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## Enhancing academic competence in English as a foreign language through multiple strategies

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ENHANCING ACADEMIC COMPETENCE IN ENGLISH AS A FOREIGN  
LANGUAGE THROUGH MULTIPLE STRATEGIES

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Teaching English to Speakers of Other Languages

---

by  
Mei-Hwa Yeh  
September 2001

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Approved by:

  
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8/27/01  
Date

  
Dwight Sweeney, Second Reader

## ABSTRACT

In Taiwan, English has always been taught mostly by the grammar translation method. Learning strategies and metacognitive strategies are seldom introduced during classroom instruction. Therefore, students learn a lot of fragmented knowledge but do not know how to apply the knowledge in their learning process. For my target teaching level, secondary school, the ability to utilize different strategies within the learning process is critically important in order for the students to integrate their knowledge and use language effectively. This project is designed to address the problems of teaching English in Taiwan employing a strategy-based curriculum.

Academic competence is conceptualized in a model. Using this framework, teachers can incorporate direct strategy instruction with English language pedagogy, and learners can assume responsibility for language autonomous acquisition. An example of this approach is presented in an instructional unit containing six lessons, each featuring different facts of strategy-based learning.

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had to make, and unfailingly gives me exceptional love and support. I hardly think that my life would have been complete without such a wonderful person. I dedicate this project to my loving husband with the utmost affection.

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## CHAPTER ONE

### INTRODUCTION

#### Background of the Project

##### The Role of English in Taiwan

Taiwan is a small island with 2.3 million people situated one hundred miles off the coast of mainland China. In order for the Taiwanese people to pursue their fortune, they must leave this small, crowded island. To be successful on the world stage, Taiwanese must learn to speak English, considering English is the dominant international language. The English language, therefore, has become a powerful tool of success for the Taiwanese at home and in their journeys abroad.

As an international language, English is an important communicative bridge, enabling people in Taiwan to keep up to date and to gather new information when it becomes available. A large percentage of Taiwan's export business is conducted in English and that is the reason why most of the help-wanted ads require proficiency in English. Proficiency in English has become extremely important for people if they want to find a good job. Accordingly, many people invest large amounts of time and money studying English.

## English Education in Taiwan

English education is highly emphasized in Taiwan. Therefore, compared to other courses, English has a rather high profile in the education system. The most obvious phenomenon is that as a subject, English is scheduled for more hours than other subjects, such as physics, chemistry, math, and so on. The Ministry of Education legislated in 1998 that beginning in the year 2002, English education would begin at the fifth grade, rather than the seventh grade as it does presently. Therefore, more time and money are being invested on English learning every year. Both teachers and students are trying to find ways to help facilitate English learning.

## The Problem for English Education in Taiwan

The biggest problem for English education in Taiwan is that the English course work is typically test-oriented. With content and standards controlled by the College and High School Entrance Examinations, teachers continued to teach through the use of segmented, sequential, and trivialized programmed instruction that is inherently uninteresting. Therefore, Taiwanese people are in the dilemma of knowing all of the fragmented parts of the language but do not know how to use the English language with maximum effectiveness.

Teachers put little emphasis on speaking and listening because it is not necessary. Instead, teachers put emphasis on reading and writing skills. According to Chien (1999), most Taiwanese have a limited English reading comprehension due to the fact that their teachers may only show them how to decode words and therefore, they understand only parts of a given text. This, then, reduces their ability and desire, and they believe that English has no role of fun and utility in their daily lives. Formal English education is considered irrelevant to real life.

In addition to the reasons mentioned above, there is another factor effecting English education in Taiwan. That is, learning strategies are not taught in the classrooms in Taiwan. Some people still believe that the direct instruction of teaching learning strategies is not orthodox; instead, they think that strategies are shortcuts being used in a specific situation. As a result, students are highly dependent on teachers, reference books, and dictionaries. Students should be provided with effective learning strategies as tools for their own use whenever they need to read for comprehension.

## Reading in English as a Foreign Language in Taiwan

In the era of information explosion, many people feel the need to improve their ability to deal with new information effectively. Increasing reading efficiency has become necessary to address the flood of information from around the world. There is too much to read these days and too little time to read every detail. Considerable attention has been given to how effectively and how precisely the reader can identify key information in reading.

Due to the fact that a large percentage of this information is presented in English, specific attention is paid to reinforce learning and teaching English in Taiwan. The focus on reading skills has led to the hope that students can develop critical thinking skills.

### Target Teaching Level

Senior high school instruction in Taiwan is the target level of this project. There are five to seven hours of instruction in English every week in a typical Taiwan senior high school from tenth through twelfth grades. Although high school students have received at least three years of English education, most students' reading abilities are in the "elementary-literacy" level.

In the Taiwanese classroom, the only sources of comprehensible input are the textbooks and the teachers. The textbook is the most common source of information providing the curriculum in the classroom. Most teachers follow the textbooks when they teach. However, the design of the textbooks is not only incomplete but also out of date. Teachers, therefore, should design their own curriculum to make up for the shortcomings in the formal curriculum so as to satisfy the different needs of different students. One must change the traditional pedagogy, create an enjoyable learning environment, and provide students with various strategies that will facilitate not only language learning, but also academic success.

#### How Do I Prepare for Senior High School Reading?

This project will discuss metacognition, second language learner strategies, and academic reading strategies as a way for students to achieve academic competence. English-as-a-foreign language (EFL) teachers should teach their students how to apply these strategies within their language-learning environment and help the students to bridge the gap between high school and college. Most senior high school students prepare to go to college. According to the Ministry of Education (2001),

over 70 percent of the students continued college education in the academic year 2000. Among the 30 percent of the people who did not go to college immediately after high school, 90 percent are preparing for the next College Entrance Exam. Thus, a high percentage of students in senior high school plan to attend college. However, a high percentage of students cannot handle college study and are expelled from college every year. Therefore, students need to know not only how academic criteria differ between high school and college, but also how to survive in college. Along with academic study and reading strategies, educators should teach students academic survival skills to prepare them for their future life at the college level. Another reason for teaching academic survival skills is that many senior high school students continue college education in other countries after they finish their secondary education. It is especially important for students who want to study in a foreign country to know these strategies so that they can succeed in their study abroad.

#### The Purpose of the Project

The purpose of this project is to present a specific framework for diverse strategies to enhance reading

comprehension, and provide curriculum for the teaching of academic reading comprehension in English as a foreign language. This will give both teachers and students a context within which to implement the strategies in order to promote students' academic reading ability as well as help students survive on the campus.

### The Content of the Project

This project consists of five chapters, as follows: Chapter One, Introduction, describes the background of English as a foreign language learning in Taiwan, problems with it, and the basic scope of this project. Chapter Two, Review of Literature, explores four major concepts: academic competence including survival skills, academic reading strategies, second language learning and use strategies, and metacognition.

Chapter Three, Theoretical Framework, integrates the concepts explored in Chapter Two and provides a model to guide the teaching and learning of reading.

Chapter Four, Curriculum Design, consists of one unit with six lessons. Chapter Five, Assessment, previews the purpose and methods used in this project to assess reading comprehension.

## The Significance of the Project

This project offers a way to address English reading instruction in Taiwan using a strategy-based learning model in English as a Foreign Language reading instruction. It includes a framework combining a set of strategies that will facilitate students' self-monitoring learning experiences. Using this approach, instructors can reduce the stress of the heavy class loads if students learn how to apply these strategies to facilitate their learning process. This project also addresses the gap between high school and college and prepares high school students for academic success later in college.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Academic Competence

##### The Definition of Academic Competence

Shih (1992) declared that a central goal of achieving academic competence is to help students develop reading and thinking strategies needed to read academic texts in their content classes in order to learn new subject matter. "Study" reading, reading for in-depth comprehension and learning, is a special type of reading, which demands a different type of processing than reading for enjoyment or reading for general information.

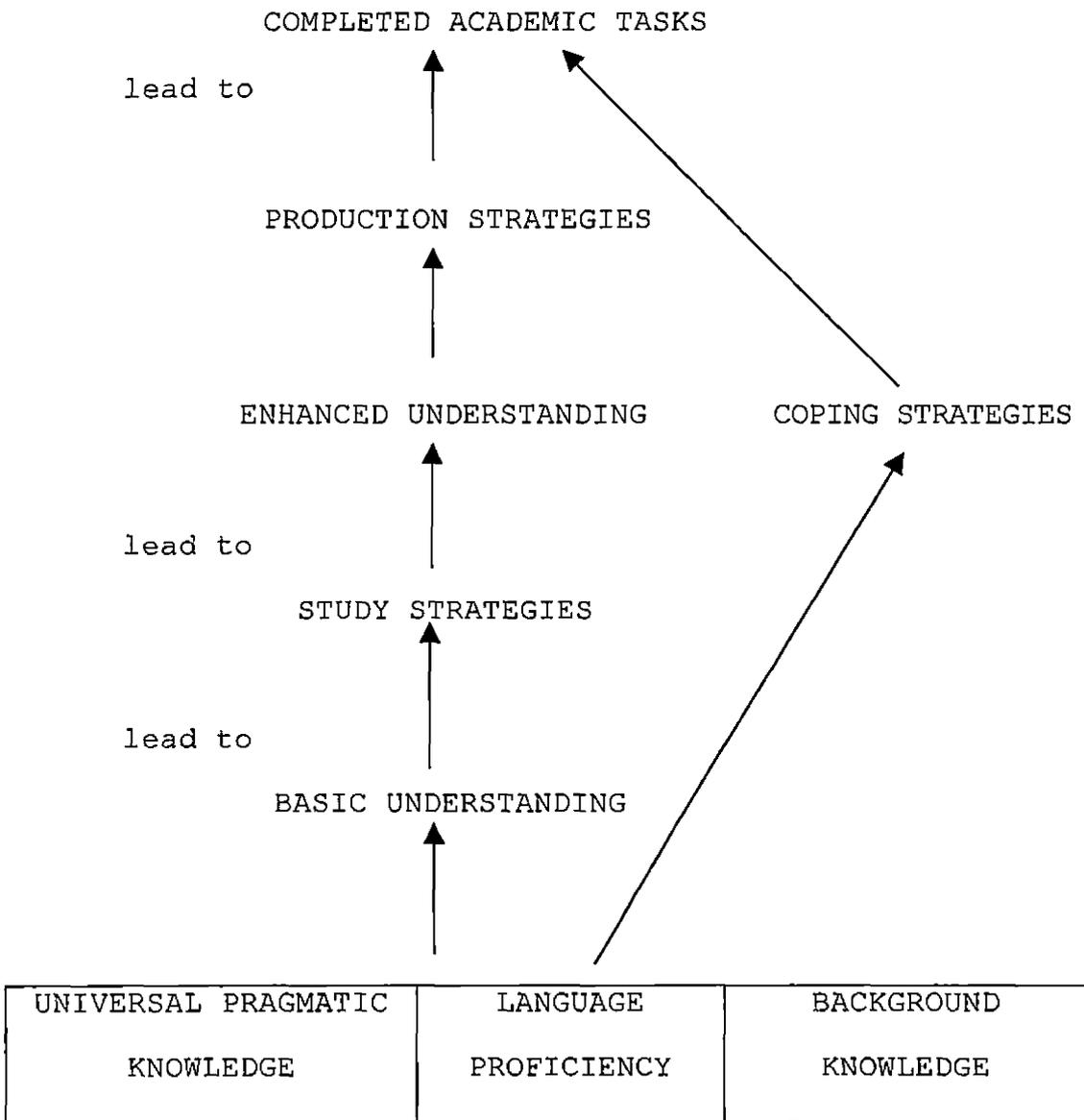
Saville-Troike (1984) introduced the term "academic competence" to refer to the knowledge and the abilities students need to accomplish their academic tasks.

##### Achieving Academic Competence

Adamson (1993) introduced a model of how ESL/EFL students accomplish academic tasks. The model can be divided into two parts. The boxes that follow represent the kinds of preliminary proficiency that students will need in order to benefit from classroom instruction. This includes pragmatic and background knowledge (knowledge of situations as well as basic language proficiency). The

rest of the model shows how students can build academic strategies upon this basic understanding to complete assignments (see Figure 1). The model will be discussed component by component.

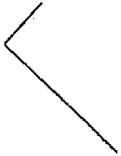
Figure 1. How Students Accomplish Academic Tasks  
(Adamson, 1993. p. 106)



Universal Pragmatic Knowledge. Universal pragmatic knowledge is distinguished for language and cultural-specific knowledge because it includes basic-level concepts that all humans draw upon when they interact; thus it is not language or culture-specific. Because all humans have similar capacity for rational and emotional conceptualizing, some knowledge is universal. This can be used as a commonplace for realizing other language acquisition.

Language Proficiency. Language proficiency means knowledge and skills in the target language. Saville-Troike (1984) stated that there is no profile of an ideal academic ESL student at varying degrees of strength, but some features are more important than others in terms of academic success. For example, it is helpful for learners to acquire the features of academic English. It seems less important for them to acquire the features of rapid, informal speech, such as "gonna" and "playin," as has sometimes been advocated.

Background Knowledge. There are two kinds of background knowledge. The first kind is knowledge of a specific content area. Clarke (1980) stated that background knowledge could compensate for low proficiency in the target language. A lack of background knowledge



sufficient to follow the American school curriculum is a major obstacle to ESL/EFL students' academic success. For example, it is hard for an international student to score high in American history because he does not have the background knowledge of American history.

The second type of background knowledge is scripts for school, which means the general procedure or customs the schools would generally share. Saville-Troike (1991) stated that scripts for school are important for academic success. She notes "even if students do not understand the language of instruction, those who have had prior school experience enter English-medium classrooms equipped with a knowledge base for making inferences and predictions about the meaning of events that will occur there" (p. 3). Therefore, students should develop the idea of background knowledge to help them understand more of the academic settings.

The upper portion of Figure 1 suggests how academic strategies are used to accomplish school tasks. In this model, at least three abilities contribute to academic competence: (1) the ability to use a combination of linguistic, pragmatic, and background knowledge to reach a basic understanding of content material; (2) the ability to use appropriate strategies to enhance knowledge of

content material; and (3) the ability to use appropriate strategies to complete academic assignments with less than a full understanding of the content material.

#### The Function of Academic Strategies

Adamson (1993) stated that the best students develop effective strategies that can accomplish two things. Academic strategies enable second language learners to enhance their understanding of material that they did not understand well at first. For example, some students did not attempt to understand lectures in detail while they were taking notes, but concentrated on writing down as much as information as possible. They were able to understand the material more fully when they had time to review and revise their notes. Another example is that some students did not aim for a high level of comprehension in their first reading of academic material, but skimmed to get the main idea and focused on a detailed understanding during the second reading process. Effective study strategies allow them to make up much of this gap after the initial lecture. The same strategies are not equally effective with all types of material. The best students adjust their strategies according to their degree of understanding.

The second function of academic strategies is to enable students to complete assignments with less than a full understanding of the material. These production strategies are necessary because even the best students were unable to understand the content material fully. Some of the most effective production strategies were those taught by the ESL/EFL teachers in the prerequisite course. These include getting reactions to drafts of papers from peers and role-playing to prepare for class discussion and tests. The role of academic strategies, then, is to enhance the student's understanding of content material and to allow the student to complete assignments as well as possible with less than a perfect understanding.

However, when their level of understanding dropped below a certain point, many of the students resorted to coping strategies. Coping strategies are represented in Figure 1 as production strategies that bypass enhanced understanding.

#### Helping Students Develop Academic Competence

Adamson (1993) suggested five general principles for preparing ESL/EFL students for mainstream courses. These principles are explicit, individualized strategies instruction, the language through content course,

interactive teaching, experiential teaching, and relevant content material.

Explicit, Individualized Strategies Instruction.

Academic strategies should be explicitly taught on an individualized basis. Without explicit teaching, students will develop their own academic strategies, usually based on the scripts for school they learned in their native countries, and even if these strategies are not effective in the U.S. setting.

The Language through Content Course. The general principle that academic strategies should be learned in connection with authentic text implies that they should be learned in a language through content course. A full range of strategies can be developed only in a course in which students are required to do all the tasks that they must do when they are mainstreamed. Furthermore, authentic text refers not only to textbooks, but also to lectures and to the entire context of the classroom. The only way to prepare students for the academic mainstream is to teach strategies in connection with the kind of material they will really have to study. In addition, before teachers can help students modify their preexisting academic strategies, they must find out what these strategies are.

Interactive Teaching. Teaching should be interactive in ways that are compatible with students' learning styles and prior scripts for school. The language through content course should be taught interactively for two reasons. First, the teacher needs to interact with the students in order to determine how much of the content material they understand. Second, knowledge is socially constructed, and gaining knowledge is like becoming acculturated into a society that socially shares a vocabulary and rules of discourse. Children become acculturated into their society by interacting with its members, largely by means of oral language, and students become acculturated into the society of scholars largely by interacting with its members in speech and writing. Such acculturation is particularly important for ESL/EFL students who must learn new scripts for school. To enter a new culture, one must actively participate in it, rather than passively learn facts. Through interaction with a particular speech community, one learns how to do things appropriately.

Experiential Teaching. Teaching a language through content course should include experiential activities. ESL/EFL students can profit from experiential instructions. The fact that experiential teaching is superior to expository teaching did not originate in the

late twentieth century. John Dewey advocated experiential teaching in the first decades of the twentieth century. Dewey's (1916) basic insight was that all knowledge, even the most abstract, is ultimately understood in terms of immediate, everyday experience. For example, in a computer class, instructors cannot expect students to fully understand the directions of designing the website unless students learn from hands-on experiences to know how to design a website.

Relevant Content Material. This principle states that the language in a content course should cover content material that the students need to know when they are mainstreamed into college academic reading. One reason for using such material is that it provides students with relevant background knowledge, which they badly need when they are mainstreamed. The other reason is that ESL students often view the noncredit ESL courses they are required to take as "dummy runs" that contribute little to their academic goals, and therefore they do not exert much effort in these courses. Therefore, the use of academic material that the students will be required to master in order to graduate is an excellent way to motivate them.

Gardner (1997) asserted that for most students, college is a necessity, not an option. New technologies

and the phenomenon of the information explosion are changing the workplace so drastically that few people will be able to support themselves and their families well without at least some education beyond high school. That may not have been true for earlier generations, but it true in the twenty-first century.

According to the statistics provided by the Ministry of Education in Republic of China (2001), in academic year 2000, over 70 percent of high school graduates continued on to college. Among the 30 percent of students who did not go on to college, 90 percent were preparing to take the College Entrance Exam for the second time. Therefore, attending college is a necessary process for most students if they want to be successful in their careers.

There are many benefits of college education. One of the benefits is that college educates the "whole person." It gives students the opportunity to clarify and improve their sense of possibility and self-worth. Thus, increased self-esteem is one of the principal benefits of a college education. In addition to increasing knowledge and self-understanding, college education expands career choices and helps individuals make the correct career decisions. Being educated affects one's views on family matters, social issues, community service, politics,

health, recreation, and consumer issues. As Gardner (1997) points out, the better educated one is, the better opportunities become available.

### Challenge for College Students

McWhorter (1995) declared that beginning college students require a foundation in reading and study skills that will enable them to handle college-level work.

Gardner (1996) stated that in order to bridge the gap between ESL and college content courses, students must be provided reading and writing assignments representative of real college courses. Many non-native speakers of English experience a large leap when moving from the relatively short readings in most ESL/EFL texts to the long selections in college texts for native English speakers. To help prepare students for the large amounts of complex reading they will be doing in college courses, students should be provided with a number of long, challenging college-level readings and activities that encourage holistic and synthetic reading strategies. A college education helps students develop themselves as more literate individuals and as critical thinkers by presenting them with challenges of their own.

In this process, students develop a higher cognitive level reading ability and use different strategies than

those they have applied in the high school level. At the college level, students need to be aware of the specific strategies needed for the type of reading that is required and how that differs from the basic level of reading that was required at the high school level.

### The Challenge for International Students in College

In addition to the challenges mentioned above, ESL/EFL students attending college in the United States face a different level of challenge. Being new to the environment, the first challenge they face is to survive in life and in school. ESL/EFL students have to bridge the gap between high school and college levels as well as the gap between their native countries and the country in which they are studying. Therefore, ESL/EFL learners have to learn more than the native speakers in order to survive in the new country.

Studying abroad is a new experience. To be successful, ESL/EFL students must learn what is expected of them and how to approach new learning and study demands. They must set their own operating rules, take responsibility for their own learning, and focus on and evaluate ideas. To survive in college and attain a degree, in addition to all the academic reading and learner strategies mentioned earlier, students need to adapt their

concepts of learning from high school to college. It is crucially important for those ESL/EFL students who come to the States to study to make changes both culturally and emotionally. First-year students often feel bewildered and disoriented when they start college. To attain a degree, one must have skills to cope with life as well as academic study. One must handle the academic program and also deal with all the challenges that will test one's emotional strength, attitudes, and character.

#### Challenge for Freshmen in College

According to Siebert (1997), the biggest difference between the high school and college learning environments is the transition from a teaching environment to a learning environment. In high school, teachers were evaluated based on how much they taught in class. Thus, students are in a teaching environment. While in college, how much one learns in any college course is primarily the student's responsibility, not the instructor's. This is, therefore, a learning environment. This would be a challenge because many college instructors have not taken classes on how to teach. They focused instead on their academic areas of interests. One may find oneself working harder to learn in a course taught by an instructor who is

brilliant in his or her specified field but is not very skillful at teaching the subject.

This is especially true for students from Asian countries. At the high school level, students do not have to plan for anything. The teachers always make plans for students according to the school schedule. Students just follow the teachers' schedules and study accordingly. In this teacher-oriented environment, students can usually survive well in school as long as they follow instructions. Even in some universities in Taiwan, professors still use this traditional teaching method to teach their students. Classroom discussion is not common or encouraged. Few professors provide a syllabus for students to plan for the semester. Therefore, even if students graduate in the top university in Taiwan with high GPA, they still find it hard to prosper when they go to the United States for further study. One reason for this is that they are not trained to be active learners. They need to learn actively to succeed in the American academic environment. Thus, teaching students independent planning and study strategies is a must.

#### Cultural and Learning Barriers for International Students

Every year many international students come to the United States to continue their education. Most of these

students come to America with basic English skills. International students have great difficulty with their speaking and listening comprehension skills when they come to an English-speaking country. This is because there are two key expectations from professors in the U. S: professors expect students to be active learners, and they expect participation in class discussion. However, many international students have great difficulty with class participation, asking and responding to questions, and general listening comprehension. The problems are that the students may have cultural barriers, and they may have different approaches for learning English in their countries (Diaz-Rico, 2000).

One problem is that the English curricula, which students have followed in their native countries are focused on grammar. The students have learned English by means of grammar, reading, and vocabulary. They barely have the opportunity to speak English in their classes. When students learn English, their teachers speak their native language and teach English with strong accents. The students learn English with accents and have difficulty in communicating with native English speakers. In addition, students have little opportunity to interact with native English speakers in their countries. As a result, their

speaking and listening skills are limited in this current curriculum.

Another problem that Taiwanese students encounter is that in Taiwan the teachers spend too much time lecturing. This style limits many students, whose strengths may lie outside the teacher's preferred approach. Thus, the limiting styles of lecture and directed learning inhibit the international students' opportunity to make the best use of their unique talents and abilities.

#### The General Survival Skills for International Students

Siebert (1997) suggested some general survival skills for college students. This may also be useful for international students in U.S. schools. First, learners must make a successful transition from a passive learner to an active learner. Second, learners must learn how to deal with the newfound freedom. Namely, they need to learn to manage their time effectively. Third, learners must know how to replace feelings of discouragement with optimistic self-talk. That is to say, they need to adjust themselves emotionally. Fourth, to survive emotionally requires healthy self-esteem. Fifth, students must develop empathy for people around them. Six, they must learn how to learn from experiences.

Besides the general skills suggested above, ESL students need some more skills to prosper in the new environment. They need to know more about the culture of the classroom as well as the school.

ESL/EFL students studying in the States have to focus on adapting to the classroom or campus culture. Few instructors in Taiwan use a syllabus. Students are expected to submit to a day-by-day design, with lesson planning and assignments given daily. Moreover, instructions are still taught through traditional grammar-translation method. Some professors still think that students asking questions in the class is a challenge to their authority. Therefore, students just coming from culture that is completely different from the States have to adjust their behavior to fit in the American learning environment. The following is a list of the characteristics of the cultural/classroom background differences to which ESL/EFL students have to pay attention when they first arrive in the new environment. They are: learn their way around; learn to read syllabi; get to know their advisor and get help; make good use of office hours; clarifying strategies; and, take advantages of their first language/culture.

Learn Their Way Around. McWhorter (1995) stated, "there is substantial evidence that students who are active and involved with the college scene around them are more likely to be successful than those who participate only by attending class and returning home. In order to get involved, however, students have to learn their way around" (p. 11). It is important for students to become familiar with the offices, services, and the students' activities on campus. Second and most important of all, it means knowing where to go for necessary things needed, know the policies that affect them, whom to talk to, and how and where to get needed information. For example, international students need to take full advantage of the learning center/writing center of the school to get the most help in writing essays or reports. Another example is that international students should know where the International Student Service Office is so that when they need any help, they know where to turn to. Finally, students have to be aware of what is going on around them, such as new courses being offered, visiting lectures on campus, or even scheduled free movies.

How to Read a Syllabus. In the first class, students will usually get a syllabus of the course. It may seem weird to students from Taiwan since their professors

seldom use syllabi in the class. However, a syllabus is an important statement concerning the course. Students need to know how to read or identify the essential ideas of a syllabus. A well-designed syllabus usually contains the following details: the course title, the instructor's personal information on office hours, telephone number, e-mail address, the objectives of the course, the course requirements, course policies, course evaluation standard, required textbooks or bibliography, the course calendar, and so on. Students have to know how to make use the syllabus to manage their time in advance and make study plans according to the course calendar (Diaz-Rico, 2001).

Get to Know Their Advisor and Get Help. Most colleges assign each student an advisor to help plan his or her academic program. The advisor can help with more than just selecting courses and making certain that curriculum requirements for graduation are met. The advisor recommends whom to see to solve a particular problem, gives advice on how to handle certain courses, provides a perspective on jobs within his or her field, or makes a referral to someone who has more information. Generally speaking, Chinese students still think that only students in trouble need to see the teacher. In a passive learning environment, students do not go to the teachers unless the

teachers ask to see them. Therefore, it is very important for ESL/EFL students to change this concept and get used to the idea that they can get help from their advisor, and that they should take full advantage of this relationship to get as much help as possible (Gardner, 1997).

A Sound Approach to Textbooks. Students need to learn that a good rule of thumb is to buy the textbooks as early as possible. In Taiwan, students do not have to buy textbooks themselves; the school bookstore sends the textbooks to the classroom. The school bookstore does not sell used books, either. Therefore, it is a great shock for students from Taiwan to buy a used textbook in advance in case they have to buy a new one, which would probably cost much more. In addition to purchasing the textbooks, students have to have a plan for reading textbooks. They need to plan before reading and mark, review and recite. Long and McCarthy (1997a) stated, "Planning to read is an undemanding but important activity. The purpose is to create 'advance organizers' in your mind by quickly surveying the pages to be read and looking for headings or key words or sentences that suggest that the reading is about" (p. 105).

The more actively students participate in the reading process, the more readily they will comprehend and retain

the material. Therefore, students should use the following procedures during the intense reading sessions. First, students should use their pencils as they read. During the actual reading, they should underline, circle, or draw arrows to important material and/or write notes in the margin. This is a part of active reading. Students should use markings to point out key ideas and connections. Doing this will force students to concentrate as they seek out important ideas and supporting details. Then, students should use the marking to review and recite what they have learned. This will keep their concentration level high through a long assignment. By reviewing and reciting, students reinforce what they are learning, and avoid becoming lost and feeling defeated (Long & McCarthy, 1997b).

Make Good Use of Office Hours. Each instructor usually posts a list of several hours per week during which he or she will be available in his or her office to meet individually with students. It is usually necessary to make an appointment to see an instructor outside of these times; however, students can also just walk in during the office hours without an advance appointment. Chances are that students will need to wait after the

other students finish their discussions with the instructors before time becomes available.

Students can talk with the instructors during the office hours about anything related to the courses, such as a report on progress made, troubles with a particular assignment, or just to get further information or explanation about a topic.

For international students, it is a necessity instead of an option to take advantage of office hours to supplement their skills and avail themselves of appropriate attention. Availing oneself of this help is a key success strategy.

Making the Most of the Learning Relationship. Gardner (1997) stated that students should feel an obligation to gain the most from their hours in class. First, students need to make it a point to attend class regularly and on time. Good attendance may be a critical factor in regard to the grades they receive. Even if one must miss a class, one must make sure to obtain notes from a classmate. It is also a student's own responsibility to notify the instructor of an absence before the start of the class.

Second, students should always sit near the front. Studies indicate that students who do so tend to earn better grades. Sitting up front forces students to focus,

to listen, and to participate. It is especially crucial for ESL/EFL students because they need to listen more attentively than other students to understand the content of the lecture. Therefore, ESL/EFL students should try to get the seats in the front to take advantage of better hearing.

Third, students should try to speak up. Although ESL/EFL students are nervous about challenging instructors when they do not agree with them or about asking questions when clarifications are needed, they often find that most of their comments are appreciated. Professors in the U.S. college classroom want students to speak up, to be creative, and to participate orally. They accept student's comments, although they may argue or disagree publicly with a student's opinion. In turn, a student is permitted to disagree or to challenge a professor's opinion. Students are expected to be active learners, to express their own ideas freely, and to get involved in discussion, especially in small group discussions (Diaz-Rico, 2000).

Effective Time Management. Long and McCarthy (1997a) stated that "time management involves planning, judgment, anticipation, and commitment" (p. 49). To manage one's time in college, one must first set priorities. The decision to attend college is a commitment to being a

professional student for several years. Usually work comes before pleasure. As a student, one must identify priorities and develop a system for living each day accordingly. Then, if it is necessary, organize a schedule daily, weekly, monthly, quarterly, or even yearly, and try to finish all tasks on time instead of procrastinating.

Managing Stress. King (1997) declared, "the best starting point for handling stress is to be in good shape physically and mentally, by eating, sleeping, and exercising to reasonable degrees" (p. 324). Stress is natural, in fact, to the extent that stress is a sign of vitality. Therefore, moderate stress is good. However, students have to learn how to cope effectively with stress to avoid becoming overwhelmed. One must manage stress, and modify it with something that enhances a feeling of control in a given situation. To provide students with a sense of relief, they need to do those things that help them to let go of stress or refresh their minds and bodies. Students have to know that many of the traditional things that people do with the intention of relieving stress, such as drinking alcohol, taking drugs, sleeping, or eating, in fact do not relieve stress, but may actually increase it. Therefore, students need to find ways to reduce stress healthfully. They can choose effective

methods, such as exercise, getting a massage, learning effective self-talk, meditating, reminding themselves of their purposes for studying abroad, or even by taking a break.

Taking Advantage of First Language/Culture. Leki (1995) stated, as a nonnative speaker, an ESL student has access to an entire body of knowledge and experience that the classmates and even the professors lack and that help to compensate for other linguistic and educational disadvantages. Therefore, it would be a good idea for international students to take advantage of their first culture background, which is also their specialty to accomplish the academic task. Usually students perform better with profound background knowledge of the task; therefore, ESL/EFL students should take good advantage of their cultural background.

Clarifying Strategies. Leki (1995) insisted that students should use clarifying strategies to make sure that they understand what was being required of them in assignments. Students should talk to the instructor specifically to understand the assignment better. They should also ask their classmates about the assignment or even the questions they do not understand during the lecture. They need to ask for almost everything that they

are not sure of in order to fully understand the tasks they are required to do and finish the task with full understanding.

### Conclusion

It is essential for students nowadays to have a bachelor's degree or even master's degree. To attain the degree, in addition to studying hard, students have to utilize general strategies, reading strategies, learner strategies and survival skills to survive well in college and accomplish academic tasks. It is even a harder task for international students to survive well if they do not know how to use these survival skills. Therefore, high school teachers should give their students the idea that there is a gap between the high school and college learning environments. Teachers need to show students how big this gap is and how to bridge the gap, by providing them with the information they need when they go to college. ESL/EFL teachers should also have a basic understanding of the process of achieving academic competence. They should teach their students according to the principles for helping their students to develop academic competence. Accordingly, they should teach their students how to apply these strategies to their learning to better facilitate their learning in college.

For those international students from different cultural backgrounds, it is critically important to get help and utilize these survival skills to survive well in the American academic environment. They need to know how to get information from the library, Internet, or even friends to better facilitate their stay in the States.

For high school students who prepare to go to college as well as students who have just enrolled in college, it is important for them to recognize the different tasks they are going to face in the new environment. It takes effort for students to succeed in college. For those ESL/EFL students, it is even more essential for them to know survival skills before they even enter the college.

Students need to adjust their attitudes to transfer their ideas from high school to college. They also need to adopt different learning strategies and survival skills to do well in college.

Teachers should prepare their students with the strategies they need before they go to college so that students will not face another "campus culture shock" when they enter the college.

## Metacognition

### The Definition of Metacognition

Metacognition means "beyond cognition". Wellman (1985) defined metacognition as "a person's cognition about cognition." According to Yussen (1985), Metacognition can be referred to as thought about cognition, or thinking about thinking. Just as a president's job is the management of a government; a thinker's job is the management of thinking. Jacobson (1998) asserts that metacognition is a term found throughout modern literature and refers to the self-monitoring of, and conscious use of, learning strategies. Metacognitive thinking is a valuable skill that teachers can teach their students, and should be part of long-term cognitive development. Metacognition is an essential skill for learning to learn. It includes thoughts that help in regulation how to think about learning.

### Metacognition: Theoretical Framework

Vygotsky (1934/1982) stated that there is a definite relationship between memory, thinking, and the developmental age level of the child. According to Vygotsky, memory plays a different role for an older reader versus a younger reader. "For the young child, to

think means to recall, but for the adolescent, to recall means to think" (p. 51). Therefore, memory is part of the developmental process, and serves varying purposes depending on one's developmental level.

Vygotsky (1934/1982) is credited with being the first person to investigate the idea of what is now known as metamemory, which serves as a theoretical basis for metacognition:

The central issue of development during school age is the transition from primitive remembering and involuntary attention to higher mental memory. Attention, previously involuntary, becomes increasingly dependent on the child's own thinking; mechanical memory changes to logical memory guided by meaning, and can now be deliberately used by the child. One may say that both attention and memory become "logical" and voluntary, since the control of a function is a counterpart of one's consciousness of this function. (p. 166-167)

However, the most direct theoretical foundation for metacognition research is based on Flavell's research on metamemory. According to Flavell, metamemory is the awareness of how one's own memory works. This refers to learners' awareness of which strategies are to be used

effectively for certain memory tasks. For example, a strategy for learning a name such as "Vygotsky" could be that the learner breaks up the name into easily learnable chunks like "Vy-got-sky" to more easily remember the name. Metamemory skills are teachable and include knowledge about memory system and memory strategies (as cited in Pressley, Borkowski, & O'Sullivan, 1985).

Wellman (1985) identified at least five different but overlapping kinds of knowledge that form a person's metacognition. The five kinds of knowledge are existence, distinct processes, integration, variables, and cognitive monitoring.

Existence is a person's awareness that thought is internal mental states and has its own existence outside of external acts or events. A person is aware that internal mental states are different from events or actions that occur externally. For example, one can know something is not true but insist that it is true within his or her mind.

Distinct processes are a variety of mental actions that humans engage in and can differentiate from any other mental action; distinct processes are unique.

Integration is the ability of individuals to perform many mental processes simultaneously. For example, one can

think and sing at the same time. Another example is that people can talk on the phone and drive at the same time.

Variables are the different factors that can influence a person's mental performance. For instance, memorizing a list of English vocabulary words may be easy for a native English speaker, but difficult for a non-native speaker.

Cognitive monitoring is the ability to assess the state of the information within one's own mind. For example, readers can monitor their learning process and decide to reinforce their weakest part.

Wellman and Flavell discussed four kinds of variables that interact with and affect the quality of performance on a memory retrieval problem (as cited by Pressley, Borkowski, & O'Sullivan, 1985). The four knowledge variables described by Wellman and Flavell used in memory retrieval are as follows: personal variables, task variables, strategy variables, and interactions among the above variables.

Person variables include all temporary and enduring personal attributes that are relevant to data retrieval. For example, if a kinesthetic learner learns best by writing down information, then their own personal attribute for recalling the written information is

enhanced. In this way of learning, the kinesthetic learner takes maximum advantage of their particular personal attributes.

The second variable set is task variables; this refers to prior knowledge about the task that is to be accomplished. In other words, if a non-native English-speaking student is asked to write an essay in English, then the task variables may be too overwhelming for the foreign student to perform correctly.

The third variable is the set of strategy variables, which is applied to enhance problem solving. An example of a strategy variable is when a student practices a speech in front of a mirror so that he or she can demonstrate proficiency in an authentic situation. In this case, the strategy variable is one of actually performing the required task before it is presented for evaluation.

The fourth and final variable is that the three previously mentioned variables interact and influence the overall cognitive performance of an individual. Different people may have different strategies towards different tasks, which will result in different outcomes. For example, in group work, the task variables would apply when tasks are divided up based upon individual preference; personal variables would apply when roles are

assigned based on individual strengths (e.g., a good speaker will do the presentation); strategy variables would apply when individuals accomplish their own particular tasks in their preferred learning style (e.g., if a kinesthetic learner make a lot of notes, then these could be referred to when writing a concluding essay). Interaction occurs when given a certain task; learners need to first adjust their personal attributes to finish the certain task with their preferred strategies. It is a simultaneous task that requires the learners to interact to accomplish a certain task.

#### Metacognitive Strategies

Vaidya (1999) stated that metacognitive strategies are executive in nature, that is, they serve in a supervisory role when dealing with other thinking processes. These supervisory functions are the strategies a student uses when planning, monitoring, and evaluating learning process. There is a difference between teaching a child how to think as opposed to what to think. The following seven metacognitive strategies are helpful in facilitating students learning process. The seven strategies are self-management, functional planning, advanced organization, organizational planning, selective

attention, self-monitoring and self-evaluation (Chamot, 1987). These strategies are listed in the Figure 2.

Figure 2. Metacognitive Strategies

Strategies	Functions
Self-management	Individuals can rearrange their learning activities to personal preferences.
Functional planning	It uses hypothesis, identifying and organization to perform the task. Students need to use strategies and become more effective learners.
Advanced organization	It means skimming the main idea and concepts of the material to be learned beforehand.
Organizational planning	It can include the storyboard or parts, the sequence or order, and the main ideas to be expressed orally or in writing.
Selective attention	It means deciding in advance to attend to specific aspects, such as scanning for key words.
Self-monitoring	It is used to correct our cognitive processes during speaking, reading or writing.
Self-evaluation	It assists learning by helping learners to judge how well they have accomplished a learning task.

These strategies can be explained by teachers and performed by students if the strategies are properly explained, used, and applied. Teachers need to explicitly show students how to apply the strategies. By suggesting a variety of different strategies, students will be able to

generalize them to new learning activities in the classes or even outside the classroom.

### Metacognition and Reading Process

According to Underwood (1997), the ability to use metacognition during reading is an important attribute for readers to learn. In order to organize words and gain fluency during the reading process, beginning readers need self-awareness and self-assessment capabilities. Older readers, in fact all readers, need similar characteristics in order to read content-area textbooks as well as academic works. The real value of metacognition or thinking about thinking lies in the fact that metacognitive reading skills can be taught, or at the very least learned, through teacher modeling and student exercise.

Kelleher (1997) asserted that researchers and reading teachers have found that good readers generally begin reading strategically. For example, a good reader uses the strategy of integrating information from context clues and the semantics of a text during reading. As readers become more proficient, they will sample information from a text automatically without having to examine the structure of words.

Poor readers, on the other hand, rely more heavily on information from contextual sources to gain meaning. These differences in the reading act appear to be the results of differences in metacognitive knowledge.

According to Forget and Morgan (1997), metacognition is vital to the reading process. It literally means transcending knowledge, by monitoring the state of learning. It involves planning strategies before reading, adjusting the effort during reading, and constantly evaluating the success of the ongoing effort to make meaning from the text.

Forget and Morgan (1997) stated that schools are filled with large numbers of remedial students who have difficulty making sense of their text. They are often not aware of how to identify information when they are given problems in comprehension. Frequently, they think they are not smart, and that other students learn and remember things better because "they" are just smarter. In reality, these remedial students simply need to develop metacognitive strategies that will enable them to monitor their own comprehension. The problem is that although metacognition is innate, it is not self-evident to everyone. Instead, the process must be modeled and practiced throughout the school year in the classroom.

Hence, the metacognitive approach allows students to steadily integrate metacognitive behavior through regular guided practice in a classroom environment and it is beneficial to learning.

### Metacognition and Education

Metacognition plays a critical role in successful learning, therefore, it is important for teachers to teach metacognitive strategies to their students. Students should be aware of the metacognitive activities of their minds so that they can determine how to apply their cognitive resources through metacognitive control.

Benefits for the Learner. One of the benefits of metacognition is that it is innate. Successful students do not even know that they are using metacognitive strategies. The brain naturally tries to make sense of information it obtains. The metacognitive process is ingrained within the human mind. Learning to use this innate tool that already exists within their minds will benefit students on their journey toward becoming life-long learners. Another benefit is the fact that the metacognitive process is a tool these students must have in order to be employable. Educators must help create students who are life-long learners; students will be information managers, collaborative workers, and creative

problem solvers. The metacognitive process is an integral part of those abilities.

Benefits for the Educators. Taking advantage of an innate ability is a plus for teachers. However, if teachers have embedded metacognition into the curriculum appropriately, there will be larger beneficial connections, which expand learning considerably. For those teachers from Asian countries, it would be a surprise for them if their students know how to apply metacognitive strategies to their learning. Teachers would not need to do all the scheduling for their students. Students would be able to organize, monitor, and evaluate their learning processes and modify their learning according to different strategies. In fact, for all the educators, it would be a big surprise to find out that students were autonomous learners through metacognitive strategies.

### Conclusion

Learning how to learn and developing a range of thinking processes are major goals of education. Thinking people are in charge of their behavior. They determine when it is necessary to use metacognitive strategies. They select strategies to define a problem and adopt alternative solutions. They modify the information to constrain their time and energy. They monitor, control,

and judge their thoughts. They evaluate and decide when a problem is solved to a satisfactory degree.

Metacognition is crucial to the renovation of the current educational system. If teachers do not recognize what the students know, what they believe, or more important, what they do not know, efforts to improve education will be in vain.

Jacobson (1998) stated, "a well-developed thinking process includes a relevant knowledge base, careful observation and application (knowing why, when, and where to apply strategies), and feedback from an appropriate source" (p. 579). Therefore, classroom activities that involve building metacognitive skills will provide students with educational activities that facilitate individual learning processes and make knowledge meaningful.

## Academic Reading Strategies

### The Definition of Reading Strategies

Duffy (1993) defines reading strategies as "plans for solving problems encountered while constructing meaning" (p. 232). Green and Oxford (1995) stated that language-learning strategies are specific actions or techniques that students deliberately use to improve their

progress in the acquisition of second language skills. In other words, reading strategies are the actions taken to improve the reading comprehension.

Comprehending the reading text is a major objective of second and foreign language instruction in Taiwan. In today's world, reading is an important method of communication. One of the most important ways to communicate with speakers of other languages and with members of other cultures is via reading. For this reason, reading strategies are crucial to the success of good readers.

#### The Importance of Reading Strategies

Oxford (1990a) stated that once learning strategies are taught to students, students could use these strategies to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed language acquisition, which is essential for developing communicative competence. When used appropriately, language learning strategies result in improved proficiency and greater self-confidence for the student.

Mikylecky and Jeffries (1998) stated that effective second language readers are aware of the strategies they use and why they use them. These effective learners manage

to modify their learning strategies to the language task at hand and use these strategies to satisfy their own personal needs as learners. Students who do not know how to choose or identify the appropriate strategies or how to link them together into a useful strategy chain are likely to be less successful at language learning. Therefore it is imperative for the teachers to incorporate the teaching of learning strategies explicitly into the learning process or lesson plans.

Helping ESL students become proficient in English has been a challenge for ESL teachers of all levels. Because reading strategies have proved effective in enhancing students' learning, ESL teachers should explicitly teach these strategies to their students. Language reading strategies are one of the most important individual difference factors between success and failure in second language acquisition.

Langer (1982) stated that reading is in many ways a recursive activity. During reading, the mind flies ahead to anticipate what will come next and skates backward to review and revise interpretations that have already been formed.

Barnett (1989) divided reading strategies into three groups: pre-reading strategies, while-reading strategies, and post-reading strategies.

#### Pre-Reading Strategies

Pre-reading skills are those skills that provide the reader with the necessary background information to fully understand the actual reading of a text. The strategies included in this phase serve to initiate the students to the reading passage and the information contained within the reading itself. The goal of the pre-reading phase is to activate the student's knowledge of the subject, to provide the necessary vocabulary that might be needed for figuring out the passage, and to provoke the students' interest in reading the text. Pre-reading activities can be used to establish a frame of reference facilitating comprehension when the students begin reading the passage. The strategies included in this section serve to teach the students tools they can employ during the reading process itself (Ramsay, 1986).

Anticipating and Predicting. Yáñez (1987) stated that reading is an active skill involving guessing and prediction. Readers take notice of many things other than the words, such as titles, pictures, and genre. From these clues, one generally formulates an idea about content and

function. This initial prediction, sometimes referred to as anticipation, is the result of an expectation based on experience or prior knowledge. Experience and expectation are important elements that can affect the outcome of the reading process in a positive way. Dechant (1993) identifies prediction as the core of reading and as the basis of the readers' understanding of the world and comprehension of the spoken and written language. Therefore, educators should put emphasis on teaching prediction strategies to students.

Previewing. Jensen (1986) stated that previewing facilitates reading by helping students anticipate or predict what they are going to be reading. This helps the students to feel more secure because they know what to expect from the text. Previewing is closely associated with prediction. It is a reading technique that requires students to skim tables of contents, appendices, prefaces, and the chapter and paragraph headings to help them predict what is to follow. Previewing usually leads to a more correct guess than does predicting. A good way to practice previewing is to provide a series of questions to students that they can answer by extracting information from the areas mentioned above. The questions can be

answered indirectly, written, in a true/false type question or in a multiple-choice format.

Surveying. This is a supplementary skill involving quick reading for specific information. According to Dubin (1986), surveying should not take more than a minute. For example, when a student needs to find information about China in a book, the index would be a good place to start. Yáñez (1987) stated that the purpose of surveying is to understand how a text is organized or constructed. Some texts may be articles, whereas others may be entire books. The student needs to be able to identify the document type and then discern its structure. Surveying involves skimming, scanning, and structure identification. During instruction the teacher should first ask specific questions on the topic of the article. By applying the strategies mentioned above, readers survey the text to answer the questions. The ESL/EFL teachers should choose to emphasize the questions on article length, article division, sequencing and other further forms of inquiry.

Skimming/Scanning. Skimming and scanning are skills that enable students to read more quickly and efficiently. However there is a difference between skimming and scanning. Skimming is more thorough and involves going through text or a passage quickly in order to get essence

of the main idea. Barnett (1989) argued that scanning involves reading a text rapidly in order to find specific pieces of information. For instance, readers scan to search for answers related to the purpose. Another example would be scanning the classified section of a newspaper or the yellow pages or a phone book instead of reading each word.

Improving Reading Speed. According to Yáñez (1987), ESL students read much more slowly in their second language than in their first language. In order for ESL students to increase their reading speed, exercises in speed-reading and comprehension should be included in the teaching of reading. For instance, students should be taught the various parts of the reading process. These parts include the mechanics of eye movement, visual span, fixation and regression. Caudron (1998) stated in order to increase reading speed; students must practice reading exercises daily.

#### While-Reading Strategies

Yáñez (1987) declared that while-reading strategies require readers to investigate more thoroughly written texts, and from contextual information discern the meaning of the text. The goals of this phase are to help readers

to understand the particular content and to perceive the rhetorical structure of the text.

#### Identifying Main Idea and Supporting Details.

According to Nicholes (1995), the main idea is the idea that drives the paragraph. Students many times find it difficult to determine the main idea of a text. The reason is that not all paragraphs contain a main idea, but most texts do. Students must learn to isolate the main idea from the supporting details. Usually the topic sentence or the first sentence of a paragraph contains the main idea. Supporting details will follow the main idea. Students should be taught how to recognize the difference between main and supporting ideas. Students can practice as an exercise ways to eliminate irrelevant information that does not relate to the main idea. Such exercises oblige students to focus on a topic and determine whether sentences relate to it. For example, writing a paragraph about tourism in Taiwan might also list tourist destinations specifically, these specific destinations would be the supporting ideas of the main topic of tourism in Taiwan.

Identifying Discourse Markers. Identifying discourse markers is closely related to finding the main and supporting ideas. Gardner (1996) stated that discourse

markers help create smooth connections within and between sentences. Yáñez (1987) claimed it is important for students to recognize the relationship between ideas and the markers or connective words that indicate relationships between the textual content. Connective words are important for understanding idea relationships and they also indicate the rhetorical value of what is to follow. Some of the more common idea relationships are amplification, cause, comparison, contrast, definition, evidence, example, restatement, and result. For example, students can be trained to recognize words like "however," "nevertheless," and "on the contrary"; these words and phrases signal contrast. Another example of a connective marker is "therefore," which is a signal for a coming result.

Understanding Rhetorical Organization. Palmini (1996) stated that rhetorical organization helps the reader to identify problems within a text, evaluate solutions and make decisions regarding structure. It is useful for students to have a grasp of organizational patterns so that they can apply their reading strategies to predict what is to follow. Many students may be accustomed to patterns of rhetorical organization that are quite different from those encountered in English text. These

organizational differences may impede reading comprehension. For instance, the Thai language has no punctuation or paragraphs, and Thai students may have a hard time understanding the organizational structure of English. Exercises for identifying rhetorical patterns should actively involve the students. For example, students could be taught to outline, fill in charts, re-order passages, reject irrelevant information, and underline key sentences.

Understanding Syntactic Relationships. Yáñez (1987) declared written English and spoken English are different in many respects. Written English often uses different word order and longer, more complex sentences. It is for this reason that many students who can speak well may have a problem reading. Good readers are able to recognize chunks of information and how they are grouped together to form logical units. Teachers can demonstrate to students how complex sentences are divided into their constituent parts by using cloze passages. Cloze passages are those sentences that leave out key information but provide critical scaffolding. Other exercises such as combining sentences can focus on embedding, reductions, substitutions, and other permutations.

Understanding Inference and Implication. According to Yáñez (1987), to infer means to draw a conclusion or make a deduction based on facts or indications. To imply means to state indirectly, hint, or imitate. In the reading and writing processes, the writer implies and the reader infers. The reader makes use of syntactic, logical, and cultural clues to comprehend and form a visual picture of what the writer is stating. That is, a skilled reader can draw conclusions from implied information. Contextual clues can also be used in a similar manner to determine the meaning of words. Teaching inference skills can be done through the use of multiple-choice comprehension questions in which one or more of the choices include implied information.

Deriving Meaning from Context. Reading is more than decoding words one by one. The meaning of the word varies according to the context. There is no absolute meaning for a word in a sentence; the context can change its meaning. A student's unfamiliarity with second language grammar can impede his comprehension of a passage. The inability to understand the meaning of unfamiliar vocabulary can lead to discouragement or dissatisfaction. Many ESL/EFL students approach vocabulary as if each word had a fixed meaning. This is due in part to the mistaken belief that

English vocabulary items have a one-to-one correspondence with words in their native languages. Because students continue to translate word-for-word at this stage, they fail to see sentences as carriers of meaning. As a result of word-for-word translation, students seldom rely on context to derive meaning. When students are trained to infer meaning from context, they can see the forest instead of the individual trees.

Expanding Vocabulary. Yáñez (1987) stated in addition to context clues, students should be provided with a system to help expand their vocabulary. The aim here is to provide students with a variety of exercises to help them cope with unfamiliar words as they are encountered in the readings. For example, students can expand their vocabulary by taking advantage of different prefixes, suffixes and conjugations of the same word root.

#### Post-Reading Strategies

Langer (1982) stated that the following response skills require students to become actively involved in the reading process. The teacher directs the students who are expected to perform tasks that involve thinking and reasoning.

Understanding Overall Content. When understanding overall content, students should be able to acquire

information through reading, process that information, and be ready to discuss what they have read. A few proven exercises to improve comprehension skills are activities such as multiple-choice questions, true/false, find the reasons, find the errors, and open-ended questions.

Paraphrasing. A paraphrase is a restatement of a text or passage in such a way that the writer does not alter the original meaning. Sentences and paragraphs can be paraphrased. The value of paraphrasing to the reading process is that a text must be clearly understood before it can be expressed in an alternate form. Therefore, paraphrasing itself can be used as an exercise to help students synthesize and understand the content contained in a passage.

Summarizing. Gardner (1996) stated that summarizing is a study skill that closely resembles paraphrasing because it also requires rewording. The major difference is that a summary is a condensed version of the original; whereas a paraphrase is a complete restatement of the original, including all of the writer's main ideas as well as key supporting details.

Drawing Conclusions. Drawing conclusions involves assessing and evaluating a text. From the assessment and evaluation, students can discriminate fact from opinion

and determine through inference what the writers' intention or attitudes may have been. Exercises focusing on words commonly associated with opinionated writing can be helpful in training students to distinguish facts from opinion.

### Conclusion

In summary, in order to foster reading development, ESL/EFL teachers must know the three-phase reading process and the strategies that correspond to the various phases in order to facilitate teaching. These strategies must also be integrated into everyday class materials; and embedded into the language tasks to provide the contextualized strategy practice for students (Cohen & Weaver, 1997).

## Second Language Learning and Use Strategies

### The Importance of Language Learning and Use Strategies

Oxford (2000) asserted that recently the educational focus is shifting from a teacher-centered model to a student-centered model of instruction. Also the focus on teachers' teaching pedagogy is changing more towards improving students' language learning and use strategies. Recent research has shown that in the student-centered strategy-based model, students do best when they select

learning strategies based on their preferred learning styles; and that these students' choices of learning strategies affect their learning outcomes.

In the student-centered model of learning, to become a successful language learner, students have to take full responsibility for their own language learning. Students must fully utilize their time as well as the appropriate language learning and use strategies. Students who do not know these concepts of language learning and use strategies are not as successful as those students who know how to apply these strategies. Therefore, it is the teacher's responsibility to show students how language learning and use strategies are applied, and to train students how to use these strategies to facilitate their learning process.

Strategies reveal a reader's resources for gaining understanding (Langer, 1982). One of the leading goals of the strategies-based model is to help learners become autonomous language learners. By acquiring learning strategies, learners can not only make their learning more effective, but also they can apply strategies to plan, regulate, and monitor their language learning process.

## The Definition of Language Learning Strategies

According to Oxford (2000), "language learners use deliberate strategies to enhance their learning of a language. These deliberate strategies help students in the acquisition, storage, retention, recall, and use of new language information" (p. 7).

Cohen (1996) defines language learning strategies as "the specific behaviors, steps, and actions taken to enhance one's own learning, through the storage, retention, and use of new information about the target language" (p. 2). Tudor (1996) defines learning strategies as "any purposeful activity that learners engage in to promote their learning and knowledge of the target language" (p. 38). In the strategies-based model, learners consciously apply various language learning and use strategies so as to enhance their comprehension of language. Language learning and use strategies make the learning tasks easier and more efficient. When a student knows how to choose and apply language learning and use strategies to their learning process, they are making the learning process more meaningful personally as well as productive. With the help of the language learning and use strategies, students construct their own meaningful knowledge.

According to Chamot (1987) and Oxford (1990c), second language learning strategies can be classified into four general categories: cognitive strategies, metacognitive strategies, social strategies and affective strategies.

Cognitive Strategies. Oxford (1990b) stated cognitive strategies are indispensable for learning a new language. Cognitive strategies involve the human mind and its mental process. According to Oxford (1990b), cognitive strategies can include rehearsal of material, retrieval, and storage of information into existing knowledge frameworks. In order to manage and assimilate knowledge, readers can use a variety of strategies including note taking, summarizing, highlighting text, and skimming or scanning strategies during the reading process. Cohen and Weaver (1997) claimed "cognitive strategies encompass the identification, retention, and storage of words, phrases, and other elements of the target language. They deal directly with the manipulation of target language structures" (p. 6). For example, students use prior knowledge to comprehend new language material; summarize language information mentally, oral, or in writing; classify vocabulary according to topic or part of speech; and use visual imagery to learn new information or to solve a problem.

Metacognitive Strategies. O'Malley and Chamot (1990) declared, "metacognitive strategies relate to learners' global planning of their language study, preparation and monitoring of learning task, and evaluation of performance" (p. 134). Metacognitive strategies help learners to plan, organize, monitor, and evaluate their language learning process to reach better learning outcomes. In other words, metacognitive strategies are tools that help students control the language learning process. For example, efficient language learners plan how to accomplish their language learning tasks in advance; selectively attending to key words, linguistic markers, or other information during the reading process; monitor one's comprehension and production of the language, and reflect on how well one has accomplished a learning task after reading the passage.

Social Strategies. Tudor (1996) asserted "social strategies relate to the ways in which learners interact with others to support or advance their learning and to the control of learner's social involvement in learning tasks and/or situations of use" (p. 207). Social strategies, therefore, represent the actions that language learners choose to take in order to interact or communicate with other learners, teachers, or with native

speakers. In social strategies, language learners cooperate with others in the language learning process. They make overt efforts to learn the target language. For instance, when using social strategies, second language learners can ask for clarification, additional explanation, or verification whenever they are confused. They can complete a task or solve a problem cooperatively with others, ask for feedback about their performance or comprehension, and use other students or a language expert as a learning resource. Therefore, social strategies are essentially important for language learners if they really want to use the language to communicate with people.

Affective Strategies. Oxford (1990b) stated, "the term affective refers to emotions, attitudes, motivations, and values. Therefore, it is impossible to overstate the importance of the affective factors influencing language learning" (p. 140).

Weinstein (1988) asserted, "affective strategies help to create and maintain suitable internal and external climates for learning" (p. 291). Affective strategies reflect internal efforts to coordinate the language learning process. Affective strategies help language learners to lower their anxiety, encourage themselves, and take their own emotional temperature. For example, to

lower anxiety, language learners can use progressive relaxation, deep breathing, or meditation. They can also use music or laughter to decrease their anxiety. Another example is that students could take their emotional temperature before, during, or after a learning task; reduce anxiety by using relaxation techniques; encourage themselves through positive self-talk and positive attitudes; and use rewards when they have accomplished their learning goals. Knowing the affective domain is probably one of the biggest influences on language learning success or failure, language learners should learn how to apply these affective strategies well to feel more comfortable in the language learning process.

#### The Definition of Language Use Strategies

Cohen (1996) asserted "the language use strategies are the actions taken by learners to retrieve information about the language already stored in memory, practice the target language, create the impression of control over the language, and to compensate for gaps in target language knowledge" (p. 7). Second language use strategies may or may not have an impact on the reading process.

There is a difference between language learning strategies and language use strategies. Language learning strategies are applied with a distinct goal to improve

language learner's knowledge of the language, whereas language use strategies help students use the strategies they possess inside their own minds. Language use strategies are put into action when students produce language. Cohen (1996) divides language use strategies into four categories: retrieval strategies, rehearsal strategies, cover strategies, and communication strategies.

Retrieval Strategies. Retrieval strategies are those strategies applied for retrieving words, phrases, and other elements of the target language from the learners' memory, and for choosing appropriate language forms. Retrieval strategies are employed when the learner needs to access stored information. For example, language learners may use a key word mnemonic to remind themselves of a particular word, or could mentally visualize a verb chart to choose an appropriate grammar form. Another example might be that they may recall previous classroom language tasks in order to perform a similar task.

Rehearsal Strategies. Rehearsal strategies are used for rehearsing target language structures through repetition or practice. For instance, second language learners will engage in form-focused practice, such as practicing verb conjugations, rehearsing a language

structure several times before using it. In addition to form-focused practice, they could rehearse by repeating the pronunciation of a word or phrase out loud before using it, and by writing down a phrase or sentence before articulation. For example, before going to the store, language learners can picture the conversation they will have with the storeowner. This process will help them to have more confidence in themselves and know what to say when they go into the store. This process can also reduce the anxiety of using unfamiliar language.

Cover Strategies. Tudor (1996) stated, "Cover strategies are applied when learners encounter a gap in their knowledge of the target language and which enable them to deal with this deficiency" (p. 204). Cohen and Weaver (1997) confirmed that cover strategies are the strategies that language learners apply to give other people the impression that they have control over material when they do not. They are special types of compensatory or "coping" strategies that involve creating an appearance of language ability so as not to look unprepared or foolish. The reason language learners use the cover strategies is to cover or protect themselves in the target language environment, instead of learning the language material or engaging in real communication. Some cover

strategies make communication easier to understand, whereas other cover strategies make the communication more difficult to follow. For example, language learners may use a memorized, or not fully understood, phrase in an utterance in a classroom drill in order to keep the action going. They might simplify a phrase by using only the part they are familiar with, or they would complicate the conversation to avoid using a particular form or an unknown vocabulary word, or even pretend they can understand the target language to feel comfortable in the language setting.

Communication Strategies. Communication strategies are the learners' attempts to use a restricted linguistic system for communication. They are often adopted at times of difficulty in expression and reception. The adoption of communication strategies is associated with the learner's recognition of his/her insufficient knowledge of the target language and his/her behaviors when faced with problems in communication (Wang, 1998) Communication strategies are applied to get a message across about the content despite the information gaps between the learner's native language and his target language knowledge. For example, when language learners are not that familiar with the target language, several key phrases may come in

handy. Such as "How do you say...?" or "What do you mean by...?" They might even make up new words according to their own knowledge. For example, Taiwanese call a refrigerator an icebox (Binshian). Therefore, if a Taiwanese does not know how to say refrigerator in English, he would just create a similar word like "icebox" to indicate the refrigerator. In addition to the above communication strategies, a language learner might use nonverbal forms of communication, such as gestures, facial expressions, or other body language.

#### The Component of Strategy Instruction

It is the goal of all ESL/EFL teachers to help their students to become more effective in learning and using the target language. Therefore, teachers should help learners to become aware of what kind of strategies are available to them and help students understand how to organize and apply these language learning and use strategies systematically and effectively. In this way, learners know how and when to transfer the language learning and use strategies to the new language learning and use strategies.

Cohen and Weaver (1997) stated that in order to achieve the above goal, teachers must teach the following

two components in the ESL class: strategy training and strategy integration.

Strategy Training. Oxford (2000) stated that it is clear that students can be taught to use better strategies, and research suggested that better strategies improve language performance. The strategy training process of students is best accomplished when woven into regular classroom activities, instead of presented as a separate strategy course. Therefore, students should be clearly taught how, when, and why strategies can be used to facilitate their language learning and language use activities.

In typical classroom strategy-training situations, teachers explain, demonstrate, and give examples of potentially useful strategies. Teachers derive additional examples from students based on the students' own experiences. One way to accomplish this strategy-training task is by teachers' leading small-group or whole-class discussions about strategies. Teachers should also encourage their students to experiment with a broad range of strategies. Complete strategy training should include activities especially designed to raise students' awareness of the learning process as well as the strategic application of language learning and use strategies.

Activities should be designed to show students how to use specific strategies to enhance their learning process.

Strategy training is intended to help students discover the ways that they can learn the target language more effectively. Teachers can be made more aware of the application of learning strategies through appropriate teacher training. If students can successfully apply the language learning and use strategies to their learning process, it means that they can learn both the target language and the language learning and use strategies at the same time.

As Blanche and Merino (1989) pointed out, "students need to know what their abilities are, how much progress they are making, and what they can or cannot do with the skills they have acquired. Without such knowledge, it is not easy for students to learn efficiently" (p. 313). Strategy training, thus, can thus be assumed as the way to empower students by allowing them to take control of their own language learning through an increased awareness of how strategies can simplify the learning process.

Strategy integration. Cohen and Weaver (1997) stated that "strategies must be integrated into everyday class materials, and are both explicitly and implicitly embedded into the language tasks to provide for conceptualized

strategy practice" (p. 11). Teachers should design teaching materials especially to make sure that strategies are taught during strategy training activities. Teachers should also allow students to choose their own preferred strategies spontaneously, without continued prompting from the language teacher.

### Conclusion

Cohen and Weaver (1996) stated that the most ESL/EFL teachers have already applied various kinds of activities in their classes that strengthen strategy training strategy integration. It can be assumed that every task in the foreign language classroom lends itself to a certain strategy use, and that all learners are likely to succeed at any classroom task if they make use of one or more strategies successfully.

Therefore, teachers should emphasize the strategies that they think might be beneficial to their students in the class. The teacher can also encourage students to share their favorite strategies for accomplishing certain language tasks during class. Equipped with language learning and use strategies, students can be more responsible for improving both their learning process and language abilities. As teachers help these students learn how to succeed with language, the students gain the

confidence and the tools they need to become better  
life-long learners.

CHAPTER THREE  
A MODEL OF STRATEGY-BASED  
INSTRUCTION

Description of a Model of  
Academic Competence

The literature review in the previous chapter has explored different strategies that can contribute to academic competence, including metacognition, language learner strategies and academic reading strategies. However, to be successful in their lives in college, whether in Taiwan or in a target language academic cultural environment, students need to know how to achieve academic survival first before they can achieve academic competence. Based on this concept, a model of elements to achieve academic competence can be constructed (see Figure 3). This model will help ESL/EFL teachers as well as students in general to better understand and utilize the strategies in an academic environment and in life to help them succeed in college. The concept of academic competence is comprised of two major components, learner strategies and academic survival skills.

Figure 3. A Model of Strategies to Achieve Academic Competence

Academic Competence	Learner Strategies	General strategies applied to non-SLA context		
		Learner Strategies applied to SLA context middle	Second language use strategies	Retrieval
				Rehearsal
			Second language learning strategies	Communication
				Cover
		Academic /Survival Strategies	Cultural Skills	L1 cultural skills
	TL cultural skills			
	Academic /Survival Strategies	Study skills	Academic cultural skills	
			Time management	
			Text processing	

### Learner Strategies

Students can apply learner strategies in general in any academic discipline to further their scholastic success. Particular strategies are applied in second language acquisition. Therefore, the domain of learner strategy is divided into two subcomponents, general strategies and second language learner strategies.

General Strategies (Non-SLA Contexts). General strategies are cognitive strategies, metacognitive and

social affective strategies. They are considered "general" in this project if they are applied in a non-SLA context. However, the cognitive strategies, metacognitive and social affective strategies are also applied to Second Language Acquisition (SLA). In fact, if an ESL/EFL teacher directly teaches these strategies, students will find them useful outside of SLA domain as well.

Learner Strategies Applied to SLA Contexts. These strategies are classified into two subsets, second language use strategies and second language learning strategies. Second language use strategies help students use strategies spontaneously in speaking or other non-learning situations. Language use strategies are the actions taken by learners to retrieve information from their long-term memory, practice the target language, create the impression that the learner has control over the language, and to compensate for the gaps between L1 and target language.

Second language learning strategies enhance students' learning and are used in academic contexts. Therefore, teachers should teach students second language learning strategies to enhance their learning of a language. Language learning strategies refer to any purposeful

activity that learners apply in order to increase their learning and knowledge of the target language.

Second language learning strategies are divided into reading strategies and non-reading strategies. Reading comprehension is the major objective of ESL/EFL teachers in Taiwan. Reading strategies should be explicitly taught to students so that students can use these strategies to enhance their reading comprehension. Teachers should know the three stages of the reading process and the reading strategies that correspond with these stages. Teacher should teach these strategies in the class overtly and provide students chances to practice these strategies so that they can utilize these strategies as tools to enhance their reading comprehension.

Non-reading strategies are the other form of second language learning strategy that enhances academic competence. These strategies include speaking, listening and writing strategies used when learning. These four skills work together to help students achieve academic competence. Teachers should integrate the four strategies during instruction instead of focusing on reading strategy only.

## Academic/Survival Skills

Except for the skills provided above, to survive in college students need some basic academic survival skills to keep up with the others. College is a very competitive place. Students need to equip themselves with both cultural skills and study skills to achieve academic tasks.

Cultural skills. Survival skills can be categorized into L1 cultural skills, target language cultural skills and academic cultural skills. L1 cultural skills are the strategies ESL/EFL students choose to take advantage of their first culture/language. With access to a body of knowledge and experiences that the classmates and even the professors lack, ESL/EFL students can really use this advantage to compensate for other linguistic and educational disadvantages. Besides L1 cultural skills, ESL/EFL students should also learn to apply target cultural skills, such as making friends with native speakers and getting help from them. Applying academic cultural skills means to know and respect the differences between the academic target culture and academic L1 culture. Knowing the differences in classroom and campus behavior, ESL students know the proper way to behave themselves on campus, which will help them to cross the

cultural gap between the L1 culture and the target academic cultures.

Study Skills. Students need to be responsible for their own learning and apply appropriate study skills to their learning process. Time management and textbook processing are the most important skills for college students. Knowing how to manage time well is the key to success in college. Besides time management, students should be able to know how to process a textbook; in other words, to approach a complex reading assignment to maximize the time allotted to the task.

With the model provided by this project, teachers can teach students how to apply these strategies to study. Well said is the saying, "Give a man a fish, and you feed him for a day; teach him how to catch fish, and you feed him for a lifetime." Only when teachers show students how to apply these strategies to the learning process, can students really know that they can enhance their reading and read critically. Finally, students who approach and understand texts with useful strategies can read in the foreign language without the teacher's guidance.

CHAPTER FOUR  
CURRICULUM DESIGN

Curriculum Organization

This curriculum features an instructional unit with six lessons, each based on authentic reading material (see Appendix). The unit focuses on reading materials that are appropriate for college-level students as well as for college-preparatory secondary students. The texts include selections from textbooks, magazines, and literature. Each lesson contains four kinds of task chains: Analysis, Strategies, Critical Reading, and College Survival Skills. In each lesson, the first task chain demonstrates basic skills that can be applied to analyze the textual elements at the word and sentence level as well as pre-reading activities to arouse students' interest. The second task chain focuses on various strategies for reading with comprehension. The third task chain contains post-reading activities and approaches that represent various thinking skills to improve comprehension. The fourth task chain features the necessary survival skills for college students in Taiwan as well as abroad. Some texts are long and they cannot be taught in one class session. Therefore,

subdivisions are provided for possible use within distinct class sessions.

In this unit, each lesson features several focus sheets, task sheets, an assessment sheet, a self-evaluation sheet, and a homework sheet. The lesson plans provide ideas and activities designed for teaching academic strategies. The topics of Lessons One to Six are as follows: Cloning Infants, A Distant Fantasy; Life in the Greenhouse; Where Do We Stand?; Cyber Security; The New American Dreamers; and Gender Roles. These samples are edited and adapted for real classroom situations. Classes provide a minimum amount of time to cover a whole article, so homework assignments are needed. At the beginning of each class, teachers refresh students' memories and reactivate prior knowledge. Students will get more knowledge through this teaching method because they have time to think about the ideas in the texts. In addition to the reading strategies, each lesson provides extra academic survival skills for students. The survival skills from Lessons One to Six are as follows: Academic Cultural Skills; Learn Your Way Around; Text Processing; Time Management; Coping Strategies for ESL students; and Getting Familiar with the Library.

There are three kinds of teaching materials in this unit: the focus sheets containing texts for reading; the task sheets containing the pre-reading, while-during and post-reading activities; and the assessment sheets, which include different items assessing students' learning. In addition, self-evaluation forms, and homework sheets are available at the end of every lesson. Self-evaluation forms enable students to self-monitor and evaluate their learning. Assessment sheets serve as summative assessment for the lesson. Homework sheets provide opportunities for post-reading activities closely integrated with the teaching process and serve as a tool for review.

#### From Model to Curriculum

This curriculum design is derived from the model in Chapter Three, which, in turn, is derived from the four key terms reviewed in Chapter Two. Therefore, the following explanation of the key words will show how these elements fit together, as well as show details of how they correspond to lessons to accomplish the teaching goals.

#### Academic Competence

To enhance students' academic competence, all readings from the curriculum are edited and revised to fit in the curriculum preparing high school students for

college. However, college students can also benefit from this curriculum due to the various strategies they provide. To achieve academic competence, students need to have basic pragmatic knowledge, basic language proficiency, and background knowledge to reach a level of basic understanding necessary to proceed within the lesson. With the help of academic strategies, students can enhance their understanding to accomplish academic assignments. In Task Sheets: Analysis, the first task chain in the lesson, a lot of material is provided to facilitate students' basic understanding, which combined with reading strategies, and language learning/use strategies, students can use to increase their understanding systematically from the basic level (prior to the lesson) to the academic level (post lesson).

In addition to learner strategies, the unit incorporates a set of academic survival strategies. These strategies include cultural skills and study skills. Cultural skills are divided into L1 cultural skills, target language cultural skills and academic cultural skills. In the lesson plan, these skills are taught and discussed during class so that the students can really learn these cultural skills and can apply them to their future or current learning. Study skills emphasize time

management and text processing. Through the instruction of the lessons, students will know how to manage their time effectively and be autonomous learners.

### Academic Reading Strategies

Academic reading strategies are categorized into three parts: pre-reading, during reading, and post-reading. The task chains are also divided according to the reading process. Task Chain One mainly deals with the pre-reading activities and analysis of the textual elements at word and sentence level. Task Chain Two deals with different strategies to enhance academic competence. Task Chain Three deals with the post-reading level. It emphasizes the comprehension, application, synthesis, and evaluation of knowledge. Equipped with academic reading strategies, students can better comprehend the instruction and teachers can better facilitate the teaching process.

### Metacognition

Metacognition is the most important element in students' learning process. With metacognition, students learn to monitor, evaluate, and reflect upon their learning process. During the learning process, students can continually stop, reflect on, and monitor their learning. In fact, many strategies can be considered metacognitive. For example, the pre-reading strategy of

advanced organization falls on metacognition. Phases of SQ3R (Survey, Questions, Read, Recite, and Review) techniques can be enhanced with self-monitoring and self-evaluation. Therefore, when students apply these strategies, they can utilize metacognition to enhance their learning at the same time.

### Second Language Learning and Use Strategies

Second language learning and use strategies are essential to critical reading activities. When asked to communicate in English, students are afraid of making mistakes. With language learning and use strategies, students learn how to cope with a new language as well as their own emotions. With the help of cognitive strategies, metacognitive strategies, and social and affective strategies, students learn how to do positive self-talk, how to monitor and adjust their learning styles, and most importantly, how to make their learning process meaningful. Teachers should understand some second language learning strategies correspond to survival skills on campus. Teachers should emphasize these strategies during instructions.

Second language use strategies enable the communication to continue without interruption. Although students cannot fully express themselves in English, with

body language and some cover strategies, they can still find a way to continue the communication. Most students do not even know that they are using second language use strategies.

In summary, utilizing different kinds of strategies will provide readers with tools to achieve academic competence. Metacognition helps students to become autonomous readers who can plan, practice, and achieve their reading goals. Teachers should introduce different strategies in reading as well as metacognition to students and emphasize the strategies that they think might be beneficial to their students in the class. The teacher can also encourage students to share their favorite strategies for accomplishing certain language tasks during class. Empowered with language learning and use strategies, students can be responsible for improving both their learning process and language abilities. As teachers help these students learn how to succeed with language, students gain the confidence and the tools they need to become better, autonomous, and life-long learners.

Figure 4. The Distribution of Strategies in Each Lesson

Academic Competence	Units					
	1	2	3	4	5	6
I. Learner strategies						
A. Learner strategies applied to SLA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Second language learning strategies						
a. Reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Non-reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Second language use strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Strategies (applied to non-SLA contexts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Academic/survival skills						
A. Cultural skills						
1. L1 cultural skills	<input type="checkbox"/>	<input type="checkbox"/>				
a. Clarifying strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Taking advantage of L1			<input type="checkbox"/>		<input type="checkbox"/>	
c. Focusing strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using current experience or feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relying on past experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Target cultural skills					<input type="checkbox"/>	<input type="checkbox"/>
3. Academic cultural skills	<input type="checkbox"/>					
B. Study skills						
1. Time management				<input type="checkbox"/>		
2. Text processing			<input type="checkbox"/>			

## CHAPTER FIVE

### ASSESSMENT

#### Purpose of Assessment

Johnson (1982) asserted that the purpose of reading assessment is to study, evaluate, and monitor students' reading behavior and progress. Achievement tests supplement and confirm this information. For ESL/EFL teachers, reading assessment is a framework to plan instructional goals and activities. Teachers as well as students should adjust their teaching styles and learning strategies based on the outcomes of the assessments. Standardized reading assessments mainly consist of multiple choice formats in Taiwan. In the College Entrance Exams, for example, the proportion of multiple choices is often over 60 percent. Such tests often cannot provide data on students' long-term improvement. These tests may not assess the real reading ability of students because they just measure the result or product. Multiple-choice tests may misrepresent the reading performance of students because the test takers may have difficulty responding under the restriction of the testing situation (Valencia, 1997).

Therefore, students' reading comprehension should be estimated by a variety of assessment procedures. Reading assessment should be more flexible in tracking various aspects of content reading ability. Reading achievement tests should be designed to assess students' developmental learning processes rather than simply focusing on results.

By means of assessment outcomes, teachers keep track of what students have learned and what they still need to learn. Teachers should adjust the curriculum and materials according to students' need. Reading assessment is comprised of measuring reading comprehension, content recall, and reading speed. The purpose of reading assessment is to evaluate comprehension. Additional self-assessment is needed to evaluate the processes or reading strategies used in each step.

#### Design of Reading Assessment

There are two types of assessments: formative and summative. The purpose of formative assessment is to assess each task. The teacher observes students' tasks during class and grades students' work sheets. After evaluating students' achievement, the teacher should re-teach specific content that students do not understand. As a result, the lesson objectives are accomplished.

On the other hand, summative assessment consists of an examination that tests overall understanding of the lesson content. In this project, I choose to use both formative assessment and summative assessment. Formative assessment includes multiple perspectives. These assessment formats can allow teachers to assess students' activities and products flexibly. Both reading processes and comprehension results are important, and both will be assessed in different ways. Summative assessments, in other words, provide the overall understanding of the reading.

#### Application of Reading Assessment

The reading assessment strategies in this chapter are based on the strategy-based model in Chapter Three (Figure 2). There are many assessments that match the stages of the reading process: (1) pre-reading assessment; (2) during reading assessment; (3) post-reading assessment. Each process is essential for teaching instructions and serves multiple purposes.

First, in the pre-reading stage, the teachers should emphasize what students already know. The main purpose in the pre-reading stage is to activate students' prior knowledge. Because students' prior knowledge plays an

essential role in their comprehension, it is necessary to assess background knowledge formatively before the students read the content. Background knowledge may be assessed through brainstorming, discussion, or free writing, to bridge the gap between old and new learning experience. Teachers assess students' background knowledge; and, based on the outcome of assessment, decide the direction of teaching. Therefore, all of the lessons incorporate assessment of students' background knowledge. Lesson One emphasizes tips to define vocabulary in context; Lesson Two features the parts of speech and vocabulary in context; Lesson Three highlights negative prefixes and idioms; Lesson Four emphasizes drawing background knowledge and vocabulary chart; Lesson Five points out figure of speech and connotations; and Lesson Six accentuates word parts.

The during-reading stage comprises the most assessments. Different strategies are conducted and applied in this stage. The goal of this stage is to have students use different strategies to enhance comprehension; therefore, the goal of assessment in this stage is to check students' achievement, and to remedy any shortcomings that may impede their further ongoing reading. Among those assessments, metacognitive strategies

are emphasized, because they will do the most to enhance students' learning process. As I stated before, metacognitive strategies help students to know what, when, how, and why the learning process should be adjusted.

In the post-reading stage, teachers require students to understand not only reading materials, but also how to apply the knowledge gained for further study. Teachers in this stage focus on what students need to remember. Summative assessments are mostly featured in this stage due to the fact that students should fully understand the content at this point. Each lesson has summative assessment. Besides summative assessments, the teachers observe the students all through the learning process as another way to keep track of student performance. Students also apply second language learning and use strategies in this stage to sustain the communication in non-written form.

In summary, valid and appropriate assessments are essential to attain success in reading comprehension. Teachers, therefore, should not only be cautious in conducting the assessment procedure, but also be careful to adjust their teaching styles according to the outcomes of assessments in order for students to achieve better comprehension.

English proficiency is essential for students in Taiwan. The ability to read academic writing is more important for college-level students. High school students need to realize that there is a big gap between college and high school. They need to adjust their learning attitude and learn to be autonomous learners. Empowered with metacognition, second language/use strategies, and academic reading strategies, students will find more efficient ways to achieve academic competence.

APPENDIX  
LESSON PLANS

## Lesson One: Cloning Infants, a Distant Fantasy

### Objectives:

1. To build up general understanding of the modern technology: cloning
2. To be able to identify key vocabulary words
3. To analyze word/sentence characteristics of feature stories
4. To use the reading strategy Summarize to summarize the article
5. To apply critical reading to feature stories in a news magazine
6. To identify differences between the culture of higher education in the United States and that of Taiwan using a graphic organizer

Content: Introduction to cloning technology

Vocabulary: Decided by students

Learning strategies: Reading strategies:

- Summarize
  - Choice of vocabulary
- Language use strategies
- Second language learning strategies:
- Metacognitive strategies:

### Materials:

Focus Sheet 1-1  
Focus Sheet 1-2  
Focus Sheet 1-3  
Task Sheet 1-1  
Task Sheet 1-2  
Task Sheet 1-3  
Task Sheet 1-4  
Assessment Sheet 1-1  
Assessment Sheet 1-2  
Self-evaluation Form 1-1  
Homework Sheet 1-1

Warm-up: The instructor elicits students' interest and prior knowledge by presenting background information (Focus Sheet 1-1). Then the instructor asks students to discuss the following questions with one another:

- a) Do you know that people can clone a sheep now?

- b) Whom would you like to clone if you had the chance?
  - c) What are the benefits of cloning animals?
  - d) What are the disadvantages of cloning animals?
- Each pair will share one idea with the class.

#### Task Chain: Analysis

1. The instructor splits students into groups of four.
2. The instructor shows students Focus Sheet 1-1 again and asks what students feel when they see the picture.
3. The instructor asks questions related to cloning.
4. The instructor asks students to write advantages of cloning and share with group members.
5. The instructor distributes Work Sheet 1-1 and asks the students to agree or disagree with the statements on Work Sheet 1-1; after that, students share their thoughts with their group members.
6. The instructor teaches students tips to define vocabulary in context. After that, the instructor has students finish the exercises on Work Sheet 1-1.

#### Task Chain: Strategies

1. The instructor distributes Focus Sheet 1-2 and asks students to find 10 vocabulary words that they think are important.
2. Then the instructor asks each group to explain their reasoning. Usually, student will choose the words they are not familiar with instead of the ones that are important.
3. After that, the instructor distributes Work Sheet 1-1. This work sheet illustrates how to identify the important vocabulary from context. The instructor explains how to find important vocabulary from Focus Sheet 1-2 and then asks each group to identify the 10 most important vocabulary words.
4. The instructor gives students feedback and analyzes their errors.
5. The instructor teaches students the steps to summarize an article.

6. The students work in group and work on the exercises of Work Sheet 1-2.
7. The instructor has group compare the answers in their Work Sheet 1-2 and gives feedback and analysis.

#### Task Chain: Critical Reading

1. The instructor distributes Work Sheet 1-3 and lets students solve questions in 1. DECISION MAKING
2. The students discuss the topic and content they got from the context.
3. The instructor splits students into two different groups with pro and con ideas about cloning.
4. The students role-play and take turns debating about the issue.
5. Students write a summary containing the whole article as homework. (Criteria will be provided in the Assessment Sheet 1-1).

#### Task Chain: Academic Cultural Skills

1. The instructor asks students their opinions about the differences between the cultures of higher education in the States and Taiwan. The students should answer the question based on their past experiences on TV programs, movies or even friends' experiences.
2. After the discussion, the instructor distributes Focus Sheet 1-3 and asks students to work in groups to differentiate the characteristics of the culture in the States.
3. The instructor distributes Focus Sheet 1-4 to students and teaches students how to use a graphic organizer in comparison and outlining.
4. The instructor distributes Task Sheet 1-4 to students and asks students to work in groups to design a graphic organizer based on the similarities and differences.

## Assessment

### Formative

#### Pre-reading

1. The instructor asks questions related to the topic and evaluates students' reaction and presentation.

#### During-reading

2. The instructor assesses students, group work on defining important vocabulary.
3. The instructor asks the definition of the important vocabulary.
4. The instructor grades EXERCISE: SUMMARY, para. 1 to para. 4.

#### Post-reading

1. The instructor evaluates students' understanding of main idea through solving DECISION MAKING questions.
2. The instructor evaluates students' understanding of summary through homework.

#### Summative

1. The instructor evaluates students' final summary on the article in the Assessment Sheet 1-1.
2. Students self-evaluate their own learning process and achievement on Assessment Sheet 1-2.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

## Lesson Two: Life in the Greenhouse

### Objectives:

1. To build up general understanding of the Greenhouse Effect
2. To analyze word/sentence characteristics of feature stories
3. To know how to find the main ideas of a paragraph.
4. To know how to utilize the charts
5. To apply critical reading to feature stories
6. To identify the information students need to know on the campus through group work

Content: Introduction of the Greenhouse Effect.

Vocabulary: parts of speech and vocabulary in context

Learning strategies: Reading strategies:

- Main ideas
- Charts
- Choice of vocabulary

Language learner strategies:

- Metacognitive strategies

### Materials:

Focus Sheet 2-1  
Focus Sheet 2-2  
Focus Sheet 2-3  
Task Sheet 2-1  
Task Sheet 2-2  
Task Sheet 2-3  
Task Sheet 2-4  
Assessment Sheet 2-1  
Self-evaluation Form 2-1  
Homework Sheet 2-1

**Warm-up:** The instructor elicits students' interest and prior knowledge by presenting background information (Focus Sheet 2-1). Then the instructor asks students to discuss the following questions with one another:

- a) Do you know what a greenhouse is?
- b) What is the Greenhouse Effect?
- c) What are the reasons for the rising temperature on earth? What might be the disadvantages?

Each pair will share one factor or idea with the class.

#### Task Chain: Analysis

1. The instructor splits students into groups of four.
2. The instructor shows Focus Sheet 1-1 again to the students and asks how students feel when they see the picture.
3. The instructor asks questions related to the global warming.
4. The instructor distributes Focus Sheet 1-2 and asks students compare the weather nowadays and the weather 10 years ago by writing and discussing sentences.
5. The instructor asks students to write the reasons they think that causes the global warming.
6. The instructor asks students to answer the questions on Task Sheet 2-1 and explain the reasons.
7. The instructor teaches students the parts of speech on Task Sheet 2-1 and asks students to finish the exercise.
8. The instructor asks students to identify the vocabulary in context through discussion.

#### Task Chain: Strategies

1. The instructor teaches students how to identify the main ideas in reading.
2. The instructor distributes Task Sheet 2-2.
3. The students work in groups on the exercise of Task Sheet 2-2.
4. The instructor has the group compare the answers in their Task Sheet 2-2 and gives feedback and analysis.

#### Task Chain: Critical Reading

1. The instructor tells students briefly about the background of this article.
2. Distribute Task Sheet 1.3 and let students try to come out with answers to questions in Solutions.

3. Discuss the topic and content that they got from the context.
4. Present their conclusions.

#### Task Chain: Learn Your Way Around

1. The instructor asks students to brainstorm the information they need to know about the college first and discuss their answers with group members.
2. The instructor distributes Focus Sheet 2-3 and asks students to compare their answer with the reading.
3. The instructor explains the differences between high school and college and asks students to work in groups to find out how many offices students have been to and define the help they can get from these offices.
4. The instructor distributes Test Sheet 2-1, and asks students to work in groups to find out the answers to the questions. The instructor divides the presentation questions into different groups. Each group is responsible for one to two introductions of the offices, labs and department.

In next class, each group pretends that they are the faculty of that departments, office, and introduce their own offices, labs, and different services they offer.

#### Assessment

##### Formative

##### Prereading

1. The instructor asks students questions related to the topic.

##### During Reading

1. Assess students with exercise.
2. Grade EXERCISE: MAIN IDEA and ask students for the answers.
3. Ask the definition of the important vocabulary in context.

##### Postreading

1. Evaluate students' understanding of main idea through discussion and debate.
2. The homework.

Summative  
Assessment Sheet 2-1

90	Excellent
80	Good
70	Needs improvement
60	Study harder

### Lesson Three: Where Do We Stand?

#### Objectives:

1. To specify characteristics of the feature story
2. To expand vocabulary by negative prefixes
3. To identify vocabulary and idioms in contexts
4. To apply critical reading to cultural stories
5. To know how to read a textbook

#### Materials:

Focus Sheet 3-1  
Focus Sheet 3-2  
Task Sheet 3-1  
Task Sheet 3-2  
Task Sheet 3-3  
Assessment Sheet 3-1  
Self-evaluation Form 3-1  
Homework Sheet 3-1

Content: Introduction of the spatial boundaries from different cultures.

Vocabulary: Idioms, and vocabulary in context

Learning strategies: Reading strategies:

- Inferences,
  - Vocabulary in contexts
- Language use strategies,  
Language learning strategies:
- Metacognitive strategies

Warm-up: The instructor elicits students' interest and prior knowledge by presenting background information of different cultural space. Then the instructor asks students to discuss the following questions with one another:

- a) Were you ever misunderstood because of cultural difference?
- b) How far do you like to keep as a distance when you are talking to someone?
- c) Do you know any stories related to spatial misunderstanding?
- d) Do you think you have to adjust yourself to fit another person's spatial boundary?

Each pair will share one factor or idea with the class.

### Task Chain: Analysis

1. The instructor asks students to freewrite for 10 minutes on the topic of body language.
2. The instructor asks students about cultural differences they know.
3. The instructor distributes Task Sheet 3-1.
4. The instructor asks students to answer the questions on Task Sheet 3-1 and discuss the cultural differences.
5. The instructor explains the function of negative prefixes.
6. The instructor asks students to finish the exercise and compare the answers with group members.
7. The instructor teaches students how to identify the meaning from context. Have students do Task Chain 3-1 and then compare their answers with those of other group members.
8. The instructor explains the usage of idioms and asks students to finish the exercise in Work Sheet 3-1. Students should compare the idioms with the ones in their own language to improve comprehension.

### Task Chain: Strategies

1. The instructor teaches students tips to identify topic sentences in the content and how to locate concrete details.
2. The instructor distributes Task Chain 3-2.
3. Students work together to read and underline the topic sentences in each paragraph in Focus Sheet 3-2. Be prepared to explain the reason.
4. The instructor teaches students how to recognize inference.
5. The instructor distributes Test Sheet 3-1 and lets students try to answer the question.

### Task Chain: Critical Reading

1. After reading Focus Sheet 2-2, students exchange their experience and ideas with one another.
2. The instructor distributes Task Sheet 3-3.
3. The students work with group members on how to express meanings by body language.
4. Students discuss the critical thinking questions with group members and prepare to share with the class.
5. The instructor explains the transition device of comparison and contrast and has students finish the questions on Test Sheet 3-1.

### Task Chain: Text Processing

1. The instructor asks students the differences between reading magazines and textbooks and marks students' responses.
2. The instructor distributes Focus Sheet 3-2 and asks students to skim the focus sheet for main ideas.
3. The students discuss how they can improve their efficiency in reading textbooks and share experiences with the class.
4. The instructor explains the ideas and strategies in Focus Sheet 3-2 and asks students if they have better strategies or approaches to reading a textbook.
5. The instructor distributes Task Sheet 3-4 and asks students to do Exercise I. The students quickly skim one of the chapters of their textbooks and find out the information and fill in the blanks.
6. The instructor explains how to measure time span and asks students to measure their time span and mark the answer in the blank.
7. The instructor asks students to do Exercise III by measuring their time span again with a slight difference of creating an advance organizer first and then compares the improvement.

## Homework:

The instructor distributes Homework Sheet 3-1 and has students finish the homework according to the criteria on the sheet.

## Assessment

### Formative

#### Prereading

1. The instructor asks students questions related to the topic.
2. The instructor observes the discussions on pre-reading activities.

#### During Reading

1. Assess students with Task Sheet 3-1: exercise on negative prefixes.
2. Grade EXERCISE: DRAWING INFERENCE and ask students for the answers.
3. Ask for the definition of the important vocabulary.

#### Postreading

1. Evaluate students' understanding of cultural misunderstanding through discussion and debate.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

## Lesson Four: Cyber Security

### Objectives:

1. To build up general understanding of how to protect yourself in the cyber world
2. To analyze word/sentence characteristics of feature stories
3. To be able to draw a vocabulary chart
4. To know how to read technical writing
5. To apply critical reading to feature story
6. To know how to manage time effectively.

Content: Introduction of the term "cyber security"

Vocabulary: Decided by students

Learning strategies: Reading strategies:

- Drawing background knowledge
  - Making a vocabulary chart
- Language use strategies  
Language learning strategies:
- Metacognitive strategies

### Materials:

Focus Sheet 4-1  
Focus Sheet 4-2  
Task Sheet 4-1  
Task Sheet 4-2  
Task Sheet 4-3  
Task Sheet 4-4  
Assessment Sheet 4-1  
Self-evaluation form 4-1  
Homework Sheet 4-1

**Warm-up:** The instructor elicits students' interest and prior knowledge by presenting background information (Focus Sheet 4-1). Then the instructor asks students to discuss the following questions with one another:

- a) Have you ever purchased anything on the Internet?
- b) What do you feel about the purchase conducted on the Internet?
- c) Are you afraid that someone might be spying on you over the computer?
- d) How can you prevent from being spied or getting viruses on the Internet?

### Task Chain: Analysis

1. The instructor splits students into groups of four.
2. The instructor shows Focus Sheet 4-1 to the students and asks questions related to cyber security.
3. The instructor distributes Task Sheet 4-1 and asks students to find the new technical vocabulary and define the vocabulary with their own words.
4. The instructor distributes Focus Sheet 4-1 and asks students to redefine the vocabulary and then compare their answers with group members.
5. After the instructor asks students the definitions of the words, the instructor gives feedback and analysis.
6. The instructor teaches students how to make a vocabulary chart and has students finish their own charts.
7. The instructor gives students feedback and analyzes their errors.

### Task Chain: Strategies

1. The instructor distributes Task Sheet 4-2.
2. The instructor teaches tips to studying technical writing and how to read effectively.
3. The students find the differences in the article using criteria on the Task Sheet 4-2.
4. The students define their own characteristics of technical writing.
5. The students discuss with group members about the exercise.
6. The class shares the answers of the exercise and brainstorms for better study techniques.

### Task Chain: Critical Reading

1. The instructor present Task Sheet 4-3.
2. The instructor teaches students about thinking levels and defines the importance of thinking levels in college reading.
3. The instructor allows students enough time to read Focus Sheet 4-2.
4. The instructor asks students to apply their learning to finish the exercise on Task Sheet 4-3.
5. The students brainstorm to find solutions to protect themselves on the Internet.
6. Homework: The students write an article after seeing the movie "The Net" and e-mail it to the instructor.

### Task Chain: Time Management

1. The instructor asks students how they manage their time and asks students to share their strategies of time management.
2. The instructor asks group to brainstorm for effective ways to manage their time.
3. The instructor distributes Focus Sheet 4-3 and asks students to read the article and make a group outline.
4. Each group presents their own favorite time management.
5. The instructor distributes Task Sheet 4-4 and asks students to schedule their weekly schedule.

### Assessment

#### Formative

##### Prereading

1. The instructor asks questions related to the topic and evaluates students' reaction and presentation.

##### During-reading

1. The instructor assesses students
2. Group work on defining technical vocabulary.
3. The instructor asks the definition of the important vocabulary.

Post-reading

1. The instructor observes their problem-solving EXERCISE: LEVELS OF THINKING, and asks for answers from students.
2. The class brainstorms solutions to protect oneself on the Internet.

Summative

1. Homework sent by e-mail.
2. Students self-evaluate their own learning process and achievement on Assessment Sheet 1-2.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

## Lesson Five: The New American Dreamers

### Objectives:

1. To have a general understanding of a feature article
2. To appreciate figurative language
3. To know the function of connotation
4. To learn the learning strategy-SQ3R
5. To apply critical reading to research reading
6. To know the general coping strategies for international students.

Content: Basic understanding of a woman's dreams

Vocabulary: Connotation

Learning strategies: Reading strategies:

- SQ3R

Language learner strategies:

- Metacognitive strategies

### Materials

Focus Sheet 5-1  
Focus Sheet 5-2  
Task Sheet 5-1  
Task Sheet 5-2  
Task Sheet 5-3  
Task Sheet 5-4  
Assessment Sheet 5-1  
Self-evaluation Form 5-1  
Homework Sheet 5-1

Warm-up: The instructor elicits students' interest and prior knowledge by asking students about their dreams. After that, students discuss the following questions with one another:

- a) Have you already decided on a particular career? If so, how?
  - b) Do you feel any pressure to pursue a certain career?
  - c) How do you plan to achieve your career goals?
  - d) What is your personal definition of success?
- Each pair will share one factor or idea.

### Task Chain: Analysis

1. The instructor distributes Task Sheet 5-1.
2. The instructor asks students to write their own definition of success. What do students think about success? After the writing, students share their thoughts with group members.
3. The students discuss one of the quotations on Task Sheet 5-1 and share their thoughts with other group.
4. The instructor asks students to indicate the feelings they have about the statements on Task Sheet 5-1, then compare their answers with those of other group members.
5. The students think about the questions on Task Sheet 6-1 and indicate the extent to which they agree with the statements, and then share their responses with group members.
6. The instructor teaches the definitions and usage of metaphors on Task Sheet 5-1.
7. Students work together to finish the exercises on Task Sheet 5-1.
8. The instructor teaches the definition of connotation and asks students to cooperate to identify the connotations in the exercise.

### Task Chain: Strategies

1. The instructor distributes Task Sheet 5-2.
2. The instructor introduces the SQ3R technique.
3. The instructor teaches SQ3R and allows students enough time to finish Focus Sheet 5-1.
4. After the students finish Focus Sheet 5-1, the instructor has the students apply the SQ3R technique to read the text again.
5. The instructor asks students to tell the differences between two processes of reading.
6. The instructor has the students come up with questions according to the reading and asks other group to find the answers.

### Task Chain: Critical Reading

1. The instructor distributes Task Sheet 5-3.
2. The students discuss the attitude of the New American Dreamers toward the future. Compare the Old American Dreamer with the New American Dreamers. What is the biggest difference?
3. The students write the eight occupations in order of prestige from top to bottom. Then the students share their answers with group members and explain why.

### Task Chain: Coping Strategies

1. The teacher asks students about the differences of learning in the States and in Taiwan, and then marks the answers on the board.
2. The instructor distributes Focus Sheet 5-1 to students and asks students to read the stories.
3. The class discusses about the strategies being used in the stories and decides if the strategies are good or bad.
4. The instructor distributes Task Sheet 5-4 and asks students about their own definitions of each strategy. After that, the instructor explains how these strategies work through examples.
5. The instructor distributes Work Sheet 5-3 and asks students to work on the brainstorming activity.

### Homework:

The instructor distributes Homework Sheet 5-1 and has students finish the homework according to the criteria on the sheet.

### Assessment

#### Formative

##### Prereading

1. The instructor asks students questions related to the topic.

##### During Reading

1. Assess students with the exercise on Task Sheet 5-1.

2. Grade EXERCISE: FIGURES OF SPEECH, connotations and the ranking of jobs; ask students the answers.
3. Ask the definition of the important vocabulary.
4. Observe the group participation.

Postreading

1. Evaluate students' understanding of work anticipation through discussion and debate.

Summative

Assessment Sheet 6-1

90	Excellent
80	Good
70	Needs improvement
60	Study harder

## Lesson Six: Gender Roles

### Objectives:

1. To know how to preread and skim an article/research paper
2. To analyze words/sentence characteristics of research reading
3. To learn the general understanding of gender roles
4. To apply critical reading to research reading
5. To get familiar with school library

Content: Basic understanding of gender roles

Vocabulary: Word parts

Learning strategies: Reading strategies:

- Preread
- Skimming

Language Learner Strategies:

- Metacognitive Strategies

### Materials

Focus Sheet 6-1  
Focus Sheet 6-2  
Focus Sheet 6-3  
Task Sheet 6-1  
Task Sheet 6-2  
Task Sheet 6-3  
Task Sheet 6-4  
Assessment Sheet 6-1  
Self-evaluation Form 6-1  
Homework Sheet 6-1

Warm-up: The instructor elicits students' interest and prior knowledge by presenting background information (Focus Sheet 6-1). Then the instructor asks students to discuss the following questions with one another:

- a) Do you prefer to be male or female, why?
- b) Are there any differences the way boys and girls are treated in your culture?
- c) What are the advantages and disadvantages of being male in your culture?
- d) What are the advantages and disadvantages of being female in your culture?

Each pair will share one factor or idea.

### Task Chain: Analysis

1. The instructor distributes Task Sheet 6-1 and asks students to read the stanza and discuss their feelings.
2. The instructor asks students to write any nonphysical differences students have noticed between males and females.
3. The instructor asks students to complete the chart on Task Sheet 6-1. When students finish their answers, the students share their thoughts with their group members.
4. The students think about the questions on Task Sheet 6-1 and indicate the extent to which they agree with the statements; then share their responses with group members.
5. The instructor teaches the word parts of root, prefixes, and suffixes and then explains their usages.
6. The instructor demonstrates how to decode a word with root, prefixes, and suffixes.
7. The instructor has students practice how to decode words with word parts and ask them to finish the exercise on Task Sheet 6-1.
8. The instructor refreshes students' memory of how to identify vocabulary in context.
9. The instructor has students finish the exercises in Task Sheet 6-1.

### Task Chain: Strategies

1. The instructor distributes Task Sheet 6-2.
2. The instructor introduces the strategies of prereading.
3. The instructor has students practice the steps for prereading and let them finish the exercises on Task Sheet 6-2.
4. The instructor teaches the techniques of skimming.
5. The instructor has students apply the techniques of skimming in reading and make them solve exercise in Task Sheet 6-2.

### Task Chain: Critical Reading

1. After reading Focus Sheet 2-2, students exchange their experiences and ideas about gender with one another.
2. The instructor distributes Task Sheet 6-3.
3. The students discuss whether biology or culture is more important in shaping gender roles.
4. The students fill a list of traits and behaviors considered typical of females and males in their native cultures.
5. The students share their thoughts with group members.
6. With group members, write a one-paragraph summary of the section in the reading title "The Cause of Sex Roles: Biology or Culture?"

### Task Chain: Getting Familiar with Your Library

1. The instructor refreshes students' memory by asking them to refer back to the endnotes on Focus Sheet 6-1. And then the instructor explains it is important for students to know how to make use of the library.
2. The instructor asks students when students would go to the library and how much do they know about the library.
3. The instructor distributes Focus Sheet 6-2 and explains general procedures how students can find the information they need.
4. The instructor arranges a library tour and asks students to fill out the questions on Task Sheet 6-4.

### Homework:

The instructor distributes Homework Sheet 6-1 and has students finish the homework according to the criteria on the sheet.

### Assessment

#### Formative

##### Prereading

1. The instructor asks students questions related to the topic.

##### During Reading

1. Assess students with the exercise on Task Sheet 6-1
2. Grade EXERCISE: PREREADING AND SKIMMING and ask students the answers.
3. Ask the definition of the important vocabulary.

Postreading

1. Evaluate students' understanding of cultural misunderstanding through discussion and debate.

Summative

1. Assessment Sheet 6-1

90	Excellent
80	Good
70	Needs improvement
60	Study harder

Focus Sheet 1-1  
Poster



SHEEP FACSIMILE

The young lamb named Dolly (left),  
with her surrogate mother, was created  
by cloning at the Roslin Institute.  
(CNN)

## Focus Sheet 1-2 Body Body Double

San Francisco—Barely 10 months after researchers at Scotland's Roslin Institute amazed the world by cloning a sheep, Chicago physicist Richard Seed created a stir when he announced he was establishing the Human Clone Clinic and would use the Roslin technique to make human babies.

Are last week's headlines just one more instance of the breathtaking speed with which science can advance? Not at all.

Seed had no scientific breakthrough to announce. He doesn't have the credibility that might come from having run a fertility center. That, at least, would provide him with state-of-the-art experience in using the techniques of embryo cultivation and transplantation necessary for any realistic attempt at human cloning.

Maybe the attention Seed had managed to generate will help him raise the \$2 million he claims he needs, but his planned clinic has more in common with Barnum & Bailey's Circus than with Brightman and Women's Hospital. Indeed, the only result he has produced so far is to spark a call from President Clinton yesterday to ban human cloning experiments.

Last February, the announcement that scientists has cloned Dolly the sheep was met with a nearly unanimous chorus of concern. The prospect that the techniques used, to produce the first copy of an adult mammal could be used to create human genetic replicas struck scientists and politicians alike as dangerous.

Concerned about the "serious ethical questions" presented by the "possible use of the technology to clone human embryos," Clinton at the time asked the National Bioethics Advisory Commission to report within 90 days on how the government should respond. He quickly banned the use the federal money for cloning.

As subsequent congressional hearing, medical scientists took a skeptical view of the prospect of using the Roslin technique to create humans. Arnold Varmus, director of the national Institutes of health, labeled human cloning "repugnant." Ian Wilmut, the creator of Dolly, told senators that cloning people would be "quite inhuman."

Some of the concerns first expressed turned out to be overblown or wrongheaded. For example, two people having the same genetic makeup hardly negates the basic dignity of each individual, as the birth of identical twins makes

clear. Furthermore, just as twins differ in many ways as they grow and develop, a genetic clone would exist in a different environment and have different experiences from his or her progenitor.

Anyone who made a clone of Michael Jordan expecting to get a great basketball player 20 years later would likely be disappointed, and Mozart's clone wouldn't be a brilliant composer simply because of his genes.

But the advisory commission concluded that concerns about human cloning deserved to be taken very seriously. First, the process of creating Dolly made it clear that the technique used is much too risky to use with humans at this time. Roslin scientists tried 276 times to clone a sheep before they succeeded with Dolly. Many tries did not result in viable embryos or did not produce successful pregnancies once transferred to surrogate mothers. And, before Dolly, all the lambs that went to term had severe problems; they were stillborn or died shortly after birth. This is not a circumstance in which any responsible person would consider moving the technique to human use.

Nor has anything occurred over the past year to alter that conclusion.

Safety concerns were the first reason the advisory commission concluded that it would be unethical to proceed with cloning a human at this time. The second reason was that the potential psychological harm to the children and the adverse moral and cultural effects of cloning merit further reflection and deliberation.

Many reasons have been advanced for why people might want to have a cloned child: To replace a child who dies young; to provide a genetic copy who could donate a kidney, bone marrow, or other life-saving organ; to allow infertile couples to have a child who is genetically connected to at least one of them, or to allow a person without a mate of the opposite sex to have a child; to give a child a "good start in life" by using genes from people regarded as particularly outstanding according to such criteria as intelligence, artistic creativity, or athletic prowess.

Some of the ideas are mere fantasy, especially when they reflect a strong streak of genetic determinism, the notion that genes control the people we become. The fact that they are fantasy does not mean that they won't be acted on. The chance to have a cloned child may tempt parents to seek excessive control over their children's characteristics and to value them for how well they meet such overly detailed parental expectations.

Moreover, if cloning were used, arguments would soon be heard that it was actually a superior way to produce children since it would aim to avoid the disappointments that now result from the "genetic lottery" inherent in sexual reproduction. Responsible parenthood in the 21<sup>st</sup> century might come to include using "ideal types" as the bases for our children, and perhaps even doing some "genetic enhancement" of the clones to provide what would now be regard as super-human capabilities. Whether such developments arouse voluntarily, as a result of social pressure, or through eventual legislation, they would amount to a form of eugenics more chilling than those contemplated by the Nazis, more akin to Aldous Huxley's "Brave New World."

There are serious worries, though whether they are compelling enough to justify permanently forbidding cloning needs further debate. If some reasons for using cloning were accepted, could the procedure be limited to those uses? Designing a system of regulation that is ethically defensible and practically enforceable would not be easy, but it might be necessary if we concluded that the proper balance between ethical risks and personal liberties meant that society must allow human cloning under some circumstances.

Thus, the advisory commission concluded that while safety concerns are being addressed, deliberations should go forward to allow an informed public consensus to develop.

Meanwhile, the president has urged Congress to enact an immediate federal ban on human cloning experiments. While Seed is likely to remain a sideshow in the ultimate development of this technology, his announcement ought to prompt Congress to take action now.

(Capron, 2000, pp. 42-44)

## Focus Sheet 1-3

### What is the Culture of Higher Education in the United States?

#### I. A Way of Thinking

Skills you should already know

How to memorize

Basic study skills: how to take notes,  
make an outline, write an essay,  
read and comprehend; use a library

Skills you will probably improve

Analyze, take apart ideas

Inference skills

Problem-solving (case studies)

Support opinions from reading  
assignments

Creative thinking and risk-taking

Set your own topics for paper

#### II. Speaking/listening

Every year, many international students come to the United States to continue their education. Most of these students come to America with basic English skills. International students have great difficulty with their speaking and listening comprehension skills when they come to an English-speaking country. This is because there are two different expectations from professors in the U. S: professors expect students to be active learners, and they expect participation in class discussion. However, many international students have great difficulty with class participation, asking and responding to questions, and general listening comprehension. The problems are that the students may have cultural barriers, and they may have different approaches for learning English in their countries.

One problem is that the English curriculum which students have learned in their native countries, is focused on grammar-oriented styles. The students have learned English by focusing on grammar, reading, and vocabulary. They barely have the opportunity to speak English in their classes. When students learn English, their teachers speak their native language and teach English with strong accents. The students learn English with accents and have difficulty in communicating with native English speakers. In addition, students have little opportunity to interact with native English speakers in their countries. As a result, their speaking and listening skills are limited in this current curriculum.

Another problem that international students encounter is that the teachers spend too much time lecturing. This style limits many students, whose strengths may lie outside the teacher's preferred approach. Thus, the limiting style of lecture and directed learning inhibits the international students' opportunity to make the best use of their unique talents and abilities.

A Way of Speaking. Professors in U. S. college classrooms want students to speak up-- to be creative, and to participate orally. They accept students' comments, although they may argue or disagree publicly with a student's opinion. In turn, a student is permitted to disagree or to challenge a professor's opinion. However, few students do. Students may negotiate with the professor as a group, if, for example, more time is needed to complete an assignment one of the students may request an extension for the whole class. Asking for an extension as an individual, however, is considered to be asking for special favors and is frowned upon.

Students are expected to be active learners, to express their own ideas freely, and to get involved in discussion, especially in small group discussion.

Professors use gestures and non-verbal facial expressions when they lecture; this is considered to be a part of the individual's style. Often instructors do not want to lecture throughout the class period, but prefer verbal interaction with students; for example, question and answer and student-generated questions.

In some ways, though, the college classroom in U.S. America resembles that of many other countries. The professor is still in control, and many use the attention as a personal show. Some professors are very serious and monotonous. Some are insulted when their opinions are challenged. In turn, many students have learned to be passive, preferring to listen and not to express opinion. In the United States there is choice; students who like to remain passive can usually find a professor who likes students to be silent. Still, students have more choices about which professors to take.

### III. A Way of Behaving

#### Academic Behaviors:

Students and professors are expected to behave in a certain manner in an academic setting. There are behavior patterns that are acceptable to students and professors alike. Each has their own role to play.

These are behaviors students may exhibit in the classroom: Students are expected to be on time to class. Many professors dislike tardies. Good attendance may be a

critical factor in regards to the grade they receive. If a student expects to be late or absent it is important to notify the professor before the start of class. Excuses for absences and/or tardies are unacceptable unless the proper notification has been done. Emergency situations are exceptions. Students should respect their professor. In doing they must remain sitting during the lecture, unless instructed otherwise. They are expected to listen while the professor is speaking. They should not talk or interrupt the lecture. Students must be responsible for their own work and it must be submitted when due. If a student works on a collaborative effort then they are held responsible for their part. Students are also responsible for their own learning. If a student has a particular question, or doesn't understand it is important for them to ask the professor. Also students may research anything they may have questions about.

Professors must provide the objectives of their course to their students. They must provide the expectations and requirements for the course, as well as a time line for when assignments are due. Professors must provide office hours when they are available to their students. Professors must be flexible in their teaching styles to meet the needs of their students.

Professors must also respect students. They must respect individual differences, treat their students as equals, and they mustn't talk down to them.

#### Behavior in the Classroom

Be on time; have good attendance

Students usually sit

Professor usually stands behind a desk or table, or in some cases a podium

Respect: students usually listen when professor talks

Students may not smoke in the classroom

An undergraduate student is expected to use the professor's title (Dr. Smith) unless the professor specifically asks students to use the given name ("Jack.") At the graduate level, the proper form of address may vary from department to department or university to university depending on the custom of that department, or individuals within the department. Parts of the U.S. may be more formal than others; for example professors in the Southeastern U.S. may require more formal address because the entire culture is more formal and traditional. When addressing professors, it is often better to be more

polite than not, at least until one knows the professor better.

### Other Academic Behaviors

Students may choose to attend full time or part time; students are responsible for completing the coursework in their major and monitoring their own progress towards completion of a degree

Responsible for own work - not too much collaborative work.

Freedom to change majors, transfer between universities

OK to work but not to use it as an excuse

Students may apply for scholarships, grants, and student loans through the University, the government or financial institutions

### Social Behaviors

Students usually need a car in a large university

Students do not wear uniforms

Food may sometimes be eaten in classrooms

Students join fraternities and sororities; racial segregation is common

Usually students may not use drugs and alcohol on campus

Making friends in class is optional

Professors in U. S. do not have a dress code; customs vary across universities

Sexually suggestive clothes are looked down on but not forbidden.

Public universities recognize a student's freedom of speech. Private universities may restrict a student's freedom of speech if it is contrary to the university's beliefs and values.

### Ethics

The college student is expected to honor the intellectual property rights of others by not copying text without adequate citation. Copying the ideas of others without adequate acknowledgement is commonly known as plagiarism, which equates to the theft of others' theories, ideas, and written products. The minimal result of plagiarism would be possible suspension from the university or a failing grade in the course.

Some unethical practices exist within the university, which must be avoided to maintain the integrity of the student. Such practices include the selling of exams, papers, and assignments. In addition, it is not uncommon

for a person to advertise their services as a substitute during an examination by offering to take an exam for another. Many other kinds of cheating on tests and papers are practiced, but one who commits these acts risks expulsion.

The professor and student alike are expected not to engage in sexual relations. It is inappropriate for the professor and any student to allow their relationship to exceed professional boundaries. Sexual harassment is not ethical on the part of either student or professor; it is against the law.

Athletes may be allowed to operate under different ethical guidelines than regular students because the university needs the fame they generate. Admission to the university is often granted based on athletic ability rather than academic performance. Activities such as drinking, drug use, and/or possible sexual misconduct may be overlooked by the administration, but this type of unequal treatment for athletes is against the law.

Professors are expected to grade students fairly. Grades are not supposed to be based on racial, gender, age, or other biases. Favoritism or personal relationships are not supposed to influence the professor's evaluation of students. Professors are expected to prohibit students from harassing each other in class because of gender, racial or other prejudice. Students are not supposed to bribe professors or solicit preferential treatment. Even a small gift from a student may be considered inappropriate.

### Legal Constraints

The American university is governed by the laws of the state in which the institution is incorporated. Public universities, for example, cannot deny the public from the use of its buildings during the course of a business day. A private university, on the contrary, can admit to its grounds and buildings only those persons whom it permits. The university may regulate some other aspects of its life more strictly than the state (for example, may prohibit liquor) but may not be more liberal than the state (may not, for example, permit minors to imbibe liquor).

In summary, international students need to adjust their attitude from a teaching atmosphere to a learning atmosphere when they study in the States. They need to participate in academic discussion actively in the class despite of the cultural barriers they possess. They need to have confidence in themselves. Only with an active

learning attitude can students learn something in the campus. If they still use the attitude, they used in Taiwan, there is no way that they can really enjoy learning in the American universities.

(Diaz-Rico, 2000)

**Task Sheet 1-1**  
**Task Chain: Analysis**

- I. Write five or six advantages of cloning animals. After you finish, share your thought with group members.
- II. Indicate the extent to which you agree with the following statements by filling SA (strongly agree), A (agree), U (uncertain), D (disagree), SD (strongly disagree). Then share your answer with group members. Be prepared to explain why.
  - a. People should develop the technique of human cloning to provide needed "organs."
  - b. Gays or lesbians should be able to clone their children to share a normal family life.
  - c. To prevent "genetic lottery," we should clone babies to give them a better start.
  - d. To prevent the extinction of endangered animals, we should clone the endangered animals in large quantity.

III. VOCABULARY: IN CONTEXT

In this exercise, you'll develop your vocabulary by using words and idioms in a realistic context.

1. If you don't know the meaning of one of the following italicized vocabulary items, first find it in the reading and see if you can determine its meaning from the context.
2. If a meaning is still unclear, look up the item in a dictionary. Then, describe or explain each of the following situations, ideas, and things with a few sentences. Do not just define the italicized words and expressions. Discuss personal experiences and opinions and give examples.
  - a. He can't provide the *state-of-the-art* experience in using the techniques of embryo cultivation and transplantation (para. 3).
  - b. Last February, the announcement that scientists had cloned Dolly the sheep was met with a nearly *unanimous* chorus of concern (para. 4).
  - c. The advisory *commission* concluded that other concerns about human cloning deserved to be taken seriously (para. 10).

- d. Some of the ideas are mere fantasy, especially when they reflect a strong **streak** of genetic determination (para. 14).
- e. They would amount to a form of **eugenics** (para. 16).
- f. Deliberations should go forward to allow an informed public **consensus** to develop (para. 17).

**Task Sheet 1-2**  
**Task Chain: Strategies**



**I. How to identify important vocabulary?**

The important vocabulary words are not only just the ones you do not know. What makes a vocabulary word important is that the word accurately describes a key character, important event, idea, or theme in the article.

After knowing how to select important words from an article, you have to learn how to memorize them. First, you have to know the definition of the word. You can consult a dictionary to find it. Second, you have to have contextual knowledge of the word. You have to observe the use of word from different contexts in order to develop your own contextual knowledge. Moreover, you have to know how to use the word in different contexts.

(Gardner, 1996)



**After you learn**

After you know how to identify the important vocabulary words from an article, work with your group to identify the 10 most important vocabulary words and tell the other groups your reasons. You can write down your notes, which may include definition, examples, and the reason why it is important on the following space when you listen to the presentation from the other groups.

**1. Vocabulary word:**

definition	
examples	
reasons	

**2. Vocabulary word:**

definition	
examples	
reasons	

3. Vocabulary word:

definition	
examples	
reasons	

4. Vocabulary word:

definition	
examples	
reasons	

5. Vocabulary word:

definition	
examples	
reasons	

6. Vocabulary word:

definition	
examples	
reasons	

7. Vocabulary word:

Definition	
examples	
reasons	

8. Vocabulary word:

definition	
examples	
reasons	

9. Vocabulary word:

definition	
examples	
reasons	

10. Vocabulary word:

definition	
examples	
reasons	



## II. Learning strategy: Summarize

The best way to demonstrate that you understand the information and the ideas in any piece of writing is to compose an accurate and clearly written summary of that piece.

### How to write summaries:

- ◆ Read the passage carefully. Determine its structure. Identify the author's purpose in writing.
- ◆ Reread. This time divide the passage into sections or stages of thought. The author's use of paragraphing will often be a useful guide.
- ◆ Label, on the passage itself, each section or stage of thought.
- ◆ Underline key ideas and terms.
- ◆ Write one-sentence summaries, on a separate sheet of paper, of each stage of thought.
- ◆ Write a thesis: a one- or two-sentence summary of the entire passage. The thesis should express the central idea of the passage.

(Behrens & Rosen, 2000)

CHARACTERISTICS OF A GOOD SUMMARY
A summary should be: <ul style="list-style-type: none"><li>▶ <b>Concise:</b> You should include only one statement of the main idea, even if the author repeats it; review only the main points; and, if necessary, include several major details.</li><li>▶ <b>Accurate:</b> You should include all of the main ideas, express them clearly, and reflect the author's emphasis.</li><li>▶ <b>Objective:</b> You should include only the author's ideas, not your own opinions, interpretations, and judgments.</li><li>▶ <b>Coherent:</b> You should have smooth transitions, or connections, between sentences.</li></ul>

(Gardner, 1996)



### **After you learn**

After you learn how to summarize, work with your group members to summarize para. 1 to para. 4. Give four short statements to illustrate each paragraph. Be prepared to explain your statement.

**Task Sheet 1-3:**  
**Task Chain: Critical Reading**

**I. DECISION MAKING**

Imagine one of your close friends is infertile and wants to have a child of her own. Will you suggest that she clone a child or adopt a child? Why?

Choose a side of pro and con towards cloning techniques and consider the problems caused by cloning technology. Categorize the advantages and disadvantages cloning technology will bring.

Advantages of human cloning	Disadvantages of human cloning
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

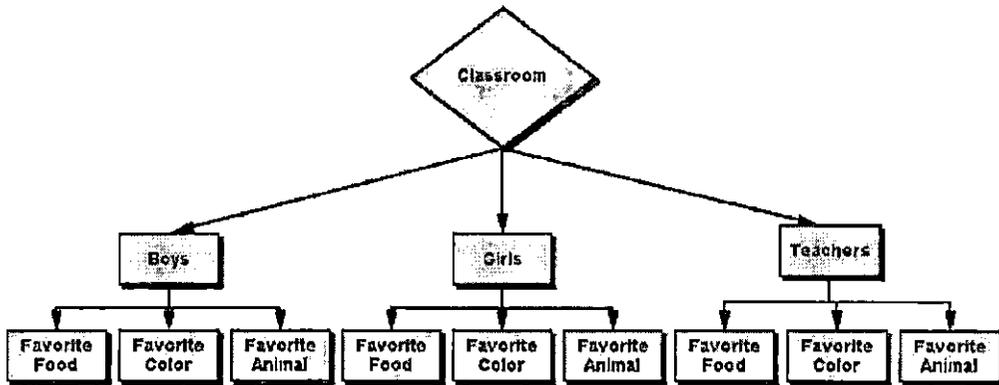
**II. ROLE PLAY**

1. Work in your group and discuss the advantages or disadvantages at cloning technology. Be prepared for a debate with other groups.
2. Discuss with your group who will benefit from cloning technology.

**III. WRITING ACTIVITY**

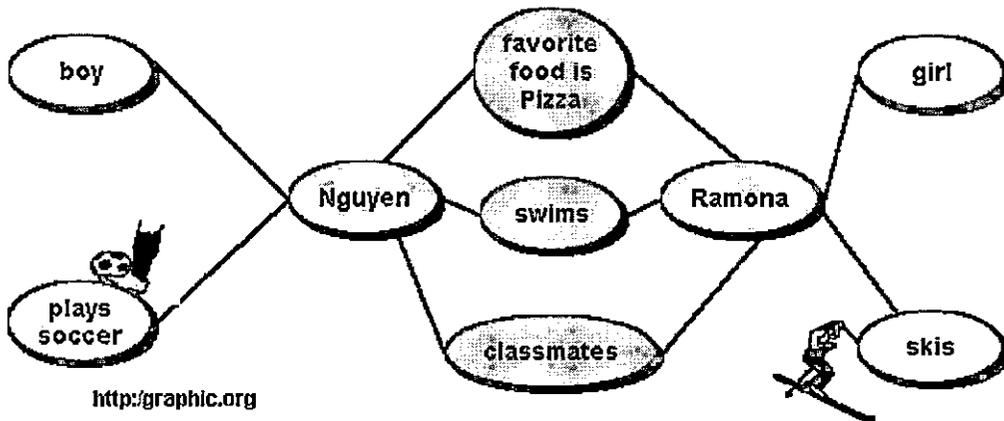
Review the steps and characteristics of writing a summary (Focus Sheet 1-2). Write a one-paragraph summary of "Cloning Infants: A Distant Fantasy." Follow the guidelines and remember that a summary should be concise, accurate, objective, and coherent.

**Task Sheet 1-4**  
**Graphic Organizer-Introduction**



<http://www.graphic.org>

A Hierarchy Diagram



<http://graphic.org>

A Double Cell Diagram

You can find more information about graphic organizers on the Internet: <http://www.graphic.org>

(http://www.graphic.org, 2001)

## Assessment Sheet 1-1

### I. Vocabulary in Context (50%)

state-of-the-art unanimous repugnant negate progenitor  
surrogate adverse contemplate consensus breathtaking

1. The Roslin Institute announced the \_\_\_\_\_ news that they could clone animals now.
2. A genetic clone would have different experiences from his or her \_\_\_\_\_.
3. The \_\_\_\_\_ mother is carrying other people's baby.
4. The public had a nearly \_\_\_\_\_ chorus of concern towards the cloning technique.
5. The Pope labeled human cloning as "\_\_\_\_\_."
6. The expedition encountered \_\_\_\_\_ weather conditions.
7. There is still not a public \_\_\_\_\_ as to build the 4<sup>th</sup> nuclear power plant in Taiwan.
8. He will \_\_\_\_\_ the problem before making a decision.
9. Two people with the same genetic makeup hardly the basic dignity of each individual.
10. The cloning technology is considered one of the \_\_\_\_\_ technologies that humans have developed so far.

### II. Writing (50%)

Do you agree with human cloning? Why or why not? Write a short paragraph illustrating your opinion. It should contain an introduction, body and conclusion. You'll be graded according to coherence, organization, structure, word usage, grammar, and unity.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

**Assessment 1-2**  
**Create Your Own Graphic Organizer**

**Directions:**

Work with your group members and compare similarities and differences between the higher education in the States and in Taiwan. After the comparison, make your own graphic organizer and explain to the class.

**Self-evaluation Form 1-1**

Name:					
Score:					
I learned about the knowledge of cloning technology.	5	4	3	2	1
I know how to identify important vocabulary.	5	4	3	2	1
I learned how to summarize an article.	5	4	3	2	1
I made myself understood during the discussion.	5	4	3	2	1
I can write a paragraph expressing my opinions.	5	4	3	2	1
I know how to guess vocabulary in context.	5	4	3	2	1
I enjoyed the class and learned a lot.	5	4	3	2	1
I know how to behave in the higher education setting.	5	4	3	2	1
I know how to use a graphic organizer to help my reading.	5	4	3	2	1

- 5: excellent
- 4: good
- 3: acceptable
- 2: needs improvement
- 1: pay more attention in class

How can I improve my learning?

If I don't know how to use graphic organizer, where can I get help?

Where can I get information about how to behave in a college classroom?

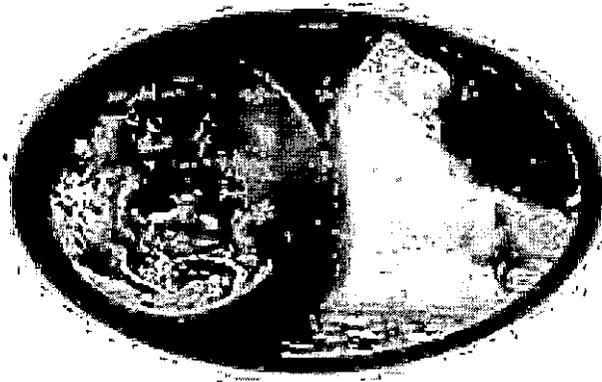
**Homework Sheet 1-1**  
**Writing a Summary**

Directions: You'll write the homework based on the article "Body Body Double: Cloning Infants, a Distant Fantasy" by Capron on Focus Sheet 1-2.

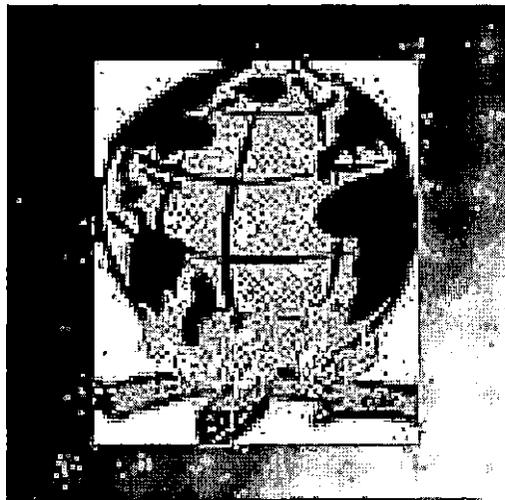
First, you need to write a thesis: a one- or two-sentence summary of the entire passage. The thesis should express the central idea of the passage, as you have determined it from the preceding steps.

Then, you need to write the first draft of your summary by combining the thesis with your list of one-sentence summaries plus significant details from the passage. Remember to eliminate repetition and less important information. Use as few words as possible to convey the main ideas.

**Focus Sheet 2-1 Poster**



**Poster I. The Warming Globe**



**Poster II The Burning Globe**

## Focus Sheet 2-2

### Feature Story in the Magazine: Life in The Greenhouse

There is no such thing as normal weather. The average daytime high temperature for New York City this week should be 57° F, but on any given day the mercury will almost certainly fall short of that mark or overshoot it, perhaps by a lot. Manhattan thermometers can reach 65° F in January every so often and plunge to 50° in July. And seasons are rarely normal. Winter snowfall and summer heat waves beat the average some years and fail to reach it in others. It's tough to pick out overall changes in climate in the face of these natural fluctuations. An unusually warm year, for example, or even three in a row don't necessarily signal a general trend.

Yet the earth's climate does change. Ice ages have frosted the planet for tens of thousands of years at a stretch, and periods of warmth have pushed the tropics well into what is now the temperate zone. But given the normal year-to-year variations, the only reliable signal that such changes may be in the works is a long-term shift in worldwide temperature.

And that is precisely what's happening. A decade ago, the idea that the planet was warming up as a result of human activity was largely theoretical. We knew that since the Industrial Revolution began in the 18<sup>th</sup> century, factories and power plants and automobiles and farms have been loading the atmosphere with heat-trapping gases, including carbon dioxide and methane. But evidence that the climate was actually getting hotter was still murky.

Not any more. As an authoritative report issued a few weeks ago by the U.N.--sponsored Intergovernmental Panel on Climate change makes plain, the trend toward a warmer world has unquestionably begun. Worldwide temperatures have climbed more than 1° F over the past century, and the 1990's were the hottest decade on record. After analyzing data going back at least two decades on everything from air and ocean temperatures to the spread and retreat of wildlife, the IPCC asserts that this slow but steady warming has had an impact on no fewer than 420 physical processes and animal and plants species on all continents.

Glaciers, including the legendary snows of Kilimanjaro, are disappearing from mountaintops around the globe. Coral reefs are dying off as the seas get too warm for comfort. Drought is the norm in parts of Asia and

(Lemonick, 2001, pp. 24-29)

Africa. El Nino events, which trigger devastating weather in the Eastern Pacific, are more frequent. The Arctic permafrost is starting to melt. Lakes and rivers in colder climates are freezing later and thawing earlier each year. Plants and animals are shifting their ranges pole-ward and to higher altitudes, and migration patterns for animals as diverse as polar bears, butterflies, and beluga whales are being disrupted.

Faced with these hard facts, scientists no longer doubt that global warming is happening, and almost nobody questions the fact that humans are at least partly responsible. Nor are the changes over. Already, humans have increased the concentration of carbon dioxide, the most abundant heat-trapping gas in the atmosphere, to 30% above pre-industrial levels--and each year the rate of increase gets faster. The obvious conclusion: temperatures will keep going up.

Unfortunately, they may be rising faster and heading higher than anyone expected. By 2100, says the IPCC, average temperatures will increase between 2.5° F and 10.5° F--more than 50% higher than predictions of just a half-decade ago. That may not seem like much, but consider that it took only a 9° F shift to end the last ice age. Even at the low end, the changes could be problematic enough, with storms getting more frequent and intense, droughts more pronounced, coastal areas ever more severely eroded by rising seas, rainfall scarcer on agricultural lands and ecosystems thrown out of balance.

But if the rise is significantly larger, the result could be disastrous. With seas rising as much as 3 ft., enormous areas of densely populated land--coastal Florida, much of Louisiana, the Nile Delta, the Maldives, Bangladesh--would become uninhabitable. Entire climatic zones might shift dramatically, making central Canada look more like central Illinois, and Georgia more like Guatemala. Agriculture would be thrown into turmoil. Hundreds of millions of people would have to migrate out of unlivable regions.

Public health could suffer. Rising seas would contaminate water supplies with salt. Higher levels of urban ozone, the result of stronger sunlight and warmer temperatures, could worsen respiratory illnesses. More frequent hot spells could lead to a rise in heat-related deaths. Warmer temperatures could widen the range of disease-carrying rodents and bugs, such as mosquitoes and

(Lemonick, 2001, pp. 24-29)

ticks, increasing the incidence of dengue fever, malaria, encephalitis, Lyme disease and other afflictions. Worst of all, this increase in temperatures is happening at a pace that outstrips anything the earth has seen in the past 100 million years. Humans will have a hard enough time adjusting, especially in poorer countries, but for wildlife, the changes could be devastating.

Like any other area of science, the case for human-induced global warming has uncertainties—and like many pro-business lobbyists, President Bush has proclaimed those uncertainties a reason to study the problem further, rather than act. But while the evidence is circumstantial, it is powerful, thanks to the IPCC's painstaking research. The U.N.-sponsored group was organized in the later 1980s. Its mission: to sift through climate-related studies from a dozen different fields and integrate them into a coherent picture. "It isn't just the work of a few green people," says Sir John Houghton, one of the early leaders who at the time ran the British Meteorological Office. "The IPCC scientists come from a wide range of background and countries."

Measuring the warming that has already taken place is relatively simple; the trick is unraveling the causes and projecting what will happen over the next century. To do that, IPCC scientists fed a wide range of scenarios involving varying estimates of population and economic growth, changes in technology and other factors into a computer. That process gave them about 35 estimates, ranging from 6 billion to 35 billion tons, of how much excess carbon dioxide will enter the atmosphere.

Then they loaded those estimates into even larger, more powerful computer programs that attempt to model the planet's climate. Because no one--climate model is considered definitive, they used seven different versions, which yielded 235 independent predictions of global temperature increase. That's where the range of 2.5° F to 10.4° F (1.4° C to 5.8° C) comes from.

The computer models were criticized in the past largely because the climate is so complex that the limited hardware and software of even a half-decade ago couldn't do an adequate simulation. Today's climate models, however, are able to take into account the heat trapping not just for CO<sub>2</sub> but also of other greenhouse gases, including methane. They can also factor in natural variations in the sun's energy and the effect of

(Lemonick, 2001, pp. 24-29)

substances like dust from volcanic eruptions and particulate matter spewed from smokestacks.

That is one reason the latest IPCC predictions for temperature increase are higher than they were five years ago. Back in the mid-1990s, climate models didn't include the effects of the El Chichon and Mount Pinatubo Volcanic eruptions, which threw enough dust into the air to block out some sunlight and slow down the rate of warming. That effect has dissipated, and the heating should start to accelerate. Moreover, the IPCC noted, many countries have begun to reduce their emissions of sulfur dioxide in order to fight acid rain. But sulfur dioxide particles, too, reflect sunlight; without this shield, temperatures should go up even faster.

The models still aren't perfect. One major flaw, agree critics and champions alike, is that they don't adequately account for clouds. In a warmer world, more water will evaporate from the oceans and presumably form more clouds. If they are billowy cumulus clouds, they will tend to shade the planet and slow down warming; if they are high, feathery cirrus clouds, they will trap even more heat.

Research by M.I.T. atmospheric scientist Richard Lindzen suggests that warming will tend to make cirrus clouds go away. Another critic, John Christy of the University of Alabama in Huntsville, says that while the models reproduce the current climate in a general way, they fail to get right the amount of warming at different levels in the atmosphere. Neither Lindzen nor Christy (both IPCC authors) doubts, however, that humans are influencing the climate. But they question how much--and how high temperatures will go. Both scientists are distressed that only the most extreme scenarios, based on huge population growth and the maximum use of dirty fuels like coal, have made headlines.

It won't take the greatest extremes of warming to make life uncomfortable for large numbers of people. Even slightly higher temperatures in regions that are already drought- or flood-prone would exacerbate those conditions. In temperate zones, warmth and increased CO<sub>2</sub> would make some crops flourish--at first. But beyond 3° of warming, says Bill Easterling, a professor of geography and agronomy at Penn State and a lead author of the IPCC report, "there would be a dramatic turning point. U.S. crop yields would start to decline rapidly. "In the

(Lemonick, 2001, pp. 24-29)

tropics, where crops are already at the limit of their temperature range, the decrease would start right away."

Even if temperatures raise only moderately, some scientists fear, the climate would reach a "tipping point"—a point at which even a tiny additional increase would throw the system into violent change. If peat bogs and Arctic permafrost warm enough to start releasing the methane stored within them, for example, that potent greenhouse gas would suddenly accelerate the heat-trapping process.

By contrast, if melting ice caps dilute the salt content of the sea, major ocean currents like the Gulf Stream could slow or even stop, and so would their warming effects on northern regions. More snowfall reflecting more sunlight back into space could actually cause a net cooling. Global warming could, paradoxically, throw the planet into another ice age.

Even if such a tipping point doesn't materialize, the more drastic effects of global warming might be only postponed rather than avoided. The IPCC's calculations end with the year 2100, but the warming won't. World Bank chief scientist, Robert Watson, currently serving as IPCC chair, points out the CO<sub>2</sub> entering the atmosphere today will be there for a century. Says Watson: "If we stabilize [CO<sub>2</sub> emissions] now, the concentration will continue to go up for hundreds of years. Temperatures will rise over that time."

That could be truly catastrophic. The ongoing disruption of ecosystems and weather patterns would be bad enough. But if temperatures reach worst-case levels and stay there for as long as 1,000 years, says Michael Oppenheimer, chief scientist at Environmental Defense, vast ice sheets in Greenland and Antarctica could melt, raising sea level more than 30 ft. Florida would be history, and every city on the U.S. Eastern seaboard would be inundated.

In the short run, there's not much chance of halting global warming, not even if every nation in the world ratifies the Kyoto Protocol tomorrow. The treaty doesn't require reductions in carbon dioxide emissions until 2008. By that time, a great deal of damage will already been done. But we can slow things down. If action today can keep the climate from eventually reaching an unstable tipping point or can finally begin to reverse the warming trend a century from now, the effort would hardly be

(Lemonick, 2001, pp. 24-29)

futile. Humanity embarked unknowingly on the dangerous experiment of tinkering with the climate of our planet. Now that we know what we're doing, it would be utterly foolish to continue.

(Lemonick, 2001, pp. 24-29)

## Focus Sheet 2-3 Learning Your Way Around

The expression *learning your way around* means several things. First, it means learning the location of buildings, offices, and classrooms on campus. Second, and most important, it means knowing where to go for things you need, what policies affect you, whom to talk to, and how and where to get information you need. Finally, it means being aware of what is going on around you--such as new courses being offered, a new sports team forming, a freshman class picnic on a Sunday afternoon, visiting lecturers on campus, and the schedule for free movies.

There is substantial evidence that students who are active and involved with the college scene around them are more likely to be successful than those who participate only by attending class and returning home. In order to get involved, however, you need to learn your way around. It is important to become familiar with the offices, services, and student activities on campus. It is equally important to be fully familiar with the rules and policies that may affect you.

The college provides several sources of general information for all students. These are described below:

### The College Catalogue

The college catalogue contains official information about your college, including its rules and policies and course and curriculum information. It explains which courses are required for the degree you seek and the amount and type of credit each course carries. The catalogue also explains course numbering systems and indicates what courses must be taken before others (prerequisites). Important deadlines are also listed in the catalog.

### The Student Newspaper

Most colleges subsidize, or financially support, a student newspaper published during the academic quarter. In addition to feature articles about issues and events on campus, you will find notices of upcoming activities sponsored by various student groups, announcements about changes in college policies, and information on important dates and deadlines. The student paper is usually free. Pick up a copy each time it is issued and look through it.

## Bulletin Boards

On bulletin boards near or outside various department offices, you will find several types of important information. Last-minute information, such as room changes and class cancellation, may be posted. Department information, such as faculty office hours, course changes, and student adviser assignment lists, may also be up.

## The Counseling and Testing Center

This office provides useful information and advice on establishing a major, choosing a career, and handling personal problems. If you are undecided about which degree or major to choose, you are not alone. About 60 to 70 percent of college students change their majors at least one. If you make a change, it is most important to make the change that is best for you, and the counseling center can often help you make this decision.

## The Financial Aid Office

Because obtaining tuition assistance awards, loans, and scholarships is sometimes quite complicated, most colleges have a special office whose primary function is to help students receive all possible financial assistance. Find out who is responsible for financial aid at your college and visit that person's office. Do not be one of the many students who find out too late, after the deadline for application, that he or she was eligible for some type of aid.

## The Library

Most people think of the library as a place where books are stored, but a library also offers many valuable services. The people who work in a library are perhaps more important than any particular thing that is kept there. While you may think of librarians as people who check out and shelve books, you will find that college librarians are valuable to talk to. They can help you locate information; suggest a focus and direction for approaching a topic, do not hesitate to ask them questions. Visit the library, look around, and be ready to use it effectively when you get your first class assignment this quarter. Take a tour, and obtain a copy of the library's floor plan if one is available.

### The Student Health Office

Most colleges have some type of health clinic or office to help students who become ill or injured while on campus. Find out what particular services your clinic offers. Does it dispense medicines? Make referrals to area physicians? Offer free tests?

### The Computer Lab

Many colleges have a lab that provides student access to computers. Usually there is someone available to assist you in their operation. Many students find computer's word-processing capability extremely helpful in writing papers.

### The Reading-Learning lab or Academic Skills Center

Most colleges now have a center that offers students help with reading, learning, and studying for their college courses. The services offered by learning labs vary greatly from college to college. Check to see if the lab at your college offers tutorial services, self-instructional learning modules, or mini-courses at any time during the semester. Some labs offer brushup courses in skills like spelling, punctuation, and usage; basic math computation; and term-paper writing. Check to see if your college's lab offers anything that could help you become a more successful student.

### The Student Center

This building or area houses many of the social and recreational services available to students. Snack bars, theaters, game rooms, lounges, and offices for student groups are often located there. The Student Center is a good place to meet people and to find out what's happening on campus.

### The Registrar's (Student Records) Office

This office keeps records on courses you take as well as grades you receive and mails your grades to you at the end of each semester. These records keep track of when you graduate and what degree you receive.

### The Bursar's Office

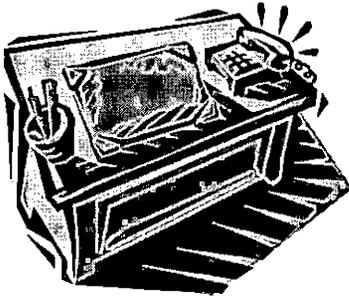
All financial records are kept by this office. The people who work there send tuition bills and collect tuition payments.

### Department Offices

Each discipline or subject area usually has a department office that is located near the offices of the faculty members who are in that department. The department secretary works there, and the department chairperson's office is usually in the same location.

### The Student Affair Office

The student Affair Office plans and organizes extracurricular activities. This office can give you information on various athletic, social, and religious functions that are held on campus.



(McWhorter, 1995. pp: 11-14)

**Task Sheet 2-1**  
**Task Chain: Analysis**

I. Prereading

1. Compare the weather nowadays to the weather 10 years ago. Fill in the following table and discuss the differences in weather.

The weather nowadays	The weather 10 years ago
1.	
2.	
3.	
4.	

2. Write the reasons you think that caused the Greenhouse Effect.
3. Discuss the disadvantages of the Greenhouse Effect.
4. Discuss the following statements. If you agree or disagree with them, why?
  - a. The emissions of gases like carbon dioxide cause global temperature increases.
  - b. The government should require improvements in fuel efficiency for cars and trucks even if this means higher prices and smaller vehicles.
  - c. President Bush should develop a plan to reduce the emission of gases that may contribute to global warming.

II. VOCABULARY: PARTS OF SPEECH

A part of speech refers to the grammatical function a word performs in a sentence. The four major parts of speech are nouns, verbs, adjectives, and adverbs (other parts of speech are pronouns, prepositions, and conjunctions).

The following words appear in the reading "Life in the Greenhouse". Fill in each of the blanks below with the appropriate part of speech. If there is no corresponding form for a word, put an asterisk (\*) in the blank.

(Gardner, 1996)

Noun	Verb	Adjective	Adverb
analysis	analyze	analytical	analytically
		natural	
activity			
		industrial	
			necessarily
variation			
	criticize		
migration			

### III. VOCABULARY: IN CONTEXT

In this exercise, you'll develop your vocabulary by using words and idioms in a realistic context.

1. If you don't know the meaning of one of the following italicized vocabulary items, first find it in the reading and see if you can determine its meaning from the context.
2. If the meaning is still unclear, look up the item in a dictionary.  
Then, describe or explain each of the following situations, ideas, and things with a few sentences. Do not just define the italicized words and expressions.
  - a) The *trend* toward a warming globe has unquestionably begun. (para. 4)
  - b) Lakes and rivers in colder climates are freezing later and *thawing* earlier each year. (para. 5)
  - c) Humans have increased the *concentration* of carbon dioxide to 30% above pre-industrial level. (para. 6)
  - d) If the rise is significantly larger, the result could be *disastrous*. (para. 8)
  - e) Rising sea would *contaminate* water supplies with salt. (para. 9)
  - f) In *temperate zones*, warmth and increased CO<sub>2</sub> would make some crops flourish. (para. 10)

- g) More snowfall **reflecting** more sunlight back into space would actually cause a net cooling. (para. 18)
- h) In the short run, there's not much chance or **halting** global warming. (para. 21)

**Task Sheet 2-2**  
**Task Chain: Strategies**



**I. Learning Strategy: Main Idea**

One of the most important skills you can develop as a good reader is the ability to recognize the *main idea* (sometimes called the author's "point") in a piece of writing. When you read something, you should ask yourself the following questions:

- What is the main idea the writer is trying to convey?
- What does the writer want me to remember about this subject?
- How does the writer develop his or her main point?



**After You Learn**

1. Work with your group and write down the main idea of the first three paragraphs. Try to use one sentence for one paragraph.


2. In one or two sentences, write down the main idea you think the authors are trying to convey in "Life in the Greenhouse."

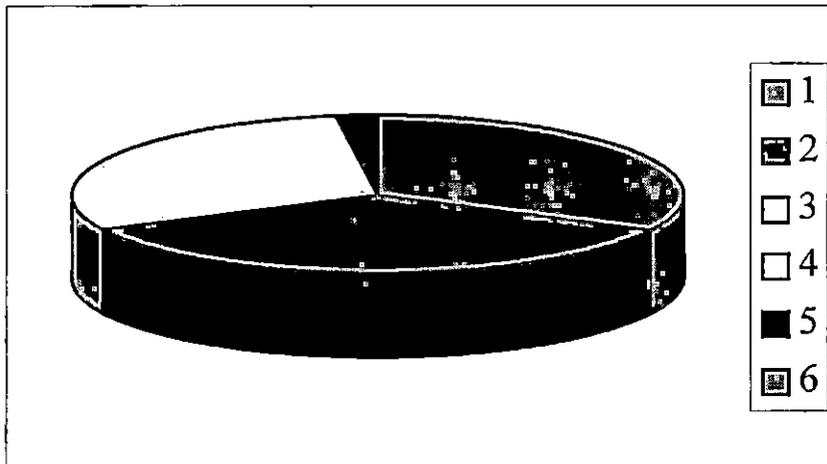

3. According to the reading, what is the most important thing to understand about the Greenhouse Effect? Why?


## II. LEARNING STRATEGY: CHART

Four types of charts are commonly used in college textbooks: pie charts, organization charts, flowcharts, and pictograms. Each is intended to display relationships, either quantitative or cause-effect.

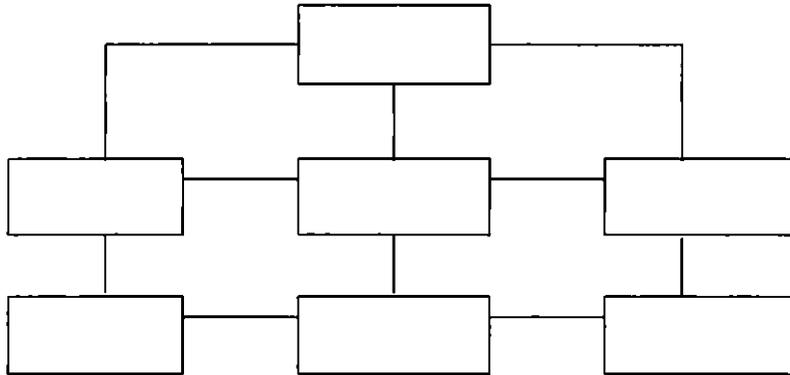
### Pie Charts

Pie charts are used to show whole/part relationships or to show how given parts of a unit have been divided or classified. They let the reader compare the parts to each other as well as compare each part to the whole.



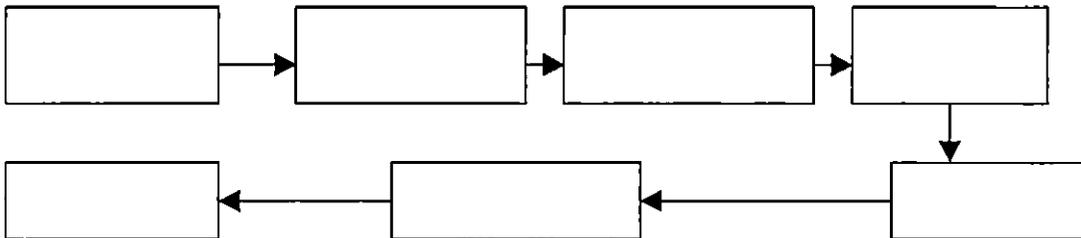
### Organizational Charts

An organizational chart divides an organization, such as a corporation, a hospital, or a university, into its administrative parts, staff positions, or lines of authority.



### Flowcharts

A flowchart is a specialized type of chart that shows how a process or procedure works. Lines or arrows are used to indicate the direction (route or routes) through the procedure. Various shapes (boxes, circles, rectangles) enclose what is done at each stage or step. You can draw, for example, a flowchart to describe how to finish writing your thesis.



To read flowcharts effectively, use the following suggestions:

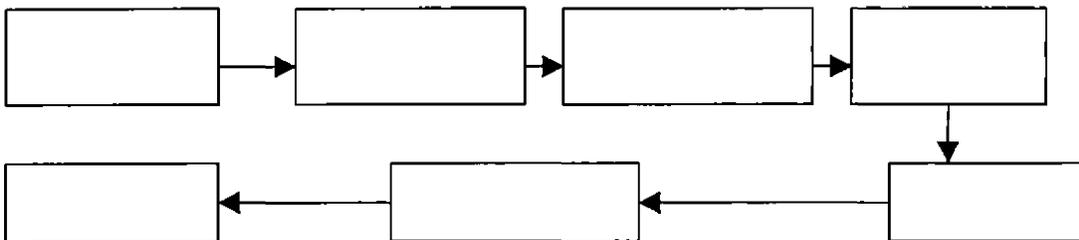
1. Decide what process the flow chart shows.
2. Follow the chart, using the arrows and reading each step. Start at the top or far left of the chart.
3. When you're finished, describe the process in your own words. Compare your drawing with the chart and take note of anything you forgot or misplaced.

**Pictograms**

A pictogram is the combination of a chart and a graph. It uses symbols or drawing, instead of numbers, to represent specified amounts. This type of chart tends to be visually appealing, makes statistics seem realistic, and may carry an emotional impact.

**EXERCISE: CHART**

Make a flow chart that shows the cause and effect of global warming.



**Task Sheet 2-3**  
**Task Chain: Critical Reading**

I. DISCUSSION AND DEBATE

Discuss one of the following questions:

1. What is the most obvious change when the weather gets hotter and hotter every year?
2. What are the precautions human can take to reduce the temperature of the earth?
3. Which countries should take more responsibility for the Greenhouse Effect, the undeveloped or developed countries? Why?

II. CRITICAL THINKING

1. According to the reading, what are the major disasters the changing climate can bring to the world?
2. Write a list of the precautions you can do to help reduce the temperature of the world. Prepare to share your opinions with your class.

III. WRITING ACTIVITIES

1. In one or two sentence, write down the main idea you think the authors are trying to convey in "Life in the Greenhouse." Use your own words.
2. In a small group, combine the main ideas together to revise them into a longer statement.
3. Write down the suggestive solutions to solve the Greenhouse Effect.

**Task Sheet 2-4**  
**Learn My Way Around**

Directions:

If you have learned your way around your campus, you should be able to answer the following questions.

1. Beyond lending books, what services does your library offer? List as many other library services as you were able to discover. Also list the hours the library is open.
2. List at least five student activities (clubs, teams) the college sponsors.
3. How would you request that a transcript be sent to an employer?
4. Does the college allow you to take courses on a pass/fail or satisfactory/unsatisfactory basis instead of receiving a letter grade? When and how may you elect to take this type of grade?
5. Where is the student health office located and when does it open?
6. How often is the student newspaper published? Where is it available?
7. What is the last day that you can withdraw from a course this semester?
8. Where would you go to change from one major to another?
9. What is meant by *grade point average* or *quality point average* and how is it computed?
10. Does the college offer any brushup courses in skills such as spelling, punctuation, or basic math computation?
11. Does your department office have a bulletin board or other ways to communicate information to its students?
12. What courses are required in your major or curriculum this semester?
13. How many and what types of elective courses are you allowed to take?
14. How would you get involved in student government?
15. Where would you refer a friend who needs help with a drug or alcohol problem?

(McWhorter, 1995)

## Homework Sheet 2-1

Imagine that the world is no longer inhabitable. Write an article on how humans are going to react to the situation.

Make sure that your paragraphs are unified, coherent, fully developed, and appropriately organized, and they have a clearly stated or implied topic sentence.

**Assessment Sheet 2-1**

I. Parts of Speech: Divide the following common suffixes into the categories of noun, verb, adjective, and adverb. (50%)

-ation -iance -ence -ic -ity -ive -ment -ness  
 -ous -ty -y -ee -er -ist -or -ize -al -ship  
 -hood -ward -ion -able -ify -ly -ing

noun	verb	adjective	adverb

II. Write down five sentences on how you can prevent the Greenhouse Effect from worsening. (50%)

1.
2.
3.
4.
5.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

### Self-evaluation Form 2-2

Answer the following questions:

Name:					
Score:					
I can understand the Greenhouse Effect.	5	4	3	2	1
I can express myself with clear and concise sentences.	5	4	3	2	1
I participated in the discussion actively and provided feedback.	5	4	3	2	1
I know how to identify the main idea of a paragraph.	5	4	3	2	1
I know functions of the parts of the word.	5	4	3	2	1
I know ways to help prevent the Greenhouse Effect.	5	4	3	2	1
I know how and where to get help in a university.	5	4	3	2	1
I know I need to get help to survive on campus.	5	4	3	2	1
I know that I need to be an autonomous student in college.	5	4	3	2	1
Grading Scales: 5: excellent    4: good    3: average 2: needs improvement    1: poor					

Q: How can I better improve my ability of finding main ideas?

Q: How can I make my self better understood in discussion?

Q: How can I be an autonomous learner?

### Focus Sheet 3-1 Where Do We Stand?

Call it the dance of the jet set, the diplomat's tango: A man from the Middle East, say, falls into conversation with an American, becomes animated, and takes a step forward. The American makes a slight postural adjustment, shifts his feet, and edges backward. A little more talk and the Arab advances; a little more talk and the American retreats. "By the end of the cocktail party," says Middle East expert Peter Bechtold, of the State Department's Foreign Service institute, "you have an American in each corner of the room, because that's as far as they can back up."

What do you do when an amiable chat leaves one person feeling vaguely bullied, the other unaccountably chilled? Things will be simpler if these jet-setters were speaking different language—they'd just get themselves a translator. But the problem's a little tougher, because they're using different language, of space.

Everyone who's ever felt cramped in a crowd knows that the skin is not the body's only boundary. We each wear a zone of privacy like a hoop skirt, inviting others in or keeping them out with body language—by how closely we approach the angle, at which we face them, the speed with which we break a gaze. It's a subtle code, but once we use and interpret easily, indeed automatically, having absorbed the vocabulary from infancy.

At least, we assume we're reading it right. But from culture to culture, from group to group within a single country, even between the sexes, the language of space has distinctive accents. That leaves a lot of room for misinterpretation, and the stakes have gotten higher as business has become increasingly international and populations multi-cultural. So a new breed of consultants has appeared in the last few years, interpreting for globetrotters of all nationalities the meaning and use of personal space.

For instance, says international business consultant Sondra Snowdon, Saudi Arabians like to conduct business discussions from within spitting distance—literally. They bathe in each other's breath as part of building the relationship. "Americans back up," says Snowdon, "but they're harming their chances of winning the contracts." In seminars, Snowdon discusses the close quarters common in Middle Eastern conversations, and has her students practice talking with each other at very chummy distance.

Still, her clients had better be careful where they take their shrunken "space bubble," because cultures are idiosyncratic in their spatial needs. Japanese subways bring people about as close together as humanly possible, for instance, yet even a handshake can be offensively physical in a Japanese office. And, says researchers and writer Mildred Reel Hall, Americans can even make their business counterparts in Japan uncomfortable with the kind of direct eye contact that's normal here. "Not only do most Japanese businessmen not look at you, they keep their eyes down," Hall says. "We look at people for hours, and they feel like they're under a searchlight."

The study of personal space got under way in the early 1950s, when anthropologist Edward Hall described a sort of cultural continuum of personal space. According to Hall, the "higher-contact" side of the continuum—in Mediterranean and South American societies, for instance—social conversations include much eye contact, touching, and smiling, typically while standing at a distance of about a foot. On the other end of the scale, say in Northern European cultures, a lingering gaze may feel invasive, manipulative, or disrespectful; a social chat takes space at a remove of about two and a half feet.

In the middle-of-the-road United States, people usually stand about 18 inches apart for this sort of conversation—unless we want to win foreign friends and influence people, in which case, research shows, we'd better adjust our posture. In other study, when British graduate students were trained to adopt Arab patterns of behavior (facing their partners straight on, with lots of eye contact and smiling), Middle Eastern exchange students found them more likable and trustworthy than typical British students. In contrast, the misuse of space can call whole personalities into suspicion: when researchers seated pairs of women for conversation, those forced to talk at an uncomfortably large distance were more likely to describe their partners as cold and rejecting.

Don't snuggle up too fast, though. Men in that study was more irritated by their partners when they were forced talk at close range. Spatially speaking, it seems men and women are subtly foreign to each other. No matter whether a society operates at arm's length or cheek-to-jowl, the women look at each other more and stand a bit closer than do the men.

It just goes to show that you can't take things for granted even within the borders of a single country. Take that unwilling amalgamation of ethnic minorities, the

Soviet Union. According to psychologist Robert Sommer, who along with Hall sparked the study of personal space, spatial needs collide in the republics. "The Estonians are a non-contact people," says Sommer, of the University of California at Davis. "I went to a 'Hands Around the Baltic' event, and nobody touched hands. The Russians, on the other hand, are high-contact. The Estonians say Russian are pushy, and the Russians say the Estonians are cold."

Nor are things easier within the United States. Researchers have found, for instance, that middle-class, Caucasian schoolteachers often jump to mistaken conclusions when dealing with a child from a different background: If a girl from an Asian family averts her eyes out of respect for her teacher's authority, the teacher may well go on alert, convinced that the child is trying to hide some misbehavior. Ethically diverse workplaces can be similarly booby-trapped.

Such glitches are all the more likely because spatial behavior is automatic—it snaps into focus only when someone doesn't play by the rules. Say an American businessman is alone in a roomy elevator when another man enters. The newcomer fails to perform the national ritual of taking a corner and staring into space; instead, he stands a few inches away, smiling, which is simple politeness in some cultures. "You start to search for a reasonable explanation," says psychologist Eric Knowles, at the University of Arkansas. "In many cases you come up with one without even being aware of it. You say, 'Is this guy a pickpocket? Is he psychotic?' If no explanation seems to fit, you just think, 'This guy's weird, I better get out of here.'"

In fact, such a caution is not always unwarranted, because an abnormal use of space can indicate that something odd is going on. Research has shown that when people with schizophrenia approach another person, they often either get closer than normal or stay unusually distant. And a small study of prisoners seemed to show that those with a history of violence needed up to three times the space taken by nonviolent inmates. These are reminders that the human needs for space is based in an animal reality: The closer you allow a stranger, the more vulnerable you become.

But the spatial differences among cultures point to something beyond self-protection. Anthropologist Edward Hall suggests that a cultures' use of space is also evidence of a reliance on one sense over another: Middle

Easterners get much of their information through their sense of smell and touch, he says, which require a close approach; Americans rely primarily on visual information, backing up in order to see an intelligible picture.

Conversational distances also tend to reflect the standard greeting distance in each culture, says State Department expert Bechtold. Americans shake hands, and then talk at arm's length. Arabs do a Hollywood-style, cheek-to-cheek social kiss, and their conversation is similarly up close and personal. And, at a distance great enough to keep heads from knocking together—about two feet—the Japanese bow and talk to each other. On the other hand, the need for more or less space may reflect something of a cultural temperament. "There is no word for privacy in Arab cultures," says Bechtold. "They think it means loneliness."

Whatever their origin, spatial styles are very real. In fact, even those who set out to transgress find it uncomfortable to intrude on the space of strangers, says psychologist John R. Aiello, at Rutgers University. "I've had students say, 'Boy, that was the hardest thing I ever had to do, to stand six inches away when I was asking those questions.'"

Luckily, given coaching and time, it seems to get easier to acculturate to foreign habits of contact. Says Bechtold, "You often see men holding hands in the Middle East and walking down the street together. It's just that they're concerned and don't want you to cross the street unescorted, but I've had American pilots come in here and say, 'I don't want some s.o.b. holding my hand.' Then I see them there, holding the hand of a Saudi."

"Personal space isn't so hard for people to learn," Bechtold adds. "What is really much harder is the business of dinner being served at midnight."

(Davis, in Gardner, 1996)



## Focus Sheet 3-2 The Way to Read Your Textbook

There are two common problems students encounter when reading: Procrastination and short attention span. The result is not only unfinished work but also a feeling that reading for study is something they cannot do. When this happens over and over, it's no wonder students come to dislike reading.

Studies have shown that if you are a typical first-year student, your attention span for college material is only about 5 minutes. That's not long enough! You need to be able to focus on your reading for at least 15 minutes at a stretch for immediate academic survival—and even more as you progress.

Where to start? Perhaps we should start by considering how reading for study differs from reading for pleasure. Reading a newspaper or favorite magazine for news or entertainment is generally easy because what you actually learn from the newspaper or magazine is often of secondary importance. Similarly most novels are devoted to providing pleasure and entertainment.

The well-written textbook is also crafted with you in mind, but its appeal is almost purely to the intellect, and its message is "Wake up!" This is why it's so demanding, and also why your professor has assigned it. If you are going to learn from your academic reading, you must assume a great deal of responsibility.

You can learn how to take advantage of procrastination, dramatically lengthen your attention span, and hence improve your reading skill.

It's a lot like jogging. At first, you may not be able to run a mile. However, with planning and perseverance, a mile soon becomes only a warm-up, and running, which was once boring and frustrating, becomes enjoyable and exhilarating.

### A Plan for Reading Textbooks

The following planned approach to read will increase your reading speed, promote understanding, and help you study for tests and exams. This system is based on two basic principles: 1) planning before reading and 2) marking, reviewing, and reciting.

Planning and Reading. Planning to read is an undemanding but important activity. The purpose is to create "advance

organizers" in your mind by quickly surveying the pages to be read and looking for headings or key words or sentences that suggest what the reading is about. Sometimes chapters conclude with lists of main points, summary paragraphs, or questions. These are particularly useful in creating advance organizers, so read them as part of your planning.

After creating the advance organizers, students need to measure the reading assignment and then read a specific amount in a short period, and know what they have read. You need to measure the assignment and divide it up according to your own attention span and reading speed. Measure the assignment, warm up with some planning activities, and then read. An effective warm-up alone will lengthen your attention span and boost your reading speed. Practice will increase them even further. Some students report a doubling of capacity very quickly. Surprisingly, faster reading speed can also aid concentration and comprehension.

### Marking, Reviewing, and Reciting

The more actively you participate in the reading process, the more readily you will comprehend and retain the material. Therefore, during your intense reading sessions use the following procedures.

Use Your Pencils As You Read. During the actual reading, underline, circle, or draw arrows to important material and/or write notes in the margin. This is a part of active reading. Use your markings to point out key ideas and connections. Doing this will force you to concentrate as you seek out important ideas and supporting details. See how much main ideas and supporting details inform what you read. Read well, mark well, and transform your text on a regular basis into a study device that facilitates reviews.

Review and Recite. At the end of reading, use the markings to review and recite what you have learned. It will keep your concentration level high through a long assignment. Review and recitation for three or four pages should take only 2 or 3 minutes. For the fifteen-page assignment you should spend about 40 minutes actually reading (and marking) and about 8 minutes reviewing, for a total of 48 minutes.

Add 8 minutes for final review and recitation of the total assignment, reconnecting it to the purpose you established in your original warm-up. Finish by answering aloud the question "What did I learn, and how does it fit

into the course?" You now have completed 56 minutes of highly concentrated reading—a demanding, rigorous, and rewarding intellectual exercise.

Not even most instructors read textbook-type material at a high level of understanding for much longer than an hour at a time. It's simply too fatiguing. All good readers punctuate bouts of reading with little pauses, or "breathers" for the mind. By planning these pauses and using them for review, you continually reinforce what you are learning, and you avoid becoming lost and feeling defeated. Certainly, you will be tired at the end of a reading session, so take a break, or study something else.

(Long & McCarthy in Gardner, 1997)

**Task Sheet 3-1**  
**Task Chain: Analysis**

**I. PRE-READING ACTIVITIES**

1. Free-write on the topic of body language. Don't worry about the spelling, grammar, punctuation, or organization. Just write for ten minutes, without stopping, about whatever comes to mind when you think about body language.  
When you have finished, share your thoughts with group members.
2. Indicate the extent to which you agree with the following statements in relation to your native culture by filling in the blanks with "yes" or "no." Then discuss your response with group members.
  - a. People usually greet each other by bowing.
  - b. It is common for students to avoid eye contact when being reprimanded by a teacher.
  - c. People often touch each other while conversing.
  - d. Men frequently hold hands in public.
  - e. People often smile at each other in public.
  - f. When people converse, they usually stand very close to each other.
  - g. People tend to gesture a lot with their hands.
  - h. People often show a lot of physical affection in public.

(Gardner, 1996)

**II. VOCABULARY: NEGATIVE PREFIXES**

In English, there are many prefixes that indicate something negative (that is, meaning "not," "the opposite of," or "lacking in"):

un-	in-	im-	il-	ir-	a-	non-	dis-
-----	-----	-----	-----	-----	----	------	------

1. Following are words from the reading, each with the negative prefix removed. Attach the proper negative prefix. Then find the words in the text and check your answers.

- a. \_\_\_\_\_ accountably
- b. \_\_\_\_\_ interpretation
- c. \_\_\_\_\_ comfortable
- d. \_\_\_\_\_ direct
- e. \_\_\_\_\_ normal
- f. \_\_\_\_\_ typical
- g. \_\_\_\_\_ less
- h. \_\_\_\_\_ use
- i. \_\_\_\_\_ willing
- j. \_\_\_\_\_ behavior
- k. \_\_\_\_\_ warranted
- l. \_\_\_\_\_ usually
- m. \_\_\_\_\_ violent
- n. \_\_\_\_\_ escorted

### III. VOCABULARY IN CONTEXT

In this exercise, you will develop your vocabulary by using words and idioms in a realistic context. If you don't know the meaning of one of the following italicized vocabulary items, find it in the reading and see if you can determine its meaning from the context. If the meaning is still unclear, look up the item in a dictionary or discuss with your group members. Then in a few sentences, describe or explain each of the following situations, ideas, and things. Do not just define the italicized words and expressions. Discuss personal experiences and opinions and give examples.

1. Something you are only *vaguely* aware of (para. 2)
2. How a person might feel if he or she were constantly being *bullied* (para. 2)
3. What it means if a writer makes a point in a *subtle* manner (para. 3)
4. Someone you know who has a *distinctive* personality (para. 4)
5. An example of *manipulative* behavior (para. 7)
6. A pattern of behavior you once *adopted* while in a foreign country or in part of your native country that is culturally different from where you grew up (para. 8)

7. Something you think many people *take for granted*, and why (para.10)
8. An example of something *jumping to a conclusion* (para. 10)
9. A time when you *came up with* an idea that someone else liked or didn't like (para. 12)
10. Something people *tend to do* when they drink too much alcohol (para. 15)

(Gardner, 1996)

## VI. VOCABULARY: IDIOMS

Many idioms in English are based on parts of the body—for example, “to see eye to eye on something” (to agree with someone completely about something) and “to keep one’s chin up” (to have courage). Fill in the chart below with five idioms based on parts of the body, the meaning of each idiom, and a sentence using the idioms correctly. Feel free to use a to help you.

Then share the idioms with group members. Consider whether an equivalent for each idiom exists in your native language.

Idioms	Meaning	Sentence
Example: “To cross one’s finger [for someone]”	To wish someone good luck	I’ll cross my fingers for you when you take the test.

(Gardner, 1996)

**Task Sheet 3-2**  
**Task Chain: Strategies**

I. FINDING TOPIC SENTENCE

Where to find the topic sentence?

Although the topic sentence of a paragraph can be located anywhere in the paragraph, there are several positions where it is most likely to be found.

- ◆ **First sentence:** the most common placement of the topic sentence is first in the paragraph. The author states the main idea at the beginning and then elaborates on it.
- ◆ **Last sentence:** The second most common position of topic sentence is last in the paragraph. In this type of paragraph, the author leads or builds up to the main idea and states it in a sentence at the very end.
- ◆ **Middle of the paragraph:** Another common placement of the topic sentences is in the middle of the paragraph. In this case, the author builds up to the main idea, states it in the middle, and then goes on with further elaboration and detail.
- ◆ **First and last sentences:** The writer states the main idea at the beginning of the paragraph, then explains or supports the idea, and finally restates the main idea at the very end.

(McWhorter, 1995)

After you learn:

With the partner, read through and underline the topic sentence in each paragraph in Focus Sheet 3-2. At what point does this sentence appear? Do any of the paragraphs have an implied topic sentence?

Examples:

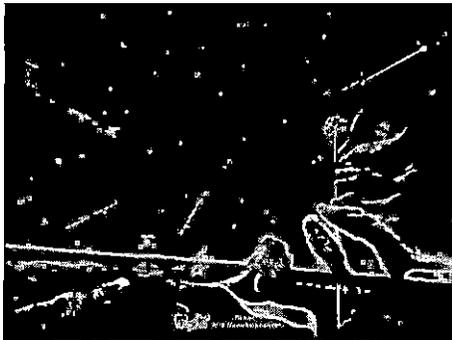
Nor are these things easier within the United States. Researchers have found, for instance, that middle-class, Caucasian schoolteachers often jump to mistaken conclusions when dealing with a child from a different background; If a girl from an Asian family averts her eyes out of respect for her teacher's authority, the teacher may well go on alert, convinced that the child is trying to hide some misbehavior. Ethnically diverse workplaces can be similarly booby-trapped." ( para. 11)

IMPLIED TOPIC SENTENCE: Not all ethnic groups in the United States have the same nonverbal behavior, and this often leads to misunderstanding.

## II. DRAWING INFERENCES

Sometimes, a writer does not directly state the main idea of a given paragraph in a topic sentence. Instead, they leave it up to the readers to infer what the main idea of the paragraph is. This type of paragraph contains only details or specifics that relate to a given topic and substantiate an unstated main idea. Start with stated main ideas and ask yourself the questions for finding the topic: What is the one thing the author is discussing throughout the paragraph? Then try to think of a sentence about the topic that all the details included in the paragraph would support. The ability to draw inferences is very important in reading. You often need to infer the topic or main idea of a text, the author's opinion, or other information.

(Gardner, 1996)





**Task Sheet 3-3**  
**Task Chain: Critical Reading**

I. DISCUSSION AND DEBATE

1. With group members, try to illustrate the following comments and emotions non-verbally.

"I don't know," "Good luck," "Shame on you," "That person is intelligent/crazy/beautiful," "He committed suicide," and "I feel angry/happy/sad/afraid/surprised/disgusted/ashamed."

Next, demonstrate common gestures in your native country and discuss any restrictions regarding their appropriate use.

Finally, show how you would use nonverbal behavior in the following contexts:

greeting someone, saying good-bye to someone, insulting someone, flirting with someone, getting a waiter's attention, and ending a conversation.

II. CRITICAL THINKING

In your group, discuss several of the following aspects of nonverbal expression in your native culture, as well as crosscultural similarities and differences. Consider variations based on geography, ethnicity, gender, age, status, and formal/informal contexts.

- Using space during social conversations.
- Establishing and avoiding eye contact (especially during conversation)
- Showing emotions through facial expressions
- Touching and displaying affection in public (female-male, female-female, and male-male interaction)

(Gardner, 1996)

**ASSESSMENT SHEET 3-1**  
**COMPARE-AND-CONTRAST SIGNALS**

A common strategy of writing to develop and organize their ideas is comparing and contrasting two people, places, things, or ideas. Often writers will use the compare-and-contrast signals to show similarities and differences.

To indicate comparison	Similarly, likewise, in the same manner, by the same token, just as, as the same time
To indicate contrast	But, yet, however, although, nevertheless, nonetheless, whereas, while, despite, in contrast, on the contrary, on the other hand, unlike

(Gardner, 1996)

1. Practice using these transitional signals by writing six sentences: three describing similarities and three describing differences in body language between your native culture and another culture. (48%)




### Self-evaluation Form 3-1

Name:					
Score:					
I understand that every culture has different standards towards everything.	5	4	3	2	1
I know how to use prefixes to negate a word.	5	4	3	2	1
I know how to draw inferences from the context.	5	4	3	2	1
I made myself understood during the discussion.	5	4	3	2	1
I can express my emotions clearly through body language.	5	4	3	2	1
I know the idioms based on the parts of body.	5	4	3	2	1
I enjoyed the class and learned a lot.	5	4	3	2	1
I know how to improve my attention span.	5	4	3	2	1
I know the right way to read textbooks.	5	4	3	2	1
I know that I have to be an active reader in reading textbooks.	5	4	3	2	1

- 5: excellent
- 4: good
- 3: acceptable
- 2: needs improvement
- 1: pay more attention in class

- Q: Where can I find more information about word parts, such as prefixes, suffixes and roots?
- Q: How am I going to enlarge my vocabulary through parts of words?
- Q: How am I going to apply the information I learn about text processing to my textbook?
- Q: How can I effectively lengthen my attention span?

### Homework Sheet 3-1

Write an essay in which you discuss the patterns of nonverbal behavior a foreign visitor to your native country should be aware of to avoid crosscultural misunderstandings. Make sure that your paragraphs are unified, coherent, fully developed, and appropriately organized, and they have a clearly stated or implied topic sentence.

## **Focus Sheet 4-1 Internet Security**

It has been two years since Sun Micro-system CEO Scott McNealy delivered his famous warning: "You have zero privacy [on the Internet] anyway. Get over it." Privacy advocates resisted that pessimistic assessment at the time. But since then, hardly a week goes by without a news story suggesting McNealy was on to something: Russian hackers breaking into e-commerce sites to steal credit-card numbers.... rings of Nigerian identity thieves...cyberstalkers.

Internet users are well aware they are trading off privacy when they dial up their modems. In a recent TIME/CNN poll conducted by Yankelovich partners, 61% of respondents said they were "very concerned" or "somewhat concerned" that information about their Internet usage was being collected without their knowledge.

Yet websites that track users' movements are the least of it. Privacy advocates and law enforcement are homing in on nine areas--from spyware to identity theft--where they say the Internet's threat to privacy is the greatest.

### **1. Someone might use the Internet to steal your identity**

When police arrested Brooklyn, N.Y., busboy Abraham Abdallah in March, he had Forbes Magazine's issue on the 400 richest people in America, plus Social Security numbers, credit-card numbers, bank-account information and mothers' maiden names of a list of intended victims drawn from the issue, including Steven Spielberg, Oprah Winfrey and Martha Stewart. Abdallah is accused of using websites, e-mail, and off-line methods to try to steal the celebrities' identities and make off with millions in assets. One scheme that was caught in time: he allegedly sent an e-mail purporting to come from Siebel Systems founder Thomas Siebel to Merrill, Lynch, directing that \$10 million be transferred to an offshore account.

Abdallah's high-profile arrest brought national attention to identity theft, which the FBI says, is the nation's fastest-growing white-collar crime. An estimated 500,000 Americans have their identities stolen each year. A sign of the times: at least four insurance companies now offer ID-theft policies. The Privacy Rights Clearinghouse, which works with victims, says it takes an average victim of identity theft two years to clear his credit rating. A

growing worst-case scenario: "criminal-identity theft," in which thieves use the stolen identity when they are arrested, leaving their victims with a criminal record that can be difficult to expunge.

## **2. You may be unintentionally revealing information about yourself as you move through cyberspace**

Surfing the Internet feels anonymous, like looking through the pages of a magazine in a library. But the websites you visit can look back at you. Many use "cookies" to collect data about your visit--where you go in the site, and what links you click on. There was a blowup last year when it appeared that Internet advertising agency Doubleclick would match up its cookies with data from an off-line marketing company that had names, addresses and phone numbers of 88 million Americans. That plan, since abandoned, would have let the company create personal profiles of individuals and their Web-surfing habits.

Your Web browser may also be giving away information about you as you travel through cyberspace. Whether you know it or not, your browser's "preferences" menu may include your name, e-mail address and other information that can be captured and stored by sites you visit. Your Internet protocol address can also give you away. Every computer on the Internet is assigned as IP address, the online equivalent of a street address that allows it to receive data. Dial-up connections usually assign you a new IP address every time you connect. But if you use a fixed connection (like DSL or cable), you may have a permanent IP address that any website you visit can capture and, by comparing it against a database, connected to you by name.

Sometimes the spy is an "E.T." program, so called because once it is embedded in your computer it is programmed to "phone home" to its corporate master. RealNetworks' RealJukebox program was found in 1999 to send back information to headquarters about what music a user listened to. The Federal Trade Commission decided in May that zBubbles, a now-defunct online shopping service once owned by Amazon, probably deceived customers when it told them that the information it collected about a user's Web surfing would remain anonymous.

### **3. That personal information you just provided to a website might be sold--or stolen**

E-commercial sites routinely share your information, or sell it. The Electronic Frontier Foundation launched a campaign in early June against Macys.com for giving away information from its bridal registry to its business partners. Amazon, which once permitted users to choose to keep their data confidential, rewrote its privacy policy last year to say customers' data are an "asset" it may sell or transfer in the future. If an e-commerce site you bought from goes bankrupt, it could be legally required to sell your data to the highest bidder. And sites routinely sell or exchange your personal information. Privacy advocates are pushing for federal legislation requiring websites to let users opt out of sharing, as has recently happened in financial services.

Theft of personal data from websites is also growing. Egghead.com sent a chilly wind through cyberspace late last year when it disclosed that hackers had broken into its system and may have accessed millions of credit-card numbers from its database. (It later found that no credit cards had been compromised.) It was a stark reminder that financial data are only as safe as every website you share them with.

There have been other recent high-profile hacks. Music retailer CD Universe lost up to 300,000 credit-card numbers; Bibliofind, a subsidiary of Amazon, had the names, addresses and credit-card numbers of 98,000 customers stolen. One thing that makes online credit-card theft more tolerable than some cyber scams: if consumers find false charges, banks and merchants should pay most of the bill.

### **4. That website on which you just entered your credit card number may be a fake**

In April, the FBI cracked a Russian ring and charged a pair of its members with conspiracy and fraud. The hackers were also allegedly involved in website "spoofing." Federal officials said the Russians tried to create a counterfeit website mimicking the real homepage of PayPal, the popular online fund transfer service. PayPal has been hit with such spoofs several times. When a fake site was operating, hackers e-mailed PayPal users and got them to click on a hyperlink with the spoof site's domain name:

www.paypai.com. On many computers, a capital I looks identical the l at the end of the word Paypal.

Near-identical domain names are easy to obtain. Banks have also been a frequent target of spoofers. Bank of America got wwwwbankofamerica.com taken down--its domain name, minus the dot after www--but not before some customers were tricked into entering financial information.

**5. The government may be giving our your home address, social security number and other personal information online.**

If you live in Ohio, anyone who types your name into a county database can learn your address and how much your house is worth. He can also inspect detailed floor plans of your house, showing placement of your windows, porches and balconies. Supporters of the state's online initiative call it a breakthrough for open access to government records. Critics have another way of describing it: a breaking-and-entering handbook.

Governments around the country have been rushing to put property records online. Many jurisdictions have joined Ohio in creating databases searchable by name. If you go to the Brookline, website, you can find out where Michael Dukakis lives. Miami's will tell you Janet Reno's home address.

Critics say the government has gone too far in making data available online, and there are signs the tide may be turning. California's court system is considering new rules that would deny Internet access to certain court records, including those of criminal, family and mental-health proceedings. "The purpose of making public records accessible is to ensure accountability," says Chris Hoofnagle, legislative counsel for the Electronic Privacy Information Center. That, he argues, does not require putting details of divorce and child-custody disputes or bankruptcy proceedings on the Internet.

**6. For-profit companies and people who don't like you may be broadcasting your private information on the Internet**

The murder of Amy Boyer, a 20-year-old New Hampshire dental assistant, by an obsessed admirer in 1999 called attention to an obscure part of the cyber-economy--online data brokers. Boyer's assailant paid \$45 to Florida-based Docusearch.com for her Social Security number and later

purchased the name of her employer. He then tracked her down on the job and killed her.

Data brokers insist they are doing necessary work, providing background information to employers, creditors and other people who legitimately need it. But many sell Social Security numbers and private financial information to anyone willing to pay their fees. Often they are the first stop for identity thieves and stalkers.

#### **7. Your company or your spouse may be using your computer to spy on you**

Companies have the legal right to monitor their employees' Web surfing, e-mail, and instant messaging. Many do, whether they warn their workers or not--so don't count on any of it remaining private. Last month the University of Tennessee released more than 900 pages of achieved e-mail between an administrator and a married college president in which the administrator wrote of her love for him and of her use of drugs and alcohol to deal with her unhappiness. Employers, including the New York Times and Dow chemical, have fired workers for sending inappropriate e-mail.

But the fastest-growing area for Internet spying is the home. Spectorsoft, a leading manufacture of first spyware, at first marketed its products to parents and employers. Sales jumped fivefold, however, when the company changed its pitch to target spouses and romantic partners. "In just one day of running Spector on my home PC, I was able to identify my fiancé's true personality," testimonial on the company's website trumpets. "I found all 17 of his girlfriends."

What can you expect if someone puts SpectorSoft's Spector 2.2 on your computer? It will secretly take hundreds of snapshot an hour of every website, chat group, and e-mail that appears on your screen, so that the special someone who is spying on you can review them later. A new product, SpectorSoft's eBlaster, will send the spy detailed e-mail report updating your computer activities as often as every 30 minutes. These products work in stealth mode, so that the people being spied on are totally unaware.

## **8. A stranger may be using your computer to spy on you**

Hackers can get into your computer and look through everything on it if your defenses are down. Computers hooked up to the Internet through cable or DSL connections, which are always on, rather than dial-up services, are particularly vulnerable. A home firewall is the best protection against these sneak attacks.

Another prime method of turning your computer against you is tricking you into downloading spyware. Hence the name Trojan horse. This software's danger is hidden inside a benign exterior. That's why so many viruses--like last year's "I love you," and recent ones promising photos of Anna Kournikova and Jennifer Lopez--are wrapped in appealing packages.

A lot of viruses are designed to damage computers, but some are aimed at stealing information. The "I Love You" virus retrieved passwords from victims' computers to send back to its creator. Other viruses are programmed to strip e-mail addresses from your address book. Back orifice, a notorious piece of software created a few years ago by a hacking group called Cult of the Dead Cow, takes over a host computer completely. Among its privacy-invading features: it can dig up passwords and monitor every keystroke typed into it.

(Jackson, Locke, & Shannon, 2001)

### **Focus Sheet 4-3**

#### **Time Management**

Time management is one of the keys to success in college. Yet, many students entering college are weak in this area. Perhaps it's because they did well in high school without consciously practicing time management or because in most high schools students had little control over their own time. In certain high school courses students are not expected to take much responsibility for controlling their own use of time. College is different. Once courses are selected, you are personally responsible for allocating time to attend classes, to complete assignments, to study for tests, and so on. Generally, it's even your decision whether to show up for class on time or at all! College offers a great deal of freedom. In turn, it requires you to take personal responsibility for planning and managing your time.

Time management involves planning, judgment, anticipation, and commitment. First you must know what your goals are and where you will need to be at some future time. Second, you must decide where your priorities lie and how to satisfy competing interests. Third, you must make plans that anticipate future needs as well as possible changes. Finally, you must commit yourself to placing yourself in control of your time and carrying out your plans.

#### Setting Priorities

To manage your time in college, you must first set priorities. The decision to attend college is a commitment to being a professional student for the next few years. Any professional-businessperson, athlete, doctor, or student-attends to his or her professional responsibilities above most other things in life. Usually work comes before pleasure. As a student, you must identify your priorities and develop a system for living each day accordingly.

#### Analyzing Your Time Commitments

Once you've set your priorities, the next step is to analyze your time commitment. They should reflect your priorities. For example, if playing on the volleyball team is a priority, then you must reserve time for practice and games. You can reserve enough time to study for an exam in psychology, do library research, and read biology assignments. To do this, though, you must determine how much time is available and then decide how you will use it.

### Building a Term Plan

A term plan lists all your unchanging commitments. These may include class hours, transportation to and from school and work, family commitments, religious obligations, part-time job hours, sleep, meals, and sports. A sample term plan is shown below. You should prepare this plan only once a semester. Then make enough photocopies of this plan for each week in the semester or term. You'll use your term plan to build weekly time schedules.

### Building Your Weekly Schedule

A weekly schedule is a plan of when and what you will study. It includes specific times for studying particular subjects as well as specific times for writing papers, conducting library research, and completing homework assignments for each course. At the beginning of each week, decide what you need to accomplish that week. Consider upcoming quizzes, exams, and papers. A schedule will eliminate the need to make frustrating last-minute choice between "should" and "want to" activities. Using your weekly schedule will be a challenge because it will mean saying no in a number of different situations. When friends call or stop by and ask you to join them at a time when you planned to study, you will have to refuse, but you could let them know when you will be free and offer to join them then. You will find out that your friends and family will accept your restraints and may even respect you for being conscientious. Don't you respect someone who gets a lot of done and is successful in whatever he or she attempts?

### Timesaving Tips for Students with Busy Schedules

Here are a few suggestions that will help you to make the best use of your time. If you are an older student with family responsibilities who is returning to college, or if you are trying both to work and to attend collage, you will find these strategies particularly valuable.

Use the telephone. When you need information or must make an appointment, phone rather than visit the office. To find out if a book you've requested at the library has come in, for example, phone the circulation desk.

Set priorities. A lot of students work until they are exhausted and leave remaining assignments unfinished. A better approach is to decide what is most important to complete immediately and which assignments could, if necessary, be completed later.

Use spare moments. Think of all the time you spend waiting. You wait for a class to begin, for a ride, for a

friend to call, for a pizza to arrive. Instead of wasting this time, you could use it to review a set of lecture notes, work on review questions at the end of a chapter, or review a chemistry lab setup. Always carry with you something you can work on in spare time.

Learn to combine activities. Most people think it's impossible to do two things at once, but busy students soon learn that it's possible to combine some daily chores with routine class assignments. Some students, for example, are able to go to a laundry and, while there, outline a history chapter or work on routine assignments. Others review formulas for math or science courses or review vocabulary cards for language courses while walking to the classes.

Use lists to keep yourself organized and to save time. A daily "to do" list is helpful in keeping track of what daily living/household tasks and errands as well as course assignments need to be done. As you think of things to be done, jot them down. Then look over the list each morning and try to find the best way to get everything done.

#### How to Beat Procrastination.

Have you ever felt that you should work on assignment, and even wanted to get it out of the way, but could not get started? If so, you may have been a victim of procrastination—putting off tasks that need to be done. Tedious, difficult, or uninteresting tasks are often those that we put off doing. It is often these very tasks, however, that are essential to success in college courses. The following suggestions can help you to overcome or control a tendency to procrastinate and put you on track of success.

Give yourself five minutes to start. If you are having difficulty beginning a task, say to yourself that you will work on it for just five minutes. Often, once you start working, motivation and interest build and you will want to continue working.

Divide the task into manageable parts. Complicated tasks are often difficult to start because they are long and seem unmanageable. Before beginning such tasks, spend a few minutes organizing and planning. Divide each task into parts, and then devise and approach strategy. In other words, list what needs to be done and in what order.

Clear your desk. Move everything from your desk except materials for the task at hand. With nothing else in front of you, you are more likely to start working and less likely to be distracted from your task while working.

Start regardless of what you do. If you are having difficulty getting started, do something rather than sit and stare, regardless of how trivial it may seem. If you are having trouble writing a paper from rough draft notes, for example, start by recopying the notes. Suddenly you'll find yourself rearranging and rephrasing them, and you'll be well on your way toward writing a draft.

Think positively. As you begin a task, send yourself positive messages such as "I'll be able to stick with this" or "It will feel great to have this job done." Avoid negatives such as "This is so boring" or "I can't wait to finish."

Avoid "the great escape" -television. For some students, television poses the greatest threat to keeping to their study-time schedule, and certainly it is often the cause of procrastination. If a TV set is on, it is tempting to watch whatever is showing. To overcome this temptation, turn it on and off at specific times for particular program you want to see. Don't leave it on between programs you intend to watch; you'll probably continue watching.

The ability to use time effectively greatly increases a student's degree of success in college. This article presents specific suggestions for analyzing and organizing your time. You began the article by analyzing your current commitment and determine how much time you have available to meet college course demands. Next, you were asked to estimate the amount of time each course requires per week to earn a certain grade and to determine the total amount you need to spend on course work each week. Then it offered steps in planning and using a term plan and a weekly schedule. Finally, it presented some time-saving tips for busy students and discussed the problem of procrastination.

(McWhorter, 1995. pp: 23-36)

**Task Sheet 4-1**  
**Task Chain: Analysis**

I. Prereading

Write the advantages and disadvantages of the Internet in the following chart and discuss your answers with your group members.

Advantages of Internet	Disadvantages of Internet
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

I. DRAWING ON BACKGROUND KNOWLEDGE

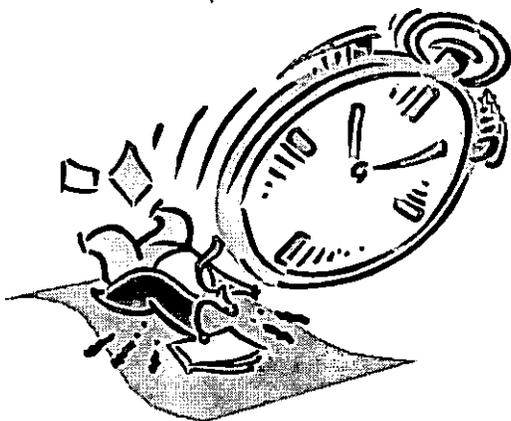
1. The following words appear typically in computer content reading. Define these words in your own words. Then compare your answers with those of your group members.
  - a. virus
  - b. cyberstalker
  - c. hacker
  - d. database
  - e. monitor
  - f. e-commerce
  - g. cookies
  - h. Internet
  - i. counterfeit website
  - j. e-mail
  - k. cyber security

## II. MAKING VOCABULARY CHART

1. Due to the large number of technical terms you'll encounter, it is necessary to refer back to definition and explanations.
2. Because you have identified and marked new terminology in your book, the next step is to organize the words for study and review. One of the most efficient ways is the vocabulary chart system. Use these charts for study and review.
3. Choose the vocabulary that you do not know and looks like new terminology.
4. Make your own vocabulary chart.

Word	Meaning	Examples
Hacker		
Spyware		
Identity		
Surf		
Preference		
Spoof		
Cyberstalk		

(McWhorter, 1995)



**Task Sheet 4-2**  
**Task Chain: Strategies**

**I. READING TECHNICAL WRITING**

Specific writing that science or engineering students read is commonly called technical writing. Here are a few examples of situations that require technical reading skills. Technical reading is an important part of many academic disciplines. Technical reading skills are essential in both the everyday and academic world. The following will discuss and describe technical writing and offer suggestions for reading it effectively.

1. How is Technical Writing Different from other kind of writing?  
Take a moment now and think about what is different in technical writing.

<b>Characteristics of Technical Writing</b>	<b>Description</b>
Purpose	To supply the readers with needed information. To perform a task, understand a situation, solve a problem, and make a decision.
Fact density	Facts are abundant and usually are presented as compactly as possible.
Exact word choice	Meaning must be clear and without possibility of confusion or misinterpretation.
Technical/specialized vocabulary	These words have specific meanings within the field or discipline and often serve as shortcuts to lengthy descriptions or details that would be necessary if using non-specialized language.

Abbreviation and notation systems	An extensive system of abbreviation and notation (signs and symbols) is used. These are also shortcuts to writing out complete words or meanings and are often used in diagram, formulas, and drawings.
Graphics	Most technical writing contains numerous drawings, charts, tables, diagrams, or graphs. They are included to clarify, help you to visualize, and emphasize key information.
Examples and sample problems	Technical textbooks often contain numerous examples and sample problems. These are included to illustrate how information is used and instructions are applied.
Specific formats	Technical writing often follows specific organization. A psychologist's case report has specific categories. Research reports in the science typically have a statement of problem, a description of experimental design, and so forth

## II. Tips for studying technical material:

- ▶ Study daily:  
Frequent contact with the material is necessary if you are to remember it.
- ▶ Reserve large blocks of time:  
Large blocks of time are necessary to complete projects, lab write-ups, or problem sets.
- ▶ Learn technical vocabulary:  
Understanding the technical vocabulary in your discipline is essential. It helps you to establish yourself as a professional in the field and to communicate effectively with other professionals.
- ▶ Study by drawing diagrams and pictures:

Be concerned with describing parts or processes and do not worry about artwork or scale drawing.

- ▶ Focus on concepts and principles:  
Technical subjects are so detailed; many students get lost in details and lost sight of the concepts and principles to which the details relate.
- ▶ Use the glossary and index  
Due to the large number of technical terms, formulas, and notations you will encounter, it is necessary to refer back to definitions and explanation.
- ▶ Use outlining  
Outlining is an effective study and review technique that helps you to decide what information is important and how it is related.

(McWhorter, 1995)

#### EXERCISE:

Elaine is a liberal arts major who is taking a biology class to fulfill her science requirement. Her reading assignment for this week includes a chapter on plant reproduction and development. It includes numerous complicated diagrams of reproductive life cycles of conifers (a type of evergreen tree) and flowering plants. Elaine is unsure how to approach reading and understanding the material. She is also frustrated because some of the diagrams appear before the part of the chapter that explains them. The chapter also describes, but does not illustrate, the reproductive stages of ferns, mosses, and algae.

1. Give some suggestions to help Elaine read and study the chapter.
2. How should she read and study the diagrams in the chapter?
3. What general suggestions would you offer to Elaine to help her succeed in a science course that contains a great deal of technical material?

(Milulecky & Jeffries, 1998.)

**Task Sheet 4-3**  
**Task Chain: Critical Reading**

- I. College instructors expect their students to read and think critically. College is different from other levels of education in this respect. In high school, a great deal of emphasis is put on memorizing information. While in college, the emphasis is on evaluating and applying the information once it is learned. You need to learn how to read and think critically. You need to handle exam questions, class discussions and write assignments that require critical reading and thinking.

► Reading and Level of Thinking

(McWhorter, 1995)

Levels of Thinking	Questions
Knowledge	What information do I need to learn?
Comprehension	What are the main points and how are they supported?
Application	How can I use this information?
Analysis	How is this material organized? How are the ideas related? How are data presented in graphs, tables, and charts related? What trends do they reveal?
Synthesis	How does this information fit with other sources?
Evaluation	Is this information accurate, reliable, and valuable?

**EXERCISE: LEVELS OF THINKING**

Read the following paragraph and distinguish the levels of thinking.

E-commercial sites routinely share your information, or sell it. The Electronic Frontier Foundation launched a campaign in early June against Macys.com for giving away information from its bridal registry to its business partners. Amazon, which once permitted users to choose to keep their data confidential, rewrote its privacy policy last year to say customers' data are an "asset" it may sell or transfer in the future. If an e-commerce site you bought from goes bankrupt, it could be legally required to sell your data to the highest bidder. And sites routinely sell or exchange your personal information. Privacy

advocates are pushing for federal legislation requiring websites to let users opt out of sharing, as has recently happened in financial services.

(Jackson, Locke, & Shannon, 2001)

Knowledge:

Comprehension:

Application:

Analysis:

Synthesis:

Evaluation:

- 1) What is this paragraph about?
- 2) Is it safe to purchase on the Internet?
- 3) Is personal information the assets of the Internet company?

## II. Post-reading Activities

Work with group members; brainstorm solutions to protect yourself on the Internet.

**Task Chain: Time Management**  
**How to Manage Your Time**

**Directions:**

1. List all class meeting times and other fixed obligations.
2. Try to reserve about 1 hour of daytime study for each class hour.
3. Reserve time for meals, exercise, and free time.
4. Try to plan a minimum of one hour additional study in evenings or on weekends for each class.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6							
7							
8							
9							
10							
11							
12							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

### **Homework Sheet 4-1**

Homework:

Watch the movie "The Net" by Sandra Bullock and write a one-page single-spaced reaction paper on how the Internet affects people's lives. E-mail the paper to your teacher by next class.

Make sure that your paragraphs are unified, coherent, fully developed, and appropriately organized. They have a clearly stated or implied topic sentence.

**Self-evaluation Form 4-1**

Name:					
Score:					
I learned about various types of crimes on the Internet.	5	4	3	2	1
I know how to read technical writing.	5	4	3	2	1
I learned the different levels of thinking.	5	4	3	2	1
I made myself understood during the discussion.	5	4	3	2	1
I can write a paragraph to express my opinions.	5	4	3	2	1
I know how to draw a vocabulary chart.	5	4	3	2	1
I enjoyed the class and learned a lot.	5	4	3	2	1
I know how to e-mail my paper to my teacher.	5	4	3	2	1
I learned how to manage my time effectively.	5	4	3	2	1
I know that setting priorities in life is important.	5	4	3	2	1
I learned to manage time instead of being managed by time.	5	4	3	2	1

- 5: excellent
- 4: good
- 3: acceptable
- 2: needs improvement
- 1: pay more attention in class

- Q: How can I combine two things together to save my time?
- Q: How can I make more effective use of my time?
- Q: When do I need to make a vocabulary chart and how can I make a perfect one?

**Focus Sheet 5-1**  
**The New American Dreamers**

She is the prototype of today's young woman—confident, outgoing, knowledgeable, and involved. She is active in her school, church, or community. She may have a wide circle of friends or simply a few close ones, but she is committed to them and to their friendship. She is sophisticated about the central issue facing young people today—planning for the future, intimacy, sex, drugs, and alcohol—and discusses them seriously, thoughtfully, and forthrightly. She wants to take control of her life and is trying to figure out how to get from where she is to where she wants to go. Above all, she is convinced that if she plans carefully, works hard, and makes the right decisions, she will be success in her chosen field; have the material goods she desires; in time, marry if she wishes; and, in all probability, have children. She plans, as the expression goes, to "have it all."

She lives in and around the major cities of the United States, in the towns of New England, in the smaller cities of the South and Midwest, and along the West Coast. She comes from an upper-middle-class family, from the middle class, from the working class, and even sometimes from the poor. What is clear is that she has heard the message that women today should be the heroines of their own lives. She looks toward the future, seeing herself as the central character, planning her career, her apartment, and her own success story. These young women do not see themselves as playing supporting roles in someone else's life script; it is their own journeys that are planning. They see their lives in terms of their aspiration, their hopes, and their dreams.

By the time she's thirty ("that's so boring"), she feels, she will need to be sensible, because soon she will be "tied down." She hoped that by then her career will be "starting to go forth" and that she will be getting good roles. By thirty-five she'll have a child ("probably be married beforehand"), be working in New York and have a house in the country. How will she manage all this? Her husband will share responsibilities. She's not going to be a "supermon." They'll both do childcare. He won't do it as a favor; it will be their joint responsibility. Moreover, if she doesn't have the time to give to a child, she won't have one. If necessary, she'll work for a while, then have children, and after that "make one movies a year."

If in the past, and to a considerable extent still today, women have hoped to find their identify through marriage, have sought to find "validation of..[their] uniqueness and importance by being singled out among all other women by a man," the New American Dreamers are setting out among all other different quest for self-realization. They are, in their plans for the future, separating identify from intimacy, saying that they must first figure out who they are and that then and only then will they form a partnership with a man. The New American Dreamers stand apart in their intention to make their own way in the world and determine their own destiny prior to forming a significant and lasting intimate relationship.

Young women today do not need to come from upper-middle-class home or middle-class homes to dream of "the good life." Even young women with several strikes against them see material success as a key prized that the end of the rainbow. Some seem to feel that success is out there for the taking. Generally, these are the most prestigious, best-paying professions such as teaching or nursing.

These young women are bright, thoughtful, and personable. And they are quintessentially American: they believe that with enough hard work, they will "make it" in American society. No matter what class they come from, their fantasies are of upward mobility, a comfortable life filled with personal choice and material possessions. The upper-middle-class women fantasize a life even more upper-middle-class; middle-class and working-class women look toward a life of high status in which they have virtually everything they want; and some young women who come from families with significant financial deprivation and numerous other problems dream of a life straight out of "Dalla," "Dynasty," or "L.A. Law." According to one young woman, some of her friends are so determined to be successful that they are "fearful that there will be a nuclear war and they will die before they have a chance to live their lives. If there is a nuclear war," she explained, "they won't live long enough to be successful."

A key message the New American Dreamers are both receiving and sending is one of optimism--the sense that they can do whatever they want with their lives. Many Americans, of course--not just young people or young women--have a fundamentally optimistic attitude toward the future. Historically, Americans have believed that progress is likely, even inevitable, and that they have the ability to control their own destinies. In looking toward the future, young men clearly dream of "the good

life," of upward mobility and their share of material possessions. While young women historically have had far less control over their lives than men, for the past twenty-five years they have been urged to take greater control, both in the workplace and in their private lives, and they have clearly taken the message very much to heart.

Angela Dawson, a sixteen-year-old high-school junior from southern California, sums up the views of the New American Dreamers: "It's your life. You have to live it yourself. You must decide what you want in high school, plan your college education, and from there you can basically get what you want. If you work hard enough, you will get there. You must be in control of your life, and then somehow it will all work out."

(Sidel, in Gardner 1996)

**Focus Sheet 5-2**  
**Some Profiles of Cultural Benefits**

The following are two stories of how international students cope with their academic requirements by different ways. You'll see different strategies being used. Imagine that you are one of them; will you use the same strategy?

*I am Chinese. I take advantage. (Ling)*

Ling is an undergraduate student from Taiwan; her major is business. She's 34 years old. One of her strategies is a form of relying on past experience to complete assignments. Her past experience was consisting of going to the library and reading books. Her first assignment in her Behavioral Geography class, where Ling was the only international student, required an implicit and sophisticated knowledge of everyday U.S. culture that was far out of the reach of a student just arrived in the U.S. for the first time from Taiwan. An appealing assignment for the U.S. student in the class, the task was to place a hypothetical group of people into fictional neighborhoods by determining in broad terms their socioeconomic class through an examination of certain personal characteristics, whether, for example, they drink Budweiser or Heineken, read GZQ magazine, drive a Dodge or a Saab. To complete this assignment, Ling's initial response was to rely on what had worked for her in the past, and in her interviews she repeatedly made comments such as " I must go to library and get some information, and read some books." In what book she hoped to find this information on who drinks Budweiser is unclear. Luckily, as the due date for the assignment approached, she abandoned this strategy, on which would certainly not have worked.

Instead she used a backup strategy. Though she was a shy, seemingly timid person, she successfully appealed for help to a U.S. student in the class who seemed friendly and with help was able to successfully complete the assignment. Ling increasingly extended this strategy of appealing for clarification to her teachers as well. For example, her history professor announced that the first exam would be both short answer and essay. Not knowing what those words meant, Ling felt she could not properly prepare for the exams, and she approached him for

clarification, as she continued to do with several of her professors.

But the strategy that Ling use most effectively was taking advantage of first language/culture by relying on her special status as an international student. She attempted to incorporate something about China or Taiwan into every piece of writing she did. Thus, her term paper in Behavioral Geography became a comparison of Taiwanese and U.S. shopping habits. Her term paper in World History became a comparison of ancient Chinese and Greek education and this despite her history professor's direct request that she not focus yet again on china. In this case, she used a combined strategy of resisting the professor's request and of reliance on her special status as a Chinese, and it worked.

*I like to make long sentences that are maybe not very clear, but my philosophy teacher liked that. I prefer philosophy to French because in French, you had to be too precise. (Julie)*

Julie is from France. She is also an undergraduate student majoring in business. Ling seemed to develop strategies ad hoc in response to needs and pressure, while Julie came equipped with a clear, conscious approach to her work that served her well. Of particular interest are her strategies for focusing and for using past writing experiences. When Julie sat down to write an exam or to write a paper in response to a writing assignment, her first move was to copy word for word the exam question or the direction for the assignment on the top of her sheet. She thinks that physically writing to the words of the assignments or the writing prompts helped her to tune out all other distractions and intensifies her concentration; it allowed her mind to play with the meaning of the words in the assignment as she was preparing to write. She also employed a strategy of resistance to the professor's demands or requirements. Her term paper in the history course was to be a focused commentary on a particular novel; the students were to discuss the novel's portrayal of southern U.S. women in the 1950s. When she read the novel, she found herself interested in only one of the women and wrote only about this one despite the directions to consider all the women. Although she expressed some concern about her choice, she nevertheless stayed with her decision, not following the teacher's directions but

instead writing the terms of assignment to suit what she thought could do best. Her grade for this paper was A.

(Leki, 1995)

**Task Sheet 5-1**  
**Task Chain: Analysis**

PREREAD

1. Free-write on the topic of success. Don't worry about spelling, grammar, punctuation, or organization. Just write for 10 minutes, without stop, about whatever comes to mind when you think about success. When you have finished, share your thoughts with group members.
2. Discuss the following quotations. To what extent do you agree with the views expressed?

*"Every calling is great when greatly pursued."*

--Studs Serkel

*"One does not work to live, one lives to work."*

--Max Weber

*"Happiness is only achieved by working at what you love."*

--Anzia Yezierska

*"I had a 'real' job for seven months. My soul fell asleep."*

--Barbro Hedstrom

*"In fact, there is perhaps only one human being in a thousand who is passionately interested in his job for the job's sake."*

--Dorothy Sayers

3. Indicate the extent to which you agree with the following statements by filling in each blank with SA (strongly agree), A (agree), U (undecided), D (disagree), or SD (strongly disagree). Then compare your responses with group members.
  - a. In my native country, women and men have equal job opportunities.
  - b. People have the ability to control their own destinies.
  - c. No one job has any more value than any other job.
  - d. To get a good job in my native country, one needs a college education.
  - e. With hard work and determination, most people can achieve the "American dream."

- f. In my native country, one's job opportunities are determined by the social class into which one is born.
- g. It is easier for women than men to balance their career and family life.

(Gardner, 1996)

#### 4. Figure of speech: Metaphors

##### 2 Metaphors

- ▶ Their marriage is a storm.
- ▶ Their stormy marriage led to a divorce.
- ▶ Their marriage is full of thunder and lightning.

When writers use similes and metaphors, they usually compare one thing to another that is familiar to the reader. This helps writers to convey their ideas—especially abstract and complex ones—and to do so in a vivid manner.

To fully understand and evaluate what writers are saying, it is important to be aware of how they use figurative language.

With group member, locate the metaphor in each of the sentence below. What two things are being compared? What idea is Sidel trying to convey?

Example:

"She looks toward the future, seeing herself as the central character, planning her career, her apartment, her own success story." (para. 2)

COMPARISON: The life of young women and a story (their life is a story in which they are the main character).

MAIN IDEA: The young women want to control their future and achieve success on their own terms.

- a) "These young women do not see themselves as playing supporting roles in someone else's life script." (para. 2)

Comparison:

Main idea:

- b) "The New American Dreams are setting out on a very different quest for self-realization" (para. 4)

Comparison:

Main idea:

c) "Young women...see material success as a key prize at the end of the rainbow." (para. 5 )

Comparison:

Main idea:

#### VOCABULARY: CONNOTATIONS

Connotations are the implied, or suggested, meaning of a word as opposed to its literal dictionary definition, or *denotation*. For example, the denotation of *skeleton* is the rigid, supportive framework of an organism; however, the connotations of *skeleton* are disease, war, death, and poison.

Often words with a similar meaning have very different connotations, or emotions—for instance, *kill and murder*, and *woman and lady*.

- ▶ *Kill and murder* both mean to deprive of life. Kill, however, is more neutral than murder, which implies secrecy, planning, motive, and moral responsibility.
- ▶ *Woman and lady* both refer to an adult female. Woman, however, is more neutral than lady, which implies refinement, gentle manners, and cultivated taste.

Look at the following pairs of words; one word from each pair is taken from Sidel's essay. Decide and circle which word connotes a more positive feeling.

- |                            |                        |
|----------------------------|------------------------|
| 1. prototype (para. 1)     | ideal                  |
| 2. interested in           | committed to (para. 1) |
| 3. sophisticated (para. 1) | knowledgeable          |
| 4. desire                  | aspiration (para. 2)   |
| 5. quest (para. 4)         | search                 |
| 6. valued                  | prestigious (para. 5)  |

(Gardner, 1996)

**Task Sheet 5-2**  
**Task Chain: Strategies**

I. LEARNING STRATEGIES: SQ3R

In 1941, a psychologist name Francis P. Robinson developed a study-reading system called SQ3R. It is a system that incorporates study and review with reading. Continuing experimentation of this system has confirmed its effectiveness. As a step toward developing your own personalized system, look at SQ3R as a model. You can modify or adapt it to suit your own academic needs.

S= Survey	<p>Try to become familiar with the organization and the general content of the material you read.</p> <ul style="list-style-type: none"> <li>▶ Read the title and the introduction</li> <li>▶ Read each boldface heading and the first sentence following each</li> <li>▶ Read the titles of maps, charts, or graphs; read the last paragraph or summary</li> <li>▶ Read the end-of-chapter questions</li> </ul>
Q= Questions	<ul style="list-style-type: none"> <li>▶ Try to form questions that you can answer while reading, for example, turn the boldface heading into a question.</li> </ul>
R= Read	<ul style="list-style-type: none"> <li>▶ Read the material section by section. As you read, look for the answer to the question you form from the heading of that section.</li> </ul>
R= Recite	<ul style="list-style-type: none"> <li>▶ Stop reading and check to see if you can answer your question to the section. If you cannot, look back to find the answer.</li> </ul>
R= Review	<ul style="list-style-type: none"> <li>▶ When you have finished the whole reading, go back to each heading; recall your question and try to answer it. If you can't recall the answer, be sure to look back and find the answer. Then test yourself again.</li> </ul>

The SQ3R method ties together much of what you have already learned about active reading. The first two steps activate your background knowledge and establish questions to guide your reading. The last two steps provide a means of monitoring your comprehension and recall.

After you learn:

Read the Focus Sheet 5-1 again and come up with three questions according to the reading.

Q1:

Q2:

Q3:

Be prepared to share your questions in class.

(McWhorter, 1995)

**Task Sheet 5-3**  
**Task Chain: Critical Reading**

I. DISCUSSION AND DEBATE

1. With group members, discuss the attitude of the New American Dreamers toward the future. To what extent do you agree with Angela Dawson's comments in the last paragraph of the essay?
2. What types of jobs are valued most and least in your native culture? Fill in the following blanks with eight occupations ranked in order of prestige from top to bottom. Then share your list with group members.

Job Prestige
--------------

- |    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

II. WRITING ACTIVITIES

1. Authors often use figures of speech, or figurative language, to make their descriptions vivid and to communicate their ideas. The most common figures of speech are similes and metaphors. Write three similes and three metaphors that convey the essence of six of the following items: an exciting job, a boring job, stress, competition, success, a goal or dream, marriage, social class, material possessions. Use your imagination; try to come up with graphic, colorful images.

**Task Sheet 5-4**  
**The Coping Strategies**

- Clarifying strategies
  - 1) talking to the teacher specifically to understand the assignment better
  - 2) talking to other students about the assignment
  - 3) asking for specific feedback on, for example, a project proposal before doing the project
  - 4) trying to interpret the teacher's purpose in an assignment
- Focusing strategies
  - 1) rereading the assignment several times
  - 2) writing out the essay exam question at the top of the essay
  - 3) reading books and professional articles in the content area to develop a sense of what as yet uninvestigated research niche the participant might be able to etch out for himself.
- Relying on past experiences
- Taking advantage of first language/culture
- Using current experience or feedback
- Looking for models
- Using correct or past ESL training
- Accommodating teacher's demands
- Resisting teachers' demands
- Managing competing demands
  - 1) managing course loads
  - 2) managing work load
  - 3) regulating the amount of investment made in a specific assignment
  - 4) regulating cognitive load
  - 5) managing the demands of life

(Leki, 1995)

**Brainstorming**

Directions: Imagine that you are an international student who just arrived in the States. You are supposed to turn in your first assignment, which is supposed to be an informative article on anything. You have no clue what to do. According to the Focus Sheet 5-3, what are you going to do? Write down the procedure of how you are going to complete the assignment and where can you get help. Remember to refer to the library.

### Assessment Sheet 5-1

Write a paragraph based on one of the quotations on Task Sheet 5-1. Back up your points with personal experiences and observations. It must contain one or two figures of speech (similes and metaphors) to help convey your ideas and add color to your writing.

Make sure your writing is unified, coherent, fully developed, and appropriately organized.

90	Excellent
80	Good
70	Needs improvement
60	Study harder

### Homework Sheet 5-1

Write a one-paged personal essay based on one of the following:

- (1) your career goals (feel free to discuss ways to achieve these goals and any challenges and difficulties you anticipate)
- (2) any jobs you've personally had that you liked and/or disliked.

Still, make sure your writing is unified, coherent, fully developed, and appropriately organized.

### Self-evaluation Form 5-1

Name:					
Score:					
I understand the differences between the New and Old American Dreamers.	5	4	3	2	1
I know the difference between metaphor and simile.	5	4	3	2	1
I know how to apply SQ3R to the reading process.	5	4	3	2	1
I made myself understood during the discussion.	5	4	3	2	1
I know how to ask questions based on the reading.	5	4	3	2	1
I learned that resisting teacher's demands doesn't mean disrespect for the teacher.	5	4	3	2	1
I understand that I can make use of my first language.	5	4	3	2	1
I learned coping strategies and know it's right to use them.	5	4	3	2	1
I enjoyed the class and learned a lot	5	4	3	2	1

- 5: excellent
- 4: good
- 3: acceptable
- 2: needs improvements
- 1: pay more attention in class

- Q: How can I better facilitate my writing by using metaphor and simile?
- Q: How can I effectively apply SQ3R in my reading?
- Q: How can I apply the coping strategies to my current learning?
- Q: How can I make myself understood in discussion? What are my advantages and disadvantages?

**Focus Sheet 6-1**  
**A Poem to Arouse Interest**

Man for the field and woman for the earth:  
Man for the sword and the needle she:  
Man with the head and woman with the heart:  
Man to command and woman to obey:  
All else confusion

--Alfred, Lord Tennyson

## Focus Sheet 6-2 Gender Roles

*The following reading is a part of a chapter from a book Marriage and Family: Individuals and Life Cycles (1985), by Hamilton Mcbubbin and Barbara Blum Dahl, former professors at the University of Minnesota. Because the authors are reporting research to an academic audience, they are careful to cite their sources. The numbers in brackets ([ ]) refer to the authors' endnotes, grouped at the close of the selection.*

### SEX ROLES AND GENDER IDENTITY

A role in a play is a part for an actor; it includes certain scripted action, ways of walking, talking, expressing feeling, and so forth. A sex role is a part an individual plays as a social actor--the patterns of feeling and behavior deemed appropriate or inappropriate because of her or his gender. The "script" comes from social expectations masculine and feminine nature: men should be brave, strong, ambitious, and aggressive, while keeping their feelings under control; women should be gentle, nurturant, passive, dependent, and expressive of their feelings.

Sex roles are based on social norms--the agreed--upon standards of acceptable behavior within a society. These norms--such as the norms that men should keep their feelings under control and women should be passive--influence our judgments not only of other but also of ourselves. Thus, if you are male and prone to tears during highly emotional moments, you may judge yourself harshly because you have internalized traditional sex-role assumptions. Sex roles, then, are part of our concept of ourselves, our *gender identity* [1].

Sex roles are of great interest to psychologists, sociologists, and other social scientists. Psychologists focus primarily on "inner" personality traits and stereotypes associated with femininity and masculinity, whereas sociologists emphasize patterns of "outer" behavior or interaction in society. For example, a sociologist studying the paid labor force of the United States would note that most truck drivers are male while most nurses are female. Family sociologists have studied the inclination of judges in child custody cases to assume that mothers are innately better at parenting than father.

## *The Cause of Sex Roles: Biology or Culture?*

How do gender differences come about? Do sex roles result from biological differences between the sexes? Or do women and men learn to behave differently because of the effects of culture and society?

We know that women as a group score consistently lower than men as a group on mathematics and science achievement tests. (Notice that we said extremely low. But women's average scores are consistently somewhat lower than the men's average scores.)

Does this mean that women's brains function differently than men's, that they are not as equipped to do math problems? Does it mean that the male power structure—which for so long prohibited women from receiving any type of formal education—is still inhibiting women in the traditionally male preserves of math and science? Or is it that women lose interest in these subjects because they feel that achievement in math and science will make them less attractive to men?

In short, are traditional sex roles the result of "nature" (biological differences), "nurture" (culture and socialization), or some combination of both?

## *Genetics: The Biological Evidence*

No one disputes that there are biological differences between the sexes. The controversy arises, however, when we try to establish links between these biological differences and the behaviors of men and women. Specifically, does biology limit the potential achievements of one or both sexes?

Men and women differ in their genetic structure. Women have two "X" chromosomes: men have one "X" and one "Y" chromosome. The complex links between genes and behavior are now being researched; it is impossible to say at this time how differences in chromosome structure may affect women and men's behavior. We do know that genetic structure determines physical development. The average male is taller, heavier, and more muscular than the average female. Women develop breasts and can bear and nurse children; men cannot.

It is not unreasonable to assume that men did the hunting and heavier physical labor in earlier societies because they were better suited to do so, while women raised the children because they could breast-feed them and food was scarce. Perhaps these differing behavioral

patterns for women and men in such societies were the result of adaptation: that is, the traits helped them to survive and reproduce at a time when subsistence was a full-time job. But should these differences matter in an industrialized era in which most heavy labor is done by machines and even the fighting of wars relies on sophisticated technology?

Researches have speculated that certain behavioral differences are due to male and female hormones. Both men and women produce the male hormone, androgen, and the female hormone, estrogen, but in differing quantities. The male embryo's "Y" chromosome gives a "command" to release androgen at specific stages of prenatal development. The hormone signals the embryo to develop as a male, with male body shape and male sexual organs. Later on, hormones influence bodily changes during puberty; for example, androgen gives signals to the male's body for the growth of facial and body hair and for the deepening of the voice.

Thus, hormones clearly play a role in human physical development. But what effect do they have on emotional development and actual behavior? Again, this question is still being debated and studied. Some research shows that the male hormone testosterone appears to stimulate aggressive behavior in female animals. At the same time, a female hormone, prolactin, seems to stimulate nurturing, motherly activity in male animals [2].

John Money and his colleagues have conducted studies on those rare individuals known as *hermaphrodites* who are a mixture of male and female biology. The researchers have looked, for example, at girls who received more androgen at birth than is normal for females. While genetically they were girls with XX chromosomes, they behaved more like our society expects boys to act. That is, they enjoyed rough games, were physically active, and preferred toy trucks to dolls. Money speculates that early exposure to the male hormone influenced the behavior of these girls [3].

Hormones may also have an impact on certain differences in brain functions. Jeere Levy of the University of Chicago has found differences in the way male and female brains are organized. In Levy's view, men's brains work in such a way as to give them superior visual-spatial skills, while women's brains may give them an advantage in verbal skills [4]. Men are therefore better at dealing with abstract concepts; women are more effective in picking up information from the surrounding

environment about people, sounds, and so forth. These brain differences may result from the release of certain hormones at critical periods of prenatal development.

From the point of view of human evolution, such differences make sense. Men were the hunters and needed good visual skills. In addition, they had to be extremely goal-oriented to succeed in their work. Women lived in groups and took care of the children and the sick; thus, sensitivity to others was a crucial skill. As noted earlier, the development of these patterns had an adaptive value in terms of survival and reproduction [5].

Still, we must emphasize that the research on hormonal effects remains at an early and primitive stage. The biological differences between the sexes have predisposed the girls in Money's study toward more aggressive, "boyish" behavior; they also needed a social environment that would encourage (or at least allow) such behavior.

Estelle Ramay [6] points out that while men and women vary as groups in their respective levels of male and female hormones, there can also be striking hormonal differences between one man and another or one woman and another. Ramey stresses that these individual differences in levels of testosterone, estrogen, and other hormones are much more significant than any generalized differences between the sexes.

Thus, while the biological basis for sex-related distinctions is important, the role that society and culture play is probably more significant. Our biological nature may be like a rough piece of stone form which society, like a sculptor, chisels, sharpens, and defines the shapes of male and female behavior. Research in the next decade should begin to clarify the complex interrelationship of genetic and hormonal differences, environmental influences, and the behavior of women and men.

#### *Culture: The Anthropological Evidence*

How, then, does society shape differences between men and women? Crosscultural studies, generally conducted by anthropologists, have show that the typical behavior of males and females in other cultures is quite different from traditional "masculine" and "feminine" behavior in the United States.

Margaret Mead, in her pioneering anthropological study, *Sex and Temperament in Three Primitive Societies*

[7], observed three distinctive tribes in New Guinea. She found that one of them, the Arapesh, expected both women and men to be warm, cooperative, and nurturing, and generally to exhibit traits that we have traditionally described as "feminine." By contrast, among the Mundugumor tribe, both sexes exhibit traits seen as "masculine" in American society: they were aggressive, competitive, and prone to fighting and controversy. Finally, in the Tchambuli tribe, the character traits seemed the reverse of those expected under our traditional norms. Women were dominant, controlling, and hardworking, while men were emotionally dependent, irresponsible, and extremely concerned about personal appearance. Mead's famous study is often cited by those who argue against the view that biology is the cause of sex differences. If biological distinctions dictate our behavior, they argue, then how can one explain the vast differences in the lives of the Arapesh, the Mundugumor, and the Tchambuli—not to mention the difference between these three cultures and our own?

Anthropologists have also noted that a power dynamic is often attached to sex-role distinctions. In early societies, men's role as hunters and worriers gave them more prestige than women. With that prestige came power: men could distribute food for the entire community and determine its social structure. By contrast, women's influence was limited mainly to the domestic sphere. They were not really participants in the public sphere and gained few rights [8].

In societies where women control their economic well-being, they develop more power. Anthropologist Peggy Sanday [9] has illustrated this pattern through her study of the Afikpo Ibo women of Nigeria. Ibo men had traditionally controlled money and tribal social life because they grew the yam crop, a main source of food with important religious significance. When the tribe increased its contact with European cultures, the cassava plant (used for tapioca) was introduced to them.

The Ibo men disdained the new plant, preferring to continue growing the religiously valued yam. However, they permitted women to cultivate the cassava and to keep any profits from its sale. Subsequently, the cassava proved to be extremely lucrative, and the Ibo women became financially independent. With financial independence, the women became less subservient to their husbands and a more powerful force within tribal culture.

## *Society: Learning Evidence*

How do we learn society's standards about appropriate behavior for each sex? Socialization is the general term used to describe the process of learning social roles. Most differences between females and males are learned through family interactions, socialization in schools, and the mass media.

Social learning theory holds that children are rewarded for conforming to their parents' expectations and are punished for behavior that meets with disapproval. Thus, Johnny's parents beam with pride when he shows prowess on the basketball court, but gasp with horror if he displays an interesting becoming a dancer. Johnny learns to act "like a boy" in order to please his parents.

The process of differential treatment of girls and boys begins the minute children are born. Adults describe infant girls as "delicate," "sweet," or "dainty" and hold them more carefully. By contrast, boys are perceived as more active and are described as "bouncing," "sturdy," or "handsome" [10]. As toddlers and preschoolers, children learn that baseball and trucks are for boys while dolls and "dressing up" are for girls.

A study by Judith G. Tudiver [11] demonstrated the differential socialization of preschool-age children. Both mothers and fathers tended to be permissive and supportive with daughters, but did not feel that daughters needed to achieve or perform. However, parents of sons stressed the importance of achievement and independence. Fathers, in particular, were extremely concerned about socializing sons into a rather rigid definition of the masculine role. Tudiver [12] concludes that "a great deal of pressure" is associated with the socialization of sons, which "probably reflects the high value associated with being male in our society.

Children and adolescents are influenced by the role models available in a society. If they see that most doctors, police officers, and U.S. Senators are male, while most nurses, secretaries, and early childhood teachers are female, they will begin to draw conclusions about which jobs are for them and which are not. "Real-life" role models affect children's thinking; so, too, do the role models presented in literature (including comics and children's books), film, and television.

In a 1979 report [13], the U.S. Commission on Civil Rights was highly critical of television stereotyping of women and minorities. The report concluded:

Female characters are far more likely than male characters to be portrayed as having no identifiable occupation. When they are shown in an occupation, it is most frequently as a secretary, nurse, homemaker, household worker, or student.

The commission also noted that women were frequently seen less than fully clothed in sexually exploitive roles. Actress Kathleen Nolan, former president of the Screen Actor Guide, has stated: "Women...are desperately disheartened to be faced...with the disgraceful trash...being transmitted in the guise that this is the American women" [14]

#### *Feminist Critique: Sex Roles and Social Control*

Jessie Bernard, a feminist sociologist, has suggested that theories about sex roles, which emphasize the role of socialization, tend to let the power structure off the hook too easily. In Bernard's view, power and control are the real true motives behind the division of sex roles. Because the male sex role has higher status, men attain power over women and gain control of many of society's valued rewards.

Bernard [15] argues that socialization theorists make this male-dominated power structure seem respectable and reasonable, and are too complacent about the denial of equal opportunities to women. She believes that these theorists are saying, in effect, to women:

Sorry, girls, too bad you haven't got what it takes...I know it isn't your fault, I know it's just the way you were socialized as a child. You'd be just as superior as I am if you had played with trucks instead of dolls. But what can I do about it after all?

Bernard and other feminists are critical of socialization research because it fails to challenge the power structure that keeps women and men in unequal and prescribed roles.

Barbara Bovee Polk [16] has offered a useful summary of the feminist "power analysis" of sex roles and cultural differences between men and women:

1. Men have power and privilege by virtue of their sex.
2. It is in men's interest to maintain that power and privilege.
3. Men occupy and actively exclude women from positions of economic and political power in society.
4. Although most males are oppressed by the system under which we live, they are not oppressed, as females are, because of their sex.
5. Feminine roles and cultural values are the product of oppression. Idealization of them is dysfunctional to change.

Feminists believe that traditional sex roles are used to keep women in their (disadvantaged) place. In the view of Letty Cottin Pogrebin [17], the messages of sex role stereotypes can be condensed into two simple propositions: boys are better, and girls are meant to be mothers.

#### ENDNOTES

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5. Durden-Smith: 15-19, 93-97, 99.
6. E. Ramey, "Sex Hormones and Executive Ability," *Annals of the New York Academy of Sciences* 208(1973): 237-245.
7. M. Mead, *Sex and Temperament in Three Primitive Societies* (New York: Morrow, 1933).
8. M. Rosaldo, and L. Lamphere, *Woman, Culture, and Society* (Stanford: Stanford University Press, 1974).
9. P. Sanday, "Toward a Theory of the Status of Women," *Anthropologist* 75 (1973): 1682-1700.
10. D. Papalia, and S. Olds, *Human Development*, (New York: McGraw-Hill, 1979).

11. J. Tudiver, "Parents and the Sex-Role Development of the Pre-School Child," *Sex Roles: Origins, Influences and Implications for Women*, ed. Stark Adamo (Montreal: Eden's Press Women's Publications, 1980).
12. Tudivers: 44.
13. U.S. Commission on Civil Rights, "Window Dressing on the Set: An Update" (Washington, D.C.: U.S. Government Printing Office, 1979).
14. Broadcasting (June 5, 1978): 55.
15. J. Bernard, *Women, Wives, Mothers: Values and Options* (Chicago: Adline Publishing Co., 1975).
16. B. Polk, "Male Power and the Women's Movement," *Journal of Applied Behavioral Science* 10(3) (1974): 415-431.
17. L. Pogrebin, *Growing Up Free: Raising Your Child in the '80's* (New York: McGraw-Hill, 1980).

### **Focus Sheet 6-3**

#### **Getting Familiar With Your Library**

Students often share common misconceptions and even fears about their campus library, particularly those who are intimidated by computers. Your concerns about using the library are certainly warranted, especially when a lack of good information-gathering skills may adversely affect you not only in the classroom but in other areas. Poor performance in class can lead to inadequate preparation for your first job, unfulfilled career and personal goals, and a mediocre return on your investment in college.

#### Get a Grip on the Library

The first step is to familiarize yourself with your library system before you have to use it. Does your library offer tours? (Your class may be able to schedule one.) Try taking a tour to discover what some of the services and various departments offer you. Maybe your library offers an orientation via a computer system.

Does your library have handouts describing various services and different library departments and their hours? Get these handouts. Note the different library departments that might interest you—for example, government documents, reserve, interlibrary loan, or a special collection devoted to one subject area.

#### Selecting and Surveying a Topic

Usually before you go to the library, you'll have selected a topic or your instructor will have provided an assignment for you to complete. This is not always an easy task. If you can't find a topic, talk to your instructor and peers about possible ideas. Some libraries have books listing possible research topics, or you may consult a librarian.

If you already have a general topic but have not focused on one specific area, remember that defining and refining your topic is a natural process and one of the objectives of doing research. When surveying the topic, ask, "Does there seem to be enough information? Is there too much?" If there is not enough information, you may want to try a broader approach. If there is too much information, you may want to zero in on one aspect of a more general topic. Instead of looking for information on crime, you might want to focus on a particular crime, like carjacking, and examine how the police are responding to it.

### Defining Your Need for Information

You can begin to gather information by asking yourself several questions even before you physically or electronically enter the library. The following questions will give you ideas on how to think about your topic before actually searching for information. Carefully thinking through your topic will not only help you focus but also help you communicate your needs to a librarian.

1. What do you already know about your topic? Consider names, events, dates, places, terms, and relationships to other topics. Clarifying your topic in this way may give you leads on how to look for more information. And have confidence: You will know something about your topic.
2. Who would be writing about your topic? For example, what scholars, researchers, professionals in specific fields, or other groups of people might be interested? Asking these questions helps you to see your topic more fully and identify new aspects of it.
3. What do you want to know about this topic? Asking these questions further focuses your research on your assignment. Sometimes your first question may be too general and not easily answered. For instance, your original question may be "Is the increasing amount of violence on TV ruining society?" There isn't one answer to this question. It isn't a factual question; it is a research question that leads you to additional questions you might need answered in order to answer the original question. For example: Are there measures of the amount and type of violence portrayed on TV, and have these measures changed over time? Is there research linking viewing to actual behavior or changes in attitude toward violence? What arguments can be made for government regulation versus personal responsibility in determining what is viewed?
4. What is the vocabulary of your topic? What words describe it? Are there specialized terms? Some words are what you might call contextual-sensitive. For example the word *dating* means one thing to a sociologist and another to an archaeologist. Also, if you are using a specialized database or index focusing on, say, biology, you probably would not use the term *biology* as a vocabulary term because the whole database or index covers biology.

5. What do you want to do with this information? Are you writing a research paper, giving a speech, preparing for a debate or an interview, looking for a single fact or statistic, satisfying your curiosity about the nature of something, persuading someone to believe your ideas or someone else's, explaining a phenomenon, informing other, or telling a story? Although these examples are not comprehensive, they will help you determine how much information you need and where to look.

### Catalogs

A catalog is a list of books and periodicals (magazines, newspapers, or journals) owned by the library. The catalog may also list other materials such as films, videos, audiotapes, manuscripts, and government documents. Your library's catalog may be the traditional card catalog; it may be computerized ("on-line"); it could be a combination of cards and computers; or it could even be available on microform or in another format. Nowadays, you also may be able to gain electronic access or "log on" to your catalog without even going to the library. Whatever the format, it is important to familiarize yourself with the library's catalog and the particulars of looking for a book or other materials by its author, title, or subject.

### Looking for Books on a Subject

You generally will begin to look for information by using books. Most of the materials in libraries are located using what are called "subject heading," "descriptors," or "index terms." Indexers, catalogers, and researchers select the terms in order to organize information; however, sometimes these professionals select terms that you may not have thought to use. Your job is to match your own language with that used in catalogs or indexes. For example, a library source may describe cars using the subject heading or descriptor *cars*, *automobiles*, or *motor vehicles*. Often, when you look up a term, you will be referred to the preferred subject heading or term.

### Keyword Searching

Most computerized sources also provide searching by "keyword." Here, the computer searches the entire record of an item for the words or phrases you entered. The word you entered might appear somewhere in the title, might be a subject term, or might be in another part of the description of the item. When you search by keyword, you can specify how to combine the terms you want it to search, how to position a word in relation to other words, and where to look for a word in the record.

## Indexes

Using an index to locate articles saves time. You could browse through journals for information, but for more thorough coverage, use an index. Some indexes also list materials published in books. Your library may have a computerized version or an index on CD-ROM, ask a librarian what your library offers.

Different kinds of indexes cover various types of publications. In addition to newspaper, magazine, and journal (or specialized subject) indexes, there are indexes to types of materials. For example, the Speech Index identifies speeches published in books; Granger's Index to Poetry indexes poems published in collections of poetry; Book Review Index lists reviews of books published in periodicals.

## Finding Periodicals in Your Library

Once you have chosen your articles of interest, you will have to locate the actual magazines, newspapers, or journals, usually you will consult the library's catalog to see if the library has the title you need. Some libraries keep a separate list of their journals and magazines.

Periodicals may be shelved by call number with the books, or they may be organized alphabetically. If they are shelved by call number, you will have to look in the catalog to discover what the correct call number is. Most libraries will have the back issues of these periodicals bound into hardcover volumes by year. The more current issues are usually not bound until a volume is complete. Some periodicals are available on microform. Newspapers are almost always kept on microform, except for the most recent issues.

## Internet Resources

Finding information on the Internet depends on knowing where to look for it. It helps to know the existence and use of a number of electronic resources—both in general and in your field of interest.

- Database (both public and commercial)
- Abstract services (which provide summaries of journal articles or other information)
- Specialized on-line library collections
- Professional associations
- State and government agencies
- Nonprofit organizations
- Usenet newsgroups and List server discussion groups.
- Anonymous software archives, known as FTP (File Transfer Protocol) archives

You also need to know how to gain access to the above resources by using various other services and programs. Each service accesses different resources. Depending on what you are looking for, you select the appropriate service:

- E-mail: for contacting specific people, or posting a message to a discussion group or newsgroup.
- Listserv/Discussion Groups: for locating and communicating with individuals as representatives of an organization or sharing a specific interest.
- Newsgroups: for discussion of a particular topic or issue, or to identify individuals with a specific interest.
- FTP/Archie: for sending or receiving specific computer files, especially programs related to the Internet. If you are not sure where to find specific files, the associated search program, Archie, is a useful tool.
- Gopher/Veronica: for locating documents, files, information, or data from or about a specific education, governmental, or nonprofit organization or association. The search program Veronica can be of service here.
- WAIS: for specific documents or to search the content of a certain type of document or database.
- World Wide Web: for locating documents, files, information, or data from or about a specific commercial enterprise or other institution. The same is true for product information and technical assistance. The Web is the choice for most multimedia presentations, whether sound, movies, or simply graphics, as well as for the site of homepages for popular issues and concerns. The World Wide Web is an easy place to start, because many World Wide Web search programs include references to other services of the Internet and often provide direct link to them.

(Birchfield & Chadwell, 1997)

**Task Sheet 6-1**  
**Task Chain: Analysis**

- I. Read this stanza and think about it. Discuss your opinions about sex roles in this stanza with group members.

*Man for the field and woman for the earth:  
Man for the sword and the needle she:  
Man with the head and woman with the heart:  
Man to command and woman to obey:  
All else confusion*

--Alfred, Lord Tennyson

- I. Write about any nonphysical differences you've noticed between females and males.
- II. Fill in the following chart with what you consider five or six advantages and disadvantages of being female or male (focus on your own gender). When you are finished, shared your thoughts with group members.

<i>Advantages of Being Female or Male</i>	<i>Disadvantages of Being Female or Male</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

- III. Indicate the extent to which you agree with the following statements by filling in each blanks with SA (strongly agree), A (agree), U (Undecided), D (disagree), or SD (strongly disagree). Then share your response in with group members.

- a) Males are innately more aggressive and competitive than females.

- b) Most parents treat their daughters and sons differently.
- c) There are some jobs that women are better at than men.
- d) In most countries, men occupy and actively exclude women from positions of economic and political power.
- e) Females and males are born with different needs, desires, and capabilities.
- f) The mass media are very important in shaping a person's sense of gender.
- g) In my native culture, male children are generally preferred over female children.
- h) The ways females and males learn to behave is the same throughout the world.
- i) It is impossible to raise girls and boys free from gender differences.
- j) In my native culture, there are not enough positive role models for girls.

#### V. VOCABULARY: WORD PARTS

Often in English, a word is formed by adding a group of letters to the beginning or end of the **word root**—the basic part of the word. Groups of letters added to the beginning of a word root are called *prefixes*. Those added to the end of a word root are called *suffixes*. In general, prefixes change the meaning of a word and suffixes changes its part of speech (noun, verb, adjective, adverb, and so on).

Look at the following examples of roots, prefixes, and suffixes:

Root	National (adjective)	Agree (verb)
Prefix	<b>International</b> (adjective)	<b>Disagree</b> (verb)
Suffix	Internationally (adverb)	<b>Disagreement</b> (noun)

If you are reading a passage and come across an unfamiliar word whose meaning you can't figure out from the context, don't immediately reach for your dictionary. Often by looking at the prefixes and roots of words (many of which come from ancient Greek and Latin), you can get a good sense of the general meaning of the words. Learning how to analyze key components of words can help you better understand what you are reading and expand your vocabulary.

The following words are made up of smaller parts (a prefix and a root, a root and suffix, or a prefix, root, and suffix).

Analyze the parts that make up the following words with group members. Then explain the meaning of the word and use it correctly in a sentence. Feel free to use a dictionary to help you.

**Example:**

Psychologist (para. 3)

Made up of a prefix, root, and suffix: psych+logi+ist.

Psych- means "mind or mental processes." Logia means "study or science." -Ist means "someone who specialize in something."

Psychologist thus means "someone who specialize in the science of the mind."

Sentence: Because Claudia was very interested in children and psychotherapy; she decided to become a child psychologist.

1. biological (para. 7) sentence:
2. prenatal (para. 11) sentence:
3. hermaphrodite (para. 13) sentence:
4. androgen (para. 13) sentence:
5. interrelationship (para. 18) sentence:
6. anthropologist (para. 21) sentence:
7. television (para. 28) sentence:
8. dysfunctional (para. 32) sentence:

VI. VOCABULARY: IN CONTEXT

In this exercise, you'll develop your vocabulary by using words and idioms in a realistic context.

1. If you don't know the meaning of one of the following italicized vocabulary items, first find it in the reading and see if you can determine its meaning from the context.
2. If the meaning is still unclear, look up the item in a dictionary.

Then, describe or explain each of the following situations, ideas, and things with a few sentences. Do not just define the italicized words and expressions. Discuss personal experiences and opinions and give examples.

- a. Something that many people are **prone** to (para.2)
- b. Something that **inhibits** the learning of a foreign language. (para.6)
- c. Something that might **predispose** someone to antisocial behavior (para.16)
- d. An example of a **vast** difference between two people, places, or things (para. 20)
- e. Something you **disdain**, and why (para.23)
- f. A way to **cultivate** cross-cultural communication (para.23)
- g. A **lucrative** profession in your native culture, and whether you think the financial rewards are justified (para.23)
- h. An example of parents behaving in a **permissive** manners toward their children (para.27)
- i. An example of someone being **let off the book** (para. 30)
- j. Why being **complacent** about something might have a negative result (para.31)

(Gardner, 1996)

**Task Sheet 6-2**  
**Task Chain: Strategies**

I. ANALYZE THE CONTEXT: PREREAD

Your overall purposes in prereading are to identify the most important ideas in the material and note their organization. You look only at specific parts and skip over the rest.

1. Read the title and subtitle: The title provides the overall topic of the article or chapter; the subtitle suggests the specific focus, aspect, or approach toward the overall topic.
2. Read the introduction of first paragraph: The introduction, or first paragraph if there is no introduction, serves as a lead-in to the chapter. It gives you an idea of where the material is starting and where it is heading.
3. Read each major heading: The headings function as labels or topic statements for what is contained in the sections that follow them. In other words, a heading announces the major topic of each section.
4. Read the first sentence under each heading: The first sentence frequently tells you what the passage is about or states the central thoughts. However, if the first sentence seems unimportant, read the last sentence; often this sentence states or restates the central thought.
5. Note any typographical and graphical aids: **Italics** are used to emphasize important term and definitions by using slanted type to distinguish them from the rest of the passage. Notice any material that is numbered 1,2,3, lettered a,b,c, or presented in list form. Graphs, charts, pictures, and tables are other means of emphasis and are usually meant to point out what is important in this chapter.
6. Read the last paragraph or summary: The summary or last paragraph gives a condensed view of the chapter and helps you identify key ideas.
7. Read quickly any end-of-article material: This might includes references, study questions, vocabulary list, or biographical information about the author. These materials will be useful later as you read. Study questions will indicate

what is important in the chapter. Vocabulary lists help you to identify terms you will need to learn as you read.

EXERCISE: After you learn how to preread, answer the following questions based on the article on Focus Sheet 6-1.

1. What is the major topic of the chapter?
2. How does the author subdivide or break down the topic?
3. What approach does the author take toward the subject? (Does he or she cite research, give examples, describe problems, and list causes?)
4. Can you construct a very general outline of the chapter?

(McWhorter, 1995)

## II. SKIMMING TECHNIQUES

Sometimes you do not need to read all parts of the article or get all the information, or you do not intend to read it more completely later. Skimming is a useful skill in reading. Skimming refers to the process of reading only main ideas within a passage and simply glancing at the remainder of the material. Skimming is used to get an overall picture of the material, to become generally familiar with the topics and ideas presented, or to get the gist of a particular work. You are willing to settle for an overview of the article, giving up a major portion of the details.

At this point, you may be thinking that skimming seems similar to the technique of prereading. Prereading is actually a form of skimming. To be more precise, there are three forms of skimming.

Preread skimming	You plan to read the entire article or chapter and that you are prereading as a means of getting ready to read.
Skim-reading	Skim-reading refers to situations in which skimming is the only coverage you plan to give the material.
Review skimming	Review skimming assumes you have already read the material and are going back over it as a means of study and review.

## How to Skim-Read

Your purpose in skimming is to get an overall impression of the content of a reading selection. The technique of skimming involves selecting and reading those parts of the selection that contain the most important ideas and merely glancing at the rest of the material. Below is step-by-step procedure to follow in skimming for main ideas.

- ▶ Notice any italicized or boldface words or phrases. These are key terms used throughout the selection
- ▶ Look for any lists of ideas within the text of the material. The author may use numerals, such as (1), (2), (3), in the list of may include signal words such as first, second, one major cause, another cause.
- ▶ Look for unusual or striking features of the paragraph. You may notice a series of dates, many capitalized words, or several language-figure numbers.

(McWhorter, 1995)

### EXERCISES: SKIMMING

Find the main events and details

The Vietnam War began soon after World War II. At first, in 1946, the war was between Vietnamese and the French. The government of Vietnam was French. But the Vietnamese people want the French to leave so they could have their own government. The Vietnamese fought hard, and slowly they won more and more land. By 1953, the French Army was in trouble. They were not winning the war. French soldiers were dying, and the war was costing a lot of money. So, in 1954, the French Army stopped fighting and left Vietnam. That was the end of the first part of the Vietnam War.

Event:

Detail:

(Mikulecky & Jeffries, 1998)

**Task Sheet 6-3**  
**Task Chain: Critical Reading**

DISCUSSION AND DEBATE

1. In a small group, discuss whether you think "nature" or "nurture" (biology or culture) is more important in shaping gender roles. Consider evidence presented in the reading, other information you are aware of, and your own experiences and observations.
2. Fill in the following chart with a list of traits and behaviors considered typical of females and males in your native culture (use single words and/or phrases).

After you have filled in both columns with at least ten items, share your thoughts with group members. Consider the extent to which the descriptions reflect stereotypes and reality.

Female	Male
<b>Example:</b> domestic	mucho

WRITING ACTIVITIES

In class:

With group members, write a one-paragraph summary of the section in the reading title "The Cause of Sex Roles: Biology or Culture?"

(Gardner, 1996)

**Task Sheet 6-4**  
**Finding Information in the Library**

Directions: After you learn how to find the information you need in the library, fill out the following questions in detail.

Choose a topic that interests you. If you have trouble choosing, consider a subject you have discussed in class, or your current major study or career interest.

What is your topic?

What are some related vocabulary words that might help you find your topic in an index?

What type of catalog is yours? If your catalog is computerized, does it have a special name? What is it? Does your library catalog provide access to libraries at other location?

List any related terms, broader terms, or narrower terms, and explain why you think these could be helpful?

Now, pick one book of your search related to your topic and answer the following questions.

List the author, title, and date of publication, publisher, call number, and location for the book.

How could you find other books by this book's author?

Does your library contain other books by this author? If so, list a title.

What can you do if your library does not have a copy of the book you need?

(McWhorter , 1995)

### Assessment Sheet 6-1

Write a passage on one of the following:

- a. How your life would be different if you woke up tomorrow and discovered you were the opposite sex.
- b. Whether you think biology or culture is more important in shaping gender roles.

(You'll be graded according to the following criteria: Your passage must be unified, coherent, fully developed, and appropriately organized, and they have a clearly stated or implied topic sentence)

90	Excellent
80	Good
70	Needs improvement
60	Study harder

### Self-evaluation Form 6-1

Name:					
Score:					
I fully understand that gender roles differ due to biological and cultural reasons.	5	4	3	2	1
I know how to use prefixes and suffixes to decode a new word.	5	4	3	2	1
I know how to identify the vocabulary from the context.	5	4	3	2	1
I made myself understood during the discussion.	5	4	3	2	1
I know how to skim the reading.	5	4	3	2	1
I know how to read charts in the research paper.	5	4	3	2	1
I enjoyed the class and learned a lot.	5	4	3	2	1
I know how to find the book I want in the library.	5	4	3	2	1
I learned how to narrow down my topic to find the book I need more easily.	5	4	3	2	1
I know how to make use of on-line information to help my research.	5	4	3	2	1

- 5: excellent
- 4: good
- 3: acceptable
- 2: needs improvement
- 1: pay more attention in class

- Q: How can I make use of prefixes and suffixes to enlarge my vocabulary?
- Q: How am I going to do if the school library doesn't have the copy of the book I want?
- Q: How do I better identify the meaning from the context?
- Q: How can I get information on-line? What are the best-known search engines I usually use?

**Homework Sheet 6-1**  
**Essay Writing**

**Homework:**

Write an essay discussing the extent to which you agree with one of the following statements. Support your arguments with examples from "Gender Roles" and personal experiences and observations.

- a) In my native culture, there are more advantages to being female than there are to being male.
- b) The experiences considered necessary for girls to become women and for boys to become men are quite different in my native culture.

Make sure that your paragraphs are unified, coherent, fully developed, and appropriately organized, and they have a clearly stated or implied topic sentence.

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