you wish your instructor to correct your spoken errors?

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (00%)
A	B	C	D	E

1 3. When do you wish your spoken errors to be treated?

Comment Situation	Strongly agree	Agree	No difference	Disagree	Strongly disagree
As soon as errors are made even if interrupting my speaking	A	B	C	D	E
After I speak	A	B	C	D	E
After communicative activities	A	B	C	D	E
Outside the classroom	A	B	C	D	E

2

3 4. How often do you think each of the types of errors mentioned in the table below should be  
4 corrected?

5

Frequency Type of error	Always	Usually	Sometimes	Occasionally	Never
Serious spoken errors that impede a listener's understanding	A	B	C	D	E
Less serious spoken errors that do not affect listeners' understanding	A	B	C	D	E
Frequent spoken errors	A	B	C	D	E
Infrequent spoken errors	A	B	C	D	E
Individual errors by only one student	A	B	C	D	E

6

7

8 5. Which of the following manners of treatment do you think is more suitable in error  
9 correction in the error made by a participant in the following conversation?

10

11 Instructor: What did you do last night?

12 Participant: I do my homework.

13

14

15

Effect	Very effective	effective	No difference	Ineffective	Very ineffective
The manner of error correction					
Would you say that again? (Clarification request: The instructor asks the participant again.)	A	B	C	D	E
I do? (Repetition: The instructor highlights the participant's grammatical errors by the use of intonation.)	A	B	C	D	E
I did my homework. (Implicit treatment: The instructor does not interrupt the participant, but indirectly corrects the participant's error.)	A	B	C	D	E
„Do“ is simple present tense. You must use the simple past tense „did“ in your answer. (Explicit correction: The instructor provides the participant with the correct form and grammatical explanation.)	A	B	C	D	E
„You did your homework last night.“ (Confirmation check: The instructor confirms the participant's answer by giving a correct form.)	A	B	C	D	E
Last night, I... (Elicitation: The instructor elicits the correct form from the participant.)	A	B	C	D	E
Really, „How long did it take?“ (No correction: The instructor does not correct the participant's error.)	A	B	C	D	E
When we talk about the past what happens to the main verb in a declarative form? (Meta-linguistic feedback: The instructor provides the participant with some hint or clue without explicitly pointing out the error.)	A	B	C	D	E
„I did my homework.“ (Recast: The instructor reformulates all or part of the participant's saying.)	A	B	C	D	E



1 6. I would like the following person to correct my spoken errors.

2

Comment	Strongly disagree	Disagree	No difference	Agree	Strongly agree
Person					
Persian speaking instructor	A	B	C	D	E
Native English speaking instructor	A	B	C	D	E
Classmates	A	B	C	D	E
Myself	A	B	C	D	E

3

4 Please draw a circle around the appropriate letter.

5

6 1. Sex: A: male B: Female

7 2. How long have you been studying English?

8 A: 0-2 years B: 2.1-4 years C: 4.1-6 years D: 6.1-8 years E: More than 8  
9 years

10 3. Have you studied or lived in an English medium community (e.g.; USA, UK, Australia,  
11 Canada, New Zealand, etc.)

12 A: YES B: NO

13 If „YES“, please circle around the name of the country or mention it in the brackets ( )

14

15 Thank you very much for your contribution.

16

17 Yours sincerely,

18 Sharif Moghaddam PhD candidate/Researcher

19 The University of Adelaide

20

21 **N.B.: In constructing the error correction questionnaire I benefited from (Yuko Fukuda  
22 cited in Lee McKay 2006, pp. 44-50).**

23

24 **Fukuda, Y. (2003a). Error treatment in oral communication classes in Japanese high  
25 schools.**

26 **Unpublished Master's Thesis, San Francisco State University, San Francisco.**

1 **Lee McKay, S. (2006). Researching Second Language Classrooms. Lawrence Erlbaum**  
2 **Associates. Mahwah. New Jersey. USA.**

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

## Appendix Q

### Participants' Interview Questions

1. Why are you taking part in the IELTS Academic Preparation Program?
2. How long have you been studying English?
3. Have you already done any IELTS preparation program? If „YES“, please explain when, where, for how long, what instruction materials did you use and whether or not the materials were useful?
4. Do you think that IELTS Academic Preparation Practices might help participants prepare for university study at English-medium universities? How and why? Please explain.
5. Do you think that IELTS Academic Preparation Practices can be altered in a way to be more useful for university study? How and why? Please explain.
6. In your point of view, why are people who intend to continue their education at an English-medium university required to sit for the IELTS exam?
7. How can an IELTS academic preparation program be useful in improving:
  - a. Your English language in general?
  - b. Your English writing skill?
  - c. Your English speaking skill?
  - d. Your English reading skill?
  - e. Your English listening skill?
8. In general, how do you evaluate the IELTS Academic Preparation Program, which you attended in this course?
9. How could this course possibly help you to gain English language proficiency?
10. How much beneficial do you think this course could be in increasing your chance of getting into an English-medium university and why?
11. Based on your experience gained in this program how accurate can IELTS scores measure your different language skills (i.e.; Reading, Writing, Speaking and Listening)?
12. How proficient should OTEFL (Other Than English as First Language) students be in English language before they begin their study at an English-medium university?

- 1 13. How well might the IELTS Academic Preparation Program prepare the participants for  
 2 academic purposes in the four skills as follows?
- 3 a. Reading for university study (e.g.; participating in tutorials, etc.).  
 4 b. Writing for university study (e.g.; writing assignments, essay, reports, etc.).  
 5 c. Listening for university study (e.g.; participating in lectures, tutorials,  
 6 interactions  
 7 with university staff, etc.).  
 8 d. Speaking for university study (e.g.; participating in tutorials presentations,  
 9 seminars, interactions with university staff, etc.).
- 10 14. How well and useful might IELTS Academic Preparation Program be in preparing the  
 11 participants for integrating different skill (i.e.; Reading, Writing, Listening and  
 12 Speaking) in activities such as group work or laboratory practicals?
- 13 15. How realistic do you think the IELTS band scores can be as an indication of the  
 14 participants' real English knowledge?
- 15 16. In your opinion, how realistic might IELTS band scores be as an indication of the  
 16 participants' overall smartness, attentiveness and speed?
- 17 17. How can the IELTS Exam give the participants an opportunity to enter an English-  
 18 medium university?
- 19 18. In addition to preparing you for your IELTS Exam do you think that the materials used  
 20 in the course may/should prepare you to continue your education at an English-  
 21 medium university successfully? Why and how? Please explain.
- 22 19. Which of the materials used in the IELTS Academic Preparation Program did you find  
 23 more useful and helpful? Why? Please explain.
- 24 20. In your opinion, could there be anything else to be added to IELTS preparing materials  
 25 to help participants to be more prepared for the IELTS exam as well as being more  
 26 prepared to cope with academic study at English-medium universities? What and how?  
 27 Please explain.
- 28 21. Based on your knowledge gained in this IELTS Academic Preparation Program, how  
 29 accurate can the IELTS entry score for university measure:
- 30 a. Your English Reading skill required to succeeding at English-medium  
 31 universities?

- 1           b. Your English Writing skill required to succeeding at English-medium  
2           universities?
- 3           c. Your English Listening skill required to succeeding at English-medium  
4           universities?
- 5           d. Your English Speaking skill required to succeeding at English-medium  
6           universities?

7       22. What is your opinion about the four skills“ practices done in the classroom?

8       23. In general, how accurate can the IELTS total band score reflect the level of English  
9       language proficiency of the participants to be successful in their academic career at  
10       English-medium universities?

11       24. How do you evaluate your English language abilities to cope with English-medium  
12       universities“ academic tasks in terms of „Reading, Writing, Speaking and Listening)?

13       25. How reliable and valid do you think the IELTS exam is to measure your English  
14       language proficiency, why?

15

16       Thanks for answering the questions.

17

18       Sharif Moghaddam PhD Candidate/Researcher

19       Faculty of Humanities & SS/Linguistics

20       The University of Adelaide, Australia

## Appendix R Focus Group Interview Questions

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

**Time: 17:00-17:30**

Good afternoon gentle persons!

As you might know, today, which is 22<sup>nd</sup> of June 2007, is the very last day of our data collection of our research project on the IELTS Academic Practices to investigate into Academic Literacy Development. If you might recall, I conducted one-on-one interviews with you a couple of days ago. Today, I am going to hold a focus group interview with you to put forward some pre specified questions and discuss them with you. All right?

Good, now, let's start with the questions:

1. Do you think that IELTS Academic Preparation Practices might help participants prepare for university study at English-medium universities? How and why? Please explain.
2. Do you think that IELTS Academic Preparation Practices can be altered in a way to be more useful for university study? How and why? Please explain.
3. In your point of view, why are people who intend to continue their education at an English-medium university required to sit for the IELTS exam?
4. How can an IELTS academic preparation program be useful in improving:
  - a. Your English language in general?
  - b. Your English writing skill?
  - c. Your English speaking skill?
  - d. Your English reading skill?
  - e. Your English listening skill?
5. In general, how do you evaluate the IELTS Academic Preparation Program, which you attended in this course?
6. How could this course possibly help you to gain English language proficiency?
7. How much beneficial do you think this course could be in increasing your chance of getting into an English-medium university and why?
8. Based on your experience gained in this program how accurate can IELTS scores measure your different language skills (i.e.; Reading, Writing, Speaking and Listening)?

- 1 9. How proficient should OTEFL (Other Than English as First Language) students be in  
2 English language before they begin their study at an English-medium university?
- 3 10. How well might the IELTS Academic Preparation Practices prepare the participants  
4 for academic purposes in the four skills as follows?
  - 5 a. Reading for university study (e.g.; participating in tutorials, etc.)
  - 6 b. Writing for university study (e.g.; writing assignments, essays, reports, etc.)
  - 7 c. Listening for university study (e.g.; participating in lectures, tutorials,  
8 interactions with university staff, etc.)
  - 9 d. Speaking for university study (e.g.; participating in tutorials, presentations,  
10 seminars, interactions with university staff, etc.)
- 11 11. How well and useful might IELTS Academic Preparation Program be in preparing the  
12 participants for integrating different skills (i.e.; Reading, Writing, Listening and  
13 Speaking) in activities such as group work or laboratory practicals?
- 14 12. How realistic do you think the IELTS band scores can be as an indication of the  
15 participants' real English knowledge?
- 16 13. How can the IELTS Exam give the participants an opportunity to enter an English-  
17 medium university?
- 18 14. In addition to preparing you for your IELTS Exam do you think that the materials used  
19 in the course may/should prepare you to continue your education at an English-  
20 medium university successfully? Why and how? Please explain.
- 21 15. Which of the materials used in the IELTS Academic Preparation Program did you find  
22 more useful and helpful? Why? Please explain.
- 23 16. In your opinion, could there be anything else to be added to IELTS preparing materials  
24 to help participants to be more prepared for the IELTS exam as well as being more  
25 prepared to cope with academic study at English-medium universities? What and how?  
26 Please explain.
- 27 17. What is your opinion about the four skills' practices done in the classroom?
- 28 18. In general, how accurate can the IELTS total band score reflect the level of English  
29 language proficiency of the participants to be successful in their academic career at  
30 English-medium universities?

1 19. How do you evaluate your English language abilities to cope with English-medium  
2 universities“ academic tasks in terms of „Reading, Writing, Speaking and Listening)?

3 20. How reliable and valid do you think the IELTS exam is to measure your English  
4 language proficiency, why?

5

6 Thanks for answering the questions.

7

8 Sharif Moghaddam PhD Candidate/Researcher

9 Faculty of Humanities & SS/Linguistics

10 The University of Adelaide, Australia

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26



## Appendix S

### The last day of the research project

**Friday, 22/06/07**

Good morning gentle persons.

Today, 22<sup>nd</sup> of June 2 thousand and seven is the very last day of the data collection in our research project on IELTS Academic Preparation Practices to investigate your probable academic literacy development.

In this very last session, first, I would like you to put forward any possible questions or queries that you might have with regard to your English language skills whatever they might be.

Second, I would like to invite your participation in a pre specified focus group interview, which may last for about 30 minutes. Then, I will provide you with some final hints.

Last but not least, we will have light refreshment for farewell to our participation in this research project.

#### **Explanations on the hints**

1. How to fill out the information sheet.
2. What to do from the day before the day of the exam.
  - a. Study just up to 7 p.m.
  - b. Take a bath or a shower in the evening,
  - c. Have a light meal,
  - d. Listen to your favorite music,
  - e. Do not take any medicines whatsoever,
  - f. Prepare 2-3 sharpened pencils, one or two pens, an eraser, a pencil sharpener, your watch, and all your ID documents, e.g.; passport, shenasnameh, etc.,
  - g. Do not take any extra things with you to the exam hall,
  - h. Avoid any discussions or arguments from the day before the exam,
  - i. Take a taxi or hire a car to the exam hall. Seriously, do not drive yourself,
  - j. Try to be calm and relax,
  - k. Do not forget to send me a copy of your IELTS exam results.

**Good luck!**