APPENDIX (1)

•

TABLES

Number of			GROUPS	<u></u>	,
Students	A	B	с	D	E
1.	57.8	54.4	55.2	73.4	70.6
2,	61.8	52.4	63.8	69.6	59.6
3.	54	59	61.6	77.2	73
4.	66,2	52,2	64	66,4	66,4
5.	70,2	61,6	61,4	74,8	63,6
6.	65,4	61,8	48,6	68,6	57,6
7.	56,8	54,4	53,6		81,6
8.	55,8	52	59,2	61,4	56,6
9.	59,8	52,8	60,8	59,6	68
10.	58	53,2	56,2	70,8	67,8
11.	56,8	52,8	57,6	52,4	51,2
12.	58	58,6	57,2	67,6	69,2
13.	62,2		53,6	54,8	76,8
14.	59,2	50	56	68	62
15.	59	56	47,4	58,6	77,2
16.	68,8	58,6	53,2	46	62,8
17.	51,6	45,4	53		65
18.	57,4	49,8	50,4	61,2	63,4
19.	61,6		57,2	56,4	76,8
20.	54,6		52,6	69,2	67,4
Total	1195	925	1122,6	1156	1336,6
Mean	59,75	46,25	56,13	57,80	66,83

The Calculation of Taking Groups as Samples for The Experiments

Range =
$$66,83 - 46,25$$

= 20,58

Kelas = $1 + 3,323 \log 5$ = 3,3227= 3

_____Range__ Lebar Kelas = Kelas

$$=\frac{20,58}{3}$$

= 6,86

46,25	53,11	Bad
53,12	59,98	Good
69,99	66,85	Very good

 $X_A = 59,75$ $X_B = 46,25$ $X_C = 56,13$ $X_D = 57,80$ $X_E = 66,83$

So, the average classes are A, C, and D.

Analysis to prove that there is No Significant Difference among Groups.

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H0 : $\mu_A = \mu_C = \mu_D$: there is no significant difference among groups. HA : $\mu_D = \mu_C = \mu_D$: there is significant difference among groups.

H0 is accepted if Fc < Ft = 3,16H0 is rejected if Fc > Ft = 3,16

Fc = 0,39

So , H0 is accepted because Fc < FtIn other words there is no significant difference among groups (A = C = D).

THE TRY-OUT RESULTS

Number of						Num	ber	of Ite	ms						x
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	4	6	4	6	6	10	5	8	8	10	10	89
2	2	2	4	3	6	6	3	6	5	10	5	5	10	5	72
3	2	2	1	2	6	4	3	1	5	5	5	9	5	8	58
4	4	2	1	2	6	3	4	6	10	5	5	5	5	5	63
5	2	ł	2	3	3	4	3	2	5	5	9	5	5	9	59
6	4	3	4	4	3	3	4	3	5	10	5	10	10	5	73
7	4	3	3	4	6	4	3	6	9	10	10	10	5	10	87
8	4	3	3	4	6	4	4	6	10	10	10	10	5	10	89
9	4	3	4	2	6	3	2	6	10	5	5	5	10	5	70
10	4	4	3	4	3	3	3	3	5	10	5	9	5	10	71
11	4	4	4	3	6	3	4	6	10	10	9	5	9	10	87
12	4	1	3	4	6	3	3	6	5	5	5	5	5	5	60
13	4	4	4	4	6	4	5	6	10	5	10	10	10	10	92
14	4	3	4	4	6	4	6	3	10	10	10	9	9	10	92
15	4	4	4	3	6	4	4	6	10	10	10	5	9	9	88
16	4	3	3	4	6	4	6	3	5	9	10	10	5	5	77
17	4	3	3	4	6	4	5	3	10	10	10	10	5	5	82
18	4	3	4	4	6	4	4	6	10	9	10	9	10	10	93
19	4	4	3	4	6	4	4	6	10	9	10	10	5	9	88
20	4	3	4	4	6	6	6	4	10	9	10	10	10	9	95
Vi	0,53	0,89	0,93	0,57	1,20	0,72	1,46	2,95	5,85	5,41	5,52	5,20	5,92	5,20	
Evi	42,43	3													

"NATIVE OR NON-NATIVE TEACHERS"

Vt = 156,829

r = 0,786 (high)

Notes :

X = total amount Vi = sum of variance Evi = sum of total variance

Vt = total sum of variance

r = reliability

Number Of						Num	ber ()f Ite	ms						x
Students	I	2	3	4	5	6	7	8	9	10	11	12	13	14	
20	1	1	1	1	1	1	1	l	1	1	1	1	l	1	14
18	1	1	1	1	1	1	1	1	1	i	1	1	1	1	14
14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13
13	1	1	1	1	I	1	1	1	1	0	1	1	1	1	13
8	1	1	I	1	1	1	1	1	1	1	I	l	0	1	13
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13
15	1	1	1	1	1	1	1	1	1	1	1	0	1	1	13
19	1	1	1	1	1	ł	1	1	1	1	1	1	0	1	13
11	1	1	1	1	1	0	l	1	1	1	1	0	1	1	12
7	1	1	1	1	1	1	0	1	ł	1	1	1	0	1	12
Correct Answer (U)	10	10	10	10	10	9	9	9	10	8	10	8	7	10	
17	1	1	1	1	1	l	1	0	1	1	1	1	0	0	11
16	1	1	1	1	1	0	ł	0	0	1	1	1	0	0	9
6	1	1	1	ł	0	0	1	0	0	1	0	ł	1	0	8
2	0	1	1	1	1	1	0	1	0.	1	0	0	1	0	8
10	1	1	1	1	0	0	0	0	0	1	0	1	0	1	7
9	l	1	1	0	1	0	0	1	1	0	0	0	1	0	7
4	1	0	0	0	l	0	l	1	1	0	0	0	0	0	5
12	1	0	1	i	1	0	0	1	0	0	0	0	0	0	5
5	0	0	0	0	1	1	0	0	0	0	0	1	0	1	4
3	0	0	0	1	0	1	0	0	0	0	1	0	0	1	4
Correct Answer (L)	7	6	7	7	7	4	4	4	3	5	3	5	3	3	
DP (U-L) / N	0,3	0,4	0,3	0,3	0,3	0,5	0,5	0,5	0,7	0,3	0,7	0,3	0,4	0,7	
Interpretation	S	S	S	S	S	G	G	G	G	S	G	S	S	G	
Correctly (C)	17	16	17	17	17	13	13	13	13	13	13	13	10	13	
DI= C / Total	0,85	0,8	0,85	0,85	0,85	0,65	0,65	0,65	0,65	0,65	0,65	0,65	0,5	0,65	
Interpretation	Е	Е	Е	E	E	М	М	М	М	М	М	М	М	м	

The Calculation of Discrimination Power and Difficulty Index

Criterion of Discrimination Power

0,00 - 0,20 : Poor 0,20 - 0,40 : Satisfactory 0,40 - 0,70 : Good 0,70 - 1,00 : Excellent

Criterion of Difficulty Index

0,00 - 0,30 : Difficult 0,30 - 0,70 : Moderate 0,70 - 1,00 : Easy

The Try-Out Results

Number of						Num	ber (of Iter	ms						x
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
l	4	4	4	4	6	3	6	3	9	9	5	5	10	9	81
2	4	4	4	3	5	3	6	3	7	5	10	9	10	10	83
3	4	4	4	2	3	3	3	6	5	10	5	5	10	5	69
4	4	4	4	3	6	6	3	6	5	10	5	5	5	5	71
5	4	4	4	4	6	6	6	6	5	9	10	10	5	5	84
6	4	2	2	2	3	1	3	3	4	7	5	10	9	8	63
7	4	4	4	4	5	6	6	6	10	5	10	5	5	10	84
8	4	4	3	4	6	5	4	5	8	9	10	9	5	10	86
9	4	4	3	4	6	3	5	5	5	10	10	10	10	5	84
10	4	4	4	4	6	3	4	5	8	9	10	10	10	8	89
11	2	4	4	4	3	3	6	6	5	5	10	9	5	4	70
12	4	4	4	2	6	5	6	6	5	8	5	10	9	10	84
13	2	4	2	4	3	6	6	6	5	5	5	5	5	5	63
14	4	4	3	4	6	6	4	5	8 -	10	10	5	10	10	89
15	2	2	4	2	3	3	3	6	9	10	8	10	9	8	79
16	4	2	2	4	6	6	6	3	9	5	9	10	5	9	80
17	4	4	4	1	3	2	1	3	3	4	9	5	5	5	53
18	4	4	3	4	6	6	4	5	8	10	10	10	10	10	94
19	4	4	3	4	6	6	3	3	9	7	9	10	10	7	85
20	4	4	2	1	1	2	3	3	4	4	5	9	5	8	55
Vi	0,53	0,53	0,66	1,22	2,61	3,01	2,35	1,80	4,57	5,41	5,36	5,41	5,93	4,89	
Evi	44,35	5													

" TOEFL	
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Vt = 135,905

r = 0,725 (high)

Notes :

X = total amount Vi = sum of variance

Evi = sum of total variance

Vt = total sum of variance

r = reliability

Number Of						Nun	nber (Of Ite	ms	· · · ·	-				x
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
14	1	1	1	1	ł	1	1	1	1	1	1	0	1	1	14
10	1	1	1	1	1	0	1	1	1	1	1	1	1	ł	13
8	1	1	1	1	1	1	l	1	1	1	1	1	0	1	13
19	1	1	1	1	1	1	0	0	1	1	1	1	1	1	12
12	1	1	1	0	1	1	1	1	0	1	0	1	1	1	11
9	1	1	1	1	1	0	1	l	0	1	1	1	1	0	11
7	1	1	1	1	1	1	1	1	1	0	1	0	0	1	11
5	1	1	1	1	1	1	ì	1	0	ł	1	1	0	0	n
2	1	1	1	1	1	0	1	0	1	0	I	I	1	1	11
Correct Answer (U)	10	10	10	9	10	7	9	8	7	8	9	8	7	8	
1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	10
16	1	0	0	1	1	1	1	0	1	0	1	1	0	1	9
15	0	0	1	0	0	0	0	1	1	1	1	ł	1	1	8
4	1	1	1	1	1	1	0	1	Ο.	1	0	0	0	0	8
11	0	1	l	I	0	0	I	1	0	0	1	1	0	0	7
3	1	1	I	0	0	0	0	1	0	1	0	0	1	0	6
13	0	1	0	l	0	1	1	1	0	0	0	0	0	0	5
6	1	0	0	0	0	0	0	0	0	1	0	1	1	1	5
20	1	1	0	0	0	0	0	0	0	0	0	1	0	1	4
17	1	1	1	0	0	0	0	0	0	0	1	0	0	0	
Correct Answer (L)	7	7	6	5	3	3	4	5	3	5	4	5	4	5	
DP (U-L) / N	0,3	0,3	0,4	0,4	0,7	0,4	0,5	0,3	0,4	0,3	0,5	0,3	0,3	0,3	
Interpretation	S	S	S	S	E	S	G	S	S	S	G	S	S	S	
Correctly (C)	17	17	16	14	13	10	13	13	10	13	13	13	11	13	
DI= C / Total	0,85	0,85	0,85	0,7	0,65	0,5	0,65	0,65	0,5	0,65	0,65	0,65	0,55	0,65	
Interpretation	E	E	Ē	E	М	М	М	М	М	М	М	М	М	М	

The Calculation of Discrimination Power and Difficulty Index

Criterion of Discrimination Power

0,00 - 0,20 : Poor 0,20 - 0,40 : Satisfactory 0,40 - 0,70 : Good 0,70 - 1,00 : Excellent

Criterion of Difficulty Index

0,00 - 0,30 : Difficult 0,30 - 0,70 : Moderate 0,70 - 1,00 : Easy

The Try-Out Results

Number of				·;-		Num	ber	of Ite	ms						x
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	4	3	3	3	3	5	9	5	5	9	5	66
2	2	2	2	2	3	3	6	3	9	5	5	6	6	5	59
3	2	4	4	4	6	6	6	6	5	5	5	10	5	5	73
4	4	4	4	4	3	3	3	3	10	10	5	5	8	5	71
5	4	4	4	4	3	6	3	6	10	10	5	10	10	10	89
6	2	4	2	4	6	3	3	6	5	5	9	9	5	8	71
7	4	4	4	4	6	6	3	3	10	5	10	10	8	8	85
8	4	4	4	4	3	6	6	6	5	10	10	8	10	10	90
9	4	4	2	2	6	6	3	6	5	9	9	5	5	5	71
10	4	4	2	2	3	6	6	3	5	5	5	5	9	9	68
11	4	4	2	2	3	3	3	3	8	5	6	5	5	5	58
12	4	4	4	4	3	6	6	6	10	10	10	10	7	7	91
13	2	2	4	4	6	3	3	3	10	8	5	5	5	8	68
14	4	4	4	4	6	6	5	3	10 -	10	8	10	10	7	91
15	4	4	4	2	6	6	2	6	10	10	10	5	5	9	83
16	4	4	2	2	3	6	6	6	5	5	5	9	9	5	71
17	4	4	4	4	6	6	6	6	10	10	10	10	5	5	90
18	4	4	4	4	6	6	6	6	10	10	5	5	10	5	85
19	4	4	4	4	6	3	6	3	10	10	5	10	9	5	83
20	4	2	4	2	6	3	6	6	9	9	10	9	8	5	83
Vi	0,67	0,53	0,88	0,95	2,34	2,27	2,47	2,34	5,52	5,36	5,46	5,41	4,25	3,62	
Evi	42,14	ł										·			

"ADVERTISING "

Vt = 117,69

r = 0,691 (high)

Notes :

X = total amount

Vi = sum of variance

Evi = sum of total variance

Vt = total sum of variance

r = reliability

Number Of						Nun	nber (Of Ite	ms					-	x
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
14	1	1	1	I	1	1	l	0	1	1	1	ł	1	1	13
12	1	1	1	1	0	1	I	1	ł	ł	1	1	1	1	13
8	1	ł	1	1	0	1	1	1	0	1	1	1	1	1	12
17	1	l	ł	ł	1	1	1	1	1	1	1	1	0	0	12
5	l	1	1	1	0	1	0	I	1	1	0	1	l	1	11
18	1	1	1	1	l	l	1	1	1	1	0	0	1	0	11
7	1	l	1	1	ł	1	0	0	ł	0	ł	1	1	1	11
19	1	1	l	1	1	0	ł	0	1	1	0	ł	1	0	10
15	1	1	ł	0	1	1	0	t	i	1	1	0	0	1	10
20	1	0	ł	0	1	0	1	1	l	J	l	1	1	0	10
Correct Answer (U)	10	9	10	8	7	8	7	7	9	9	7	8	8	6	
2	0	1	1	1	ł	1	1	1	0	0	0	1	0	0	8
4	1	1	1	1	0	0	0	0	1	1	0	0	l	0	7
9	1	1	0	0	1	1	0	1	0	ł	1	0	0	0	7
6	0	1	0	1	1	0	0	1	0 .	0	1	1	0	1	7
16	1	1	0	0	0	l	1	1	0	0	0	i	1	0	7
10	1	1	0	0	0	1	I	0	0	0	0	0	1	l	6
13	0	0	ļ	1	1	0	0	0	1	1	0	0	0	1	6
1	l	1	1	1	0	0	0	0	0	l	0	0	1	0	6
2	0	0	0	0	0	0	1	0	1	0	0	1	1	0	4
11	1	<u> </u>	0	0	0	0	0	0	1	0	1	0	0	0	4
Correct Answer (L)	6	6	4	5	4	4	4	4	4	4	3	4	5	3	
DP (U-L) / N	0,4	0,3	0,6	0,3	0,3	0,4	0,3	0,3	0,5	0,5	0,4	0,4	0,3	0,3	
Interpretation	S	S	G	S	S	S	S	S	S	S	s	S	S	S	
Correctly (C)	16	15	14	13	11	12	11	11	13	13	10	12	13	9	
DI= C / Total	0,8	0,75	0,7	0,65	0,55	0,6	0,55	0,55	0,65	0,65	0,5	0,6	0,65	0,45	
Interpretation	E	E	Е	М	М	М	М	М	M	М	М	М	М	М	

The Calculation of Discrimination Power and Difficulty Index

Criterion of Discrimination Power

0,00 - 0,20 : Poor 0,20 - 0,40 : Satisfactory 0,40 - 0,70 : Good 0,70 - 1,00 : Excellent

Criterion of Difficulty Index

0,00 - 0,30 : Difficult 0,30 - 0,70 : Moderate 0,70 - 1,00 : Easy

Number of Number of Items 9 ' Students -

THE EXPERIMENT RESULTS BASED ON THE READING PASSAGES

I. THE RESULT OF THE FIRST TREATMENT (TOEFL) GROUP C (Traditional Reading)

EXc = 1490

Xc = 74,50

Sc = 10,0969

Notes :

EXc = total scores of group c Xc = mean of group c Sc = standard deviation of group c

" TOEFL "

GROUP D (Critical Reading)

Number of						Nui	nber	of It	ems						
Students	I	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	4	6	6	5	6	10	8	9	10	9	10	95
2	3	4	3	4	5	6	5	5	9	7	8	8	7	6	80
3	3	4	3	3	6	4	3	6	8	6	7	8	6	8	75
4	4	2	3	4	5	6	4	6	7	8	8	8	7	6	78
5	4	4	4	4	6	6	6	6	10	10	8	9	8	9	94
6	3	4	4	4	6	6	6	6	9	7	8	10	9	8	90
7	4	4	4	4	6	5	6	6	9	9	7	10	8	10	92
8	4	3	4	4	5	5	6	5	8	9	6	9	7	10	85
9	2	4	3	4	4	6	6	5	7	7	5	8	8	6	75
10	4	3	3	4	6	6	5	6	8	8	10	7	5	9	80
11	2	3	2	3	3	2	4	2	7	7	6	7	4	6	58
12	3	3	2	4	5	4	3	4	8	6	5	4	6	6	63
13	4	2	3	3	6	3	5	5	7	8	6	7	5	6	70
14	4	4	4	4	6	6	4	6	8	9	8	7	7	8	85
15	2	4	4	4	5	6	5	6	9	7	6	9	7	9	83
16	4	4	4	4	5	5	6	6	9	9	6	10	8	9	89
17	4	4	4	4	6	6	6	6	10	7	8	10	7	9	91
18	4	3	4	2	4	5	6	5	8	6	8	9	8	8	80
19	4	4	4	4	6	6	6	6	8	9	10	10	8	10	95
20	3	4	4	4	5	6	5	6	9	7	8	8	7	6	82

EXd = 1640

Xd = 82

Sd = 10,2649

Notes :

EXd = total scores of group d Xd = mean of group d Sd = standard deviation of group d

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test ; where df = nc + nd - 2
= 20 + 20 - 2
= 38
t (0,05) = 1,686
$$XC = \frac{\Sigma X}{n} = 74,50$$

 $\delta_C = \sqrt{\frac{n \cdot \Sigma X^2 - (\Sigma X)^2}{n (n-1)}} = 10,0969$
 $XD = \frac{\Sigma X}{n} = 82,00$
 $\delta_D = \sqrt{\frac{n \cdot \Sigma X^2 - (\Sigma X)^2}{n (n-1)}} = 10,2649$
 $X_D - X_C$

$$t_{o} = \sqrt{\frac{(n_{D} - 1) \delta_{D}^{2} + (n_{C} - 1) \delta_{C}^{2}}{n_{D} + n_{C} - 2}} \left(\frac{1}{n_{D}} + \frac{1}{n_{C}}\right)$$

= 2,3295



So H0 is rejected since to = 2,3295 > Tt = +1,686In other words the mean score of group D is greater than the mean score of group C.

Number of						Nur	mber	of It	ems						}
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	2	4	2	6	3	2	3 .	4	2	6	7	5	54
2	4	3	4	4	5	6	4	5	6	9	8	9	8	7	80
3	3	4	3	4	6	4	5	4	7	6	7	7	8	9	77
4	2	4	4	3	5	6	6	6	10	10	8	9	10	7	90
5	4	4	3	4	6	5	6	3	10	7	8	10	9	8	87
6	3	2	4	3	4	6	3	4	5	4	5	7	6	4	60
7	4	3	4	2	6	6	4	5	8	10	9	8	6	4	79
8	3	3	4	2	5	3	6	5	6	4	8	9	7	5	70
9	4	2	3	3	6	4	4	3	4	7	5	9	8	8	70
10	3	4	4	4	5	6	6	6	10	10	7	10	10	10	95
11	3	3	4	3	4	5	3	5	7	6	4	7	6	3	63
12	4	2	4	2	5	3	4	3	5	8	6	7	7	5	65
13	4	4	4	4	6	6	3	6	9	7	8	9	8	8	86
14	4	4	4	4	6	2	6	6	10	10	8	10	8	8	90
15	4	4	3	4	5	4	5	4	8	- 3	2	8	5	6	65
16	2	4	4	4	4	5	6	3	6	5	3	9	8	7	70
17	3	3	4	3	5	3	4	3	2	6	4	8	7	5	60
18	4	4	4	4	6	6	3	5	7	8	6	9	8	6	80
19	4	4	4	4	5	4	4	6	8	9	6	10	8	9	85
20	4	4	4	4	4	6	6	3	8	9	7	8	7	6	80

II. THE RESULT OF THE SECOND TREATMENT (ADVERTISING) GROUP C (Traditional Reading)

EXc = 1506

Xc = 75,3

Sc = 11,7388

Notes :

EXc = total scores of group c

Xc = mean of group c

Sc = standard deviation of group c

Number of						Nur	<u>nber</u>	of It	ems			_			
Students	1	2	3	4	5	6	7	8	9.	10	11	12	13	14	
1	4	4	4	3	6	5	6	6	10	8	10	8	9	7	90
2	3	4	3	4	6	6	5	6	4	8	9	7	7	8	80
3	4	4	4	4	6	6	6	6	7	10	9	8	7	7	88
4	3	4	3	4	6	5	4	3	6	8	7	9	8	8	78
5	4	4	4	4	6	6	5	6	10	9	8	10	9	10	95
6	4	4	4	2	5	6	4	6	9	10	8	10	10	8	90
7	4	4	4	4	6	4	6	5	9	10	8	9	8	9	90
8	2	2	3	3	6	6	2	5	7	6	5	8	8	7	70
9	4	3	4	4	5	6	6	4	9	8	7	9	10	9	88
10	4	4	4	4	6	6	6	6	10	9	8	8	9	6	90
11	4	2	3	3	4	6	4	5	4	7	6	10	10	10	78
12	4	4	3	4	5	2	5	6	9	8	8	9	7	6	80
13	4	3	4	4	4	5	6	6	10	10	8	10	10	10	94
14	4	4	4	4	6	6	6	6	9	- 8	7	9	8	8	89
15	2	3	4	2	5	4	2	3	5	6	4	7	5	6	58
16	4	4	3	3	6	5	5	6	8	6	7	10	10	10	87
17	3	4	3	4	5	6	4	5	6	7	7	8	9	7	78
18	4	4	4	4	6	4	6	5	9	7	8	7	6	7	81
19	3	3	4	3	4	6	5	6	8	7	6	9	6	8	78
20	4	4	4	4	6	3	6	6	10	9	10	9	7	8	90

" ADVERTISING " GROUP D (Critical Reading)

EXd = 1672

- Xd = 83,6
- Sd = 8,9466

Notes :

EXd = total scores of group d Xd = mean of group d Sd = standard deviation of group d H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test ; where df = nc + nd - 2
= 20 + 20 - 2
= 38
t (0,05) = 1,686
xc =
$$\frac{\Sigma X}{n}$$
 = 75,30
 $\delta_{C} = \sqrt{\frac{n \cdot \Sigma X^{2} - (\Sigma X)^{2}}{n (n-1)}} = 11,7388$
xD = $\frac{\Sigma X}{n}$ = 83,60
 $\delta_{D} = \sqrt{\frac{n \cdot \Sigma X^{2} - (\Sigma X)^{2}}{n (n-1)}} = 8,9466$
 $K_{D} - X_{C}$
t_o = $\sqrt{\frac{(n_{D} - 1) \delta_{D}^{2} + (n_{C} - 1) \delta_{C}^{2}}{n_{D} + n_{C} - 2}} \left(\frac{1}{n_{D}} + \frac{1}{n_{D}} + \frac{1}{n_{D}$

-1,686 0 1,686

 $\frac{1}{n_c}$

So H0 is rejected since to = 2,5149 > Tt = +1,686In other words the mean score of group D is greater than the mean score of group C.

. -7

III. THE RESULT OF THE POST TEST (NATIVE OR NON-NATIVE TEACHERS)

Number of						Nu	mber	of It	ems						
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
l	4	4	4	4	6	6	6	4	8	7	8	7	5	4	77
2	4	4	4	3	5	4	4	5	8	9	7	7	4	3	71
3	4	4	4	3	6	3	3	4	8	6	9	6	4	6	70
4	4	2	4	3	3	4	5	3	4	6	5	6	2	3	54
5	4	4	4	4	6	3	6	2	8	10	7	6	8	8	80
6	4	2	4	2	4	4	2	5	5	6	3	6	6	7	60
7	4	4	4	4	6	6	6	6	7	7	8	10	8	10	90
8	3	4	3	4	5	5	6	5	8	4	5	6	7	5	70
9	4	4	4	4	6	5	6	5	10	8	6	7	10	9	88
10	4	3	4	4	4	5	4	6	9	8	8	9	4	5	77
11	4	3	4	1	5	6	3	4	5	3	4	6	7	3	58
12	3	4	3	4	5	4	5	5	8	6	4	7	9	6	73
13	2	4	3	3	2	1	2	5	2	4	5	8	4	5	50
14	3	2	4	2	4	3	4	5	5	- 7	3	5	6	7	60
15	2	2	4	4	3	1	5	3	3	1	2	4	5	6	45
16	4	4	2	3	6	4	5	6	8	8	6	7	8	9	80
17	2	3	4	4	4	4	4	4	6	3	7	6	6	3	60
18	4	4	4	4	5	3	5	6	7	4	5	7	5	7	70
19	4	4	4	4	6	6	6	6	8	8	8	10	10	10	94
20	4	4	4	4	4	2	4	3	5	7	4	7	9	9	70

GROUP C (Traditional Reading)

EXc = 1397 Xc = 69,85

Sc = 13,2438

Notes :

EXc = total scores of group c Xc = mean of group c Sc = standard deviation of group c

Number of						Nu	mber	of It	ems						
Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	4	4	4	4	6	5	6	6	10	8	9	10	10	9	95
2	4	3	3	4	4	3	5	4	6	5	8	8	7	6	70
3	3	4	4	3	5	5	6	4	5	8	6	9	7	8	77
4	3	2	4	2	4	2	4	3	4	3	6	8	7	8	60
5	4	4	4	4	6	3	6	6	10	10	8	6	8	10	89
6	4	4	4	4	6	6	6	5	7	10	7	6	7	8	84
7	4	4	4	4	6	6	6	6	8	7	10	7	10	8	90
8	1	2	3	2	3	5	3	6	6	4	3	7	6	8	59
9	4	4	4	4	6	5	6	6	10	8	9	6	6	8	86
10	4	3	4	2	5	4	6	2	7	7	5	8	6	7	70
11	4	2	4	3	5	5	4	2	6	8	4	7	8	6	68
12	4	4	4	4	6	6	6	6	10	10	10	9	10	7	96
13	4	4	4	4	6	6	6	6	10	10	9	7	6	8	90
14	4	4	4	4	6	4	6	6	9	9	9	6	8	9	88
15	4	4	4	4	5	6	6	6	8	7	10	7	6	8	85
16	4	4	2	4	6	3	6	5	9	10	8	6	9	6	82
17	3	4	4	3	5	4	5	4	8	8	7	9	5	9	78
18	4	4	4	4	6	6	6	6	10	10	9	7	9	10	95
19	3	4	3	1	2	5	5	3	2	6	3	8	6	7	58
20	4	4	4	4	6	5	6	6	8	6	7	10	9	9	88

" NATIVE OR NON-NATIVE TEACHERS " GROUP D (Critical Reading)

EXd = 1608

Xd = 80,4

Sd = 12,3006

Notes :

EXd = total scores of group d Xd = mean of group d

Sd = standard deviation of group d

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test ; where df = nc + nd - 2
= 20 + 20 - 2
= 38
t (0,05) = 1,686
xc =
$$\frac{\Sigma X}{n}$$
 = 69,85
 $\delta_{c} = \sqrt{\frac{n \cdot \Sigma X^{2} - (\Sigma X)^{2}}{n (n-1)}}$ = 13,2438

$$xD = \frac{\Sigma X}{n} = 80,40$$

$$\delta_{D} = \sqrt{\frac{n \cdot \Sigma X^{2} - (\Sigma X)^{2}}{n (n-1)}} = 12,3006$$

-7

$$t_{o} = \sqrt{\frac{(n_{D}-1) \delta_{D}^{2} + (n_{C}-1) \delta_{C}^{2}}{n_{D}+n_{C}-2} \left(\frac{1}{n_{D}} + \frac{1}{n_{C}}\right)}$$

$$= 2,6103$$

So H0 is rejected since to = 2,6103 > Tt = +1,686In other words the mean score of group D is greater than the mean score of group C.

-1,686

0

1,686

THE EXPERIMENT RESULTS BASED ON THE TYPE OF QUESTIONS USED IN THE TREATMENT

I. THE FIRST TREATMENT (TOEFL)

KNOWLEDGE QUESTION

Number of Students	((Tradii	Group C tional R	c eading)	Group D (Critical Reading)			
	1	2	total X	1	2	total X	
1	4	3	7	4	4	8	
2	4	2	6	3	4	7	
3	3	4	7	3	4	7	
4	2	4	6	4	2	6	
5	4	4	8	4	4	8	
6	4	4	8	3	4	7	
7	4	4	8	4	4	8	
8	4	4	8	4	3	7	
9	3	3	6	2	4	6	
10	4	2	6	4	3	7	
11	4	4	8	2	3	5	
12	4	4	8	3	3	6	
13	2	3	5	4	2	6	
14	3	2	5	4	4	8	
15	3	4	7	2	4	6	
16	4	4	8	4	4	8	
17	3	4	7	4	4	8	
18	4	4	8	4	3	7	
19	2	4	6	4	4	8	
20	3	4	7	3	4	7	

(In Reading Passage TOEFL)

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups.

HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2= 20 + 20 - 2 = 38

t (0,05) = 1,686

$$\begin{split} \Sigma X_{\rm C} &= 139 & \Sigma X_{\rm D} = 140 \\ X_{\rm C} &= 6,95 & X_{\rm D} = 7,00 \\ \delta_{\rm C} &= 1,0501 & \delta_{\rm D} = 0,9177 \end{split}$$

to = 0,1603

So H0 is accepted since Tt = -1,686 < to = 0,1603 < Tt = +1,686In other words there is no difference between the mean of the two groups.

COMPREHENSION QUESTION

(In Reading Passage TOEFL)

Number of Students) (Tradit	Group C (Traditional Reading)			Group D (Critical Reading)			
	3	4	total	3	4	total		
			X			X		
1	2	4	6	4	4	8		
2	3	4	7	3	4	7		
3	4	4	8	3	3	6		
4	3	4	7	3	4	7		
5	4	4	8	4	4	8		
6	4	4	8	4	4	8		
7	4	4	8	4	4	8		
8	4	4	8	4	4	8		
9	2	4	6	3	4	7		
10	4	3	7	3	4	7		
11	4	4	8	2	3	5		
12	4	4	8	2	4	6		
13	4	3	7	3	3	6		
14	3	4	7	4	4	8		
15	3	4	7	4	4	8		
16	2	3	5	4	4	8		
17	4	4	8	4	4	8		
18	4	4	8	4.	2	6		
19	3	4	7	4	4	8		
20	4	4	8	4	4	8		

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 146$ $\Sigma X_{D} = 145$ $X_{C} = 7,30$ $X_{D} = 7,25$ $\delta_{C} = 0,8645$ $\delta_{D} = 0,9665$ to = -0,1724

So H0 is accepted since Tt = -1,686 < to = -0,1724 < Tt = +1,686

In other words there is no difference between the mean of the two groups.

APPLICATION QUESTION

(In Reading Passage TOEFL)

Number of Students	((Tradii	Group (tional R	C leading)	Group D (Critical Reading)			
	5	6	total X	5.	6	total X	
1	4	5	9	6	6	12	
2	6	3	9	5	6	11	
3	5	5	10	6	4	10	
4	4	5	9	5	6	11	
5	6	6	12	6	6	12	
6	6	4	10	6	6	12	
7	6	6	12	6	5	11	
8	5	6	11	5	5	10	
9	4	3	7	4	6	10	
10	5	4	9	6	6	12	
11	6	6	12	3	2	5	
12	6	6	12	5	4	9	
13	4	5	9	6	3	9	
14	3	5	8	6	6	12	
15	4	4	8	5	6	11	
16	4	2	6	5	5	10	
17	4	5	9	6	6	12	
18	6	4	10	4.	- 5	9	
19	5	3	8	6	6	12	
20	4	6	10	5	6	11	

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 190$ $\Sigma X_{D} = 211$ $X_{C} = 9,50$ $X_{D} = 10,55$ $\delta_{C} = 1,7014$ $\delta_{D} = 1,7006$ to = 1,9520

So H0 is rejected since to = 1,9520 > Tt = 1,686

ANALYSIS QUESTION

(In Reading Passage TOEFL)

Number of Students	((Tradit	Group (tional R	C .eading)	Group D (Critical Reading)			
	7	8	total X	7.	8	total X	
1	4	3	7	5	6	11	
2	5	5	10	5	5	10	
3	5	6	11	3	6	9	
4	3	5	8	4	6	10	
5	5	6	11	6	6	12	
6	6	6	12	6	6	12	
7	5	6	11	6	6	12	
8	4	5	9	6	5	11	
9	3	5	8	6	5	11	
10	4	6	10	5	6	11	
11	6	6	12	4	2	6	
12	6	6	12	3	4	7	
13	4	4	8	5	5	10	
14	4	5	9	4	6	10	
15	5	4	9	5	6	11	
16	3	5	8	6	6	12	
17	4	6	10	6	6	12	
18	5	6	11	6.	. 5	11	
19	5	4	9	6	6	12	
20	3	5	8	5	6	11	

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 193$ $\Sigma X_{D} = 211$ $X_{C} = 9,65$ $X_{D} = 10,55$ $\delta_{C} = 1,5652$ $\delta_{D} = 1,6376$ to = 1,7766

So H0 is rejected since to = 1,7766 > Tt = 1,686

SYNTHESIS QUESTION

(In Reading Passage TOEFL)

		•••			•	•		
Number of		Gro	up C			Gre	oup D	
Students	(Tra	dition	al Rea	ding)	(Cri	itical	Readi	ng)
	0	10	11.	L total	0	10	11 1	total
		10	11			.10	11	X
1	5	6	4	15	10	8	9	27
2	7	5	7	19	9	7	8	24
3	8	6	4	18	8	6	7	21
4	7	5	8	20	7	8	8	23
5	8	6	7	21	10	10	8	28
6	9	8	10	27	9	7	8	24
7	7	9	8	24	9	9	7	25
8	8	7	6	21	8	9	6	23
9	7	5	5	17	7	7	5	19
10	7	4	5	16	8	8	10	26
11	9	7	10	26	7	7	6	20
12	9	8	6	23	8	6	5	19
13	7	8	6	21	7	8	6	21
14	8	5	7	20	8	9	8	25
15	6	7	4	17	9	7	6	22
16	7	5	6	18	9	9	6	24
17	5	6	8	19	10	7	8	25
18	8	8	7	23	8	6	8	22
19	6	7	3	16	8	9	10	27
20	7	6	8	21	9	7	7	24

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 402$ $\Sigma X_{D} = 469$

C			
X _C -	= 20,1	XD	= 23,45
δ _C	= 3,3071	δ_D	= 2,6052

to = 3,5586

So H0 is rejected since to = 3,5586 > Tt = 1,686

EVALUATION QUESTION

(In Reading Passage TOEFL)

_	· ·	•••			•	•		
Number of		Gro	up C			Gr	oup D	
Students	(Trac	dition	al Rea	(ding	(Cr	itical	Readi	ng)
	12	13	14 .	total	12	.13	14	total
				X				X
•	-	2	~	16	10	0	10	20
1		5	0	10	10	9	10	29
2	8	1	4	19	8	1	6	21
3	6	8	7	21	8	6	8	22
4	7	6	7	20	8	7	6	21
5	5	7	8	20	9	8	9	26
6	8	9	8	25	10	9	8	27
7	9	7	9	25	10	8	10	28
8	8	9	6	23	9	7	10	26
9	9	7	6	22	8	8	6	22
10	7	7	8	22	7	5	9	21
11	9	9	10	28	7	4	6	17
12	8	6	8	22	4	6	6	16
13	8	5	7	20	7	5	6	18
14	7	8	6	21	7	7	8	22
15	5	7	8	20	9	7	9	25
16	6	3	4	13	10	8	9	27
17	9	7	9	25	10	7	9	26
18	9	5	6	20	9	8	8	25
19	6	2	6	14	10	8	10	28
20	9	8	7	24	8	7	6	21

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups.

HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2= 20 + 20 - 2 = 38

t (0,05) = 1,686

to = 2,0155

So H0 is rejected since to = 2,0155 > Tt = 1,686

II. THE SECOND TREATMENT (ADVERTISEMENT)

KNOWLEDGE QUESTION

Number of Group C Group D Students (Traditional Reading) (Critical Reading) 1 . total total Х х -

(In Reading Passage ADVERTISING)

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups.

HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 139$ $\Sigma X_{D} = 144$ $X_{C} = 6,95$ $X_{D} = 7,20$ $\delta_{C} = 0,9987$ $\delta_{D} = 1,1517$

to = 0,7334

So H0 is accepted since Tt = -1,686 < to = 0,7334 < Tt = +1,686

In other words there is no difference between the mean of the two groups.

COMPREHENSION QUESTION

(In Reading Passage ADVERTISING)

Number of Students) (Tradit	Group (tional R	C (eading)	Group D (Critical Reading)			
	3	4	total X	3.	4	total X	
1	2	4	6	4	3	7	
2	4	4	8	3	4	7	
3	3	4	7	4	4	8	
4	4	3	7	3	4	7	
5	3	4	7	4	4	8	
6	4	3	7	4	2	6	
7	4	2	6	4	4	8	
8	4	2	6	3	3	6	
9	3	3	6	4	4	8	
10	4	4	8	4	4	8	
11	4	3	7	3	3	6	
12	4	2	6	3	4	7	
13	4	4	8	4	4	8	
14	4	4	8	4	4	8	
15	3	4	7	4	2	6	
16	4	4	8	3	3	6	
17	4	3	7	3	4	7	
18	4	4	8	4	_ 4	8	
19	4	4	8	4	3	7	
20	4	4	8	4	4	8	

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 143$ $\Sigma X_{D} = 144$ $X_{C} = 7,15$ $X_{D} = 7,20$ $\delta_{C} = 0,8127$ $\delta_{D} = 0,8335$

to = 0,1921

So H0 is accepted since Tt = -1,686 < to = 0,1921 < Tt = +1,686

In other words there is no difference between the mean of the two groups.

Number of Students	((Tradii	Group (ional R	C .eading)	Group D (Critical Reading)			
	5	6	total X	5 .	6	total X	
1	2	6	8	6	5	11	
2	3	6	9	6	6	12	
3	6	4	10	6	6	12	
4	5	6	11	б	5	11	
5	6	5	11	6	6	12	
6	4	6	10	5	6	11	
7	6	6	12	6	4	10	
8	5	3	8	6	6	12	
9	6	4	10	5	6	11	
10	5	6	11	6	6	12	
11	4	5	9	4	6	10	
12	5	3	8	5	2	7	
13	6	6	12	4	5	9	
14	6	2	8	6	6	12	
15	5	4	9	5	4	9	
16	4	5	9	6	5	11	
17	5	3	8	5.	. 6	11	
18	6	6	12	6	4	10	
19	5	4	9	4	6	10	
20	4	6	10	6	3	9	

APPLICATION QUESTION (In Reading Passage ADVERTISING)

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 194$ $\Sigma X_{D} = 212$ $X_{C} = 9,70$ $X_{D} = 10,60$ $\delta_{C} = 1,4179$ $\delta_{D} = 1,3534$

to = 2,0534

So H0 is rejected since to = 2,0534 > Tt = 1,686

ANALYSIS QUESTION

(In Reading Passage ADVERTISING)

Number of Students	(Tradi	Group (tional R	c eading)	Group D (Critical Reading)			
	7	8	total X	7	8	total X	
1	3	2	5	6	6	12	
2	4	5	9	5	6	11	
3	5	4	9	6	6	12	
4	6	6	12	4	3	7	
5	6	3	9	5	6	11	
6	3	4	7	4	6	10	
7	4	5	9	6	5	11	
8	6	5	11	2	5	7	
9	4	3	7	6	4	10	
10	6	6	12	6	6	12	
11	3	5 -	8	4	5	9	
12	4	3	7	5	6	11	
13	3	6	9	5	6	12	
14	6	6	12	6	6	12	
15	5	4	9	2	3	5	
16	6	3	9	5	6	11	
17	4	3	7	4	5	9	
18	3	5	8	6	5	11	
19	4	6	10	5	6	11	
20	6	3	9	6	6	12	

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2= 38t (0,05) = 1,686 $\Sigma X_{C} = 178$ $\Sigma X_{D} = 206$ $X_{C} = 8,90$ $X_{D} = 10,30$ $\delta_{C} = 1,8610$ $\delta_{D} = 1,9762$

to = 2,3065

So H0 is rejected since to = 2,3065 > Tt = 1,686

SYNTHESIS QUESTION

(In Reading Passage ADVERTISING)

Number of Students	Group C (Traditional Reading)				(Cr	Gro itical	oup D Readi	ng)
	9	10	11 .	total X	9	10	11	total X
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	3 6 7 10 10 5 8 6 4 10 7 5 9 10 8 6 2 7 8	4 9 6 10 7 4 10 4 7 10 6 8 7 10 3 5 6 8 9	2 8 7 8 5 9 8 5 7 4 6 8 8 2 3 4 6	9 23 20 28 25 14 27 18 16 27 17 19 24 28 13 14 12 21 23	10 4 7 6 10 9 7 9 10 4 9 10 9 5 8 6 9	8 8 9 10 8 9 10 6 8 9 7 8 10 8 6 6 7 7 7	10 9 7 8 8 8 5 7 8 6 8 8 7 4 7 7 8 6	28 21 26 21 27 27 27 27 27 18 24 27 17 25 28 24 15 21 20 24 21
20	8	9	7	23	10	9	10	21 29

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups.

HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2= 20 + 20 - 2 = 38

t (0,05) = 1,686

ΣΧα	c = 402	$\Sigma X_{D} = 470$					
Xc	= 20,10	$X_{D} = 23,50$					
δ _C	= 5,7938	$\delta_{\rm D} = 4,045$	8				

to = 2,1517

So H0 is rejected since to = 2,1517 > Tt = 1,686

EVALUATION QUESTION

(In Reading Passage ADVERTISING)

Number of	Group C				Group D			
Students	(Traditional Reading)				(Critical Reading)			
	12	13	14 .	total X	12	13	14	total X
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	6 9 7 9 10 7 8 9 9 10 7 7 9 10 8 9 8	7 8 10 9 6 6 7 8 10 6 7 8 5 8 5 8 7	5 7 9 7 8 4 4 5 8 10 3 5 8 8 6 7 5	18 24 26 27 17 18 21 25 30 16 19 25 28 19 24 20	8 7 8 9 10 10 9 8 9 8 10 9 10 9 7 10 8	9 7 8 9 10 8 8 10 9 10 7 10 8 5 10 9	7 8 7 8 10 8 9 7 9 6 10 6 10 8 6 10 7	A 24 22 25 29 28 26 23 30 22 30 25 18 30 24
18	9	8	6	23	7	6	7	20
19	10	8	9	27	9	6	8	23
20	8	7	6	21	9	7	8	24

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2= 38

t (0,05) = 1,686

$$\begin{split} \Sigma X_{\rm C} &= 450 \qquad \Sigma X_{\rm D} = 496 \\ X_{\rm C} &= 22,50 \qquad X_{\rm D} = 24,80 \\ \delta_{\rm C} &= 3,9001 \qquad \delta_{\rm D} = 3,4428 \end{split}$$

to = 1,9772

So H0 is rejected since to = 1,9772 > Tt = 1,686

THE EXPERIMENT RESULTS BASED ON THE TYPE OF QUESTIONS USED IN THE POST TEST

1

KNOWLEDGE QUESTION

Number of Students	((Tradit	Group C tional R	c eading)	(Criti	Group cal Read	D ding)
	1	2	total X	1	2	total X
1	4	4	8	4	4	8
2	4	4	8	4	3	7
3	4	4	8	3	4	7
4	4	2	6	3	2	5
5	4	4	8	4	4	8
6	4	2	6	4	4	8
7	4	4	8	4	4	8
8	3	4	7	I	2	3
9	4	4	8	4	4	8
10	4	3	7	4	3	7
11	4	3	7	4	2	6
12	3	4	7	4	4	8
13	2	4	6	4	4	8
14	3	2	5	4	4	8
15	2	2	4	4	4	8
16	4	4	8	4	4	8
17	2	3	5	- 3	4	7
18	4	4	8	4	4	8
19	4	4	8	3	4	7
20	4	4	8	4	4	8

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2= 20 + 20 - 2 = 38

t (0,05) = 1,686

$$\begin{split} \Sigma X_{\rm C} &= 140 & \Sigma X_{\rm D} = 145 \\ X_{\rm C} &= 7,00 & X_{\rm D} = 7,25 \\ \delta_{\rm C} &= 1,2566 & \delta_{\rm D} = 1,2927 \end{split}$$

So H0 is accepted since Tt = -1,686 < to = 0,6202 < Tt = +1,686

In other words there is no difference between the mean of the two groups.

COMPREHENSION QUESTION

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

Number of Students	(Tradi	Group (tional R	c eading)	(Criti	Group cal Rea	D ding)
	3	4	total X	3	4	total X
1	4	4	8	4	4	8
2	4	3	7	3	4	7
3	4	3	7	4	3	7
4	4	3	7	4	2	6
5	4	4	8	4	4	8
6	4	2	6	4	4	8
7	4	4	8	4	4	8
8	3	4	7	3	2	5
9	4	4	8	4	4	8
10	4	4	8	4	2	6
11	4	1	5	4	3	7
12	3	4	7	4	4	8
13	3	3	6	4	4	8
14	4	2	6	4	4	8
15	4	4	8	4	4	8
16	2	3	5	2	4	6
17	4	4	8	4	3	7
18	4	4	8	4	4	8
19	4	4	8	3	1	4
20	4	4	8	4	4	8

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 143$ $\Sigma X_{D} = 143$ $X_{C} = 7,15$ $X_{D} = 7,15$ $\delta_{C} = 1,0400$ $\delta_{D} = 1,1821$ to = 0

So H0 is accepted since Tt = -1,686 < to = 0 < Tt = +1,686

In other words there is no difference between the mean of the two groups.

APPLICATION QUESTION

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

Number of Students	((Tradit	Group (tional R	c eading)	(Criti	Group cal Rea	D ding)
	5	6	total X	5	6	total X
1	6	6	12	6	5	11
2	5	4	9	4	3	7
3	6	3	9	5	5	10
4	3	4	7	4	2	6
5	6	3	9	6	3	9
6	4	4	8	6	6	12
7	6	6	12	6	6	12
8	5	5	10	3	5	8
9	6	5	11	6	5	11
10	4	5	9	5	4	9
11	5	6	11	5	5	10
12	5	4	9	6	6	12
13	2	1	3	6	6	12
14	4	3	7	6	4	10
15	3	1	4	5	6	11
16	6	4	10	6	3	9
17	4	4	8	5	4	9
18	5	3	8	6	6	12
19	6	6	12	2	5	7
20	4	2	6	6	5	11

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 174$ $\Sigma X_{D} = 198$ $X_{C} = 8,7$ $X_{D} = 9,90$ $\delta_{C} = 2,4730$ $\delta_{D} = 1,8610$ to = 1,7339

So H0 is rejected since to = 1,7339 > Tt = 1,686

ANALYSIS QUESTION

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

Number of Students	(Tradi	Group (tional R	C eading)	(Criti	Group cal Rea	D ding)
	7	8	total X	7	8	total X
1	6	4	10	6	6	12
2	4	5	9	5	4	9
3	3	4	7	6	4	10
4	5	3	8	4	3	7
5	6	2	8	6	6	12
6 .	2	5	7	6	5	11
7	6	6	12	6	6	12
8	6	5	11	3	6	9
9	6	5	11	6	6	12
10	4	6	10	6	2	8
11	3	4	7	4	2	6
12	5	5	10	6	6	12
13	2	5	7	6	6	12
14	4	5	9	6	6	12
15	5	3	8	6	6	12
16	5	6	11	6	5	11
17	4	4	8	5	4	9
18	5	6	11	6	6	12
19	6	6	12	5	3	8
20	4	3	7	6	6	12

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 183$ $\Sigma X_{D} = 208$ $X_{C} = 9,15$ $X_{D} = 10,40$ $\delta_{C} = 1,7852$ $\delta_{D} = 1,9841$ to = 2,0945

So H0 is rejected since to = 2,0945 > Tt = 1,686

SYNTHESIS QUESTION

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

Number of	Group C				Group D			
Students	(Traditional Reading)				(Critical Reading)			
	9	10	11.	total X	9	10	11	total X
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	8 8 4 5 7 8 10 9 5 8 2 5 3 8 6 7	7 9 6 6 10 6 7 4 8 8 3 6 4 7 1 8 3 4	8 7 9 5 7 3 8 5 6 8 4 4 5 3 2 6 7 5	23 24 23 15 25 14 22 17 24 25 12 18 11 15 6 22 16 16	10 6 5 4 10 7 8 6 10 7 6 10 7 6 10 10 9 8 9 8 10	8 5 8 3 10 10 7 4 8 7 8 10 10 9 7 10 8 10	9 8 6 8 7 10 3 9 5 4 10 9 9 10 8 7 9	27 19 15 12 28 27 30 9 27 19 12 30 29 27 25 27 25 27 23 29
19	8	8	8	24	2	6	3	7
20	5	7	4	16	8	6	7	21

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2 = 38 t (0,05) = 1,686 $\Sigma X_{C} = 368 \qquad \Sigma X_{D} = 443$ $X_{C} = 18,40 \qquad X_{D} = 22,15$ $\delta_{C} = 5,4328 \qquad \delta_{D} = 7,4641$

to = 1,8166

So H0 is rejected since to = 1,8166 > Tt = 1,686

EVALUATION QUESTION

Number of Students	Group C (Traditional Reading)				· (Cr	Gre	oup D Readi	ng)
	12	13	14 .	total X	12	13	14	total X
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	7 7 6 6 6 6 10 6 7 9 6 7 8 5 4 7 6	5 4 4 2 8 6 8 7 10 4 7 9 4 6 5 8 6	4 3 6 3 8 7 10 5 9 5 3 6 5 7 6 9 3	16 14 16 11 22 19 28 18 26 18 16 22 17 18 15 24 15	10 8 9 8 6 6 7 7 6 8 7 9 7 6 7 6 7 6 9	10 7 7 8 7 10 6 6 8 10 6 8 6 9 5	9 6 8 8 10 8 8 8 8 7 6 7 8 9 8 6 9	29 21 24 23 24 21 25 21 20 21 21 26 21 23 21 21 23
18 19 20	7 10 7	5 10 9	7 10 9	19 30 25	7 8 10	9 6 9	10 7 9	26 21 28

(In Reading Passage NATIVE OR NON-NATIVE TEACHERS)

H0 : $\mu_D = \mu_C$; there is no difference between the mean groups. HA : $\mu_D > \mu_C$; the mean score of group D is greater than the one of group C.

T-test : where df = nc + nd - 2 = 20 + 20 - 2= 38t (0,05) = 1,686 $\Sigma X_{C} = 389$ $\Sigma X_{D} = 460$ $X_{C} = 19,45$ $X_{D} = 23,00$ $\delta_{C} = 5,0321$ $\delta_{D} = 2,6157$ to = 3,0041

So H0 is rejected since to = 3,0041 > Tt = 1,686

APPENDIX (2)

READING PASSAGES

BRAZIL

Native and Non-native Teacher: A Matter to Think Over

ANDREA M. DE A. MATTOS

Ever since I started teaching English as a foreign language in my country, I have been concerned with the role of the nonprofessional native teacher of English as a foreign language (EFL). In Brazil a non-English speaking country, this has been a most serious matter for many English schools, particularly private language institutes, since hiring good teachers directly contributes to the survival of the institution.

My intention here is not to take sides. My sole objective is to point out some of the pros and cons of having either the one or the other, and to try to reach some possible conclusions.

For the purpose of this article, I will be referring to English as the target language (L₂) and to the student's own language (i.e., Portuguese) as the mother tongue (L₄). Similarly, in mentioning native teacher, I mean a native speaker of English, in contrast to a non-native teacher, who usually is a speaker of the student's mother tongue and has learnt English in Brazil or, in most cases, during home stays abroad, lasting generally one year.

I am not implying that native speakers of English do not make good teachers. Far from that: Many of them have been teaching for several years and do know enough to be called Teachers (with a capital T). In my opinion, what really counts is not the amount of time a teacher has spent in the L_2 country, but the amount of energy s/he has dedicated to studying the English language and its teaching methodology.

Native and non-native

In Brazil—and I believe this to be true of most underdeveloped non-English speaking countries—it seems that language institutes appreciate and want native teachers. The reason is quite clear: They attract students. This is especially the case in small private language schools, which many times prefer to hire a native-speaker of the target language rather than a more experienced non-native teacher. The main interest is to maintain the number of students on safe, profitable ground.

From the point of view of the student, it is wonderful to have a native teacher. Every learner dreams of practicing conversation with a native speaker. Think of all the slang and colloquial vocabulary items a native teacher can provide, besides helping with special usages and tricky pronunciation problems. Moreover, if the native teacher also speaks the student's mother tongue, s/he never has the fear of not knowing a mispronounced word. Instead the teacher can bridge the gap between the student's pronunciation and the correct target word.

Nevertheless, the non-native teacher also has advantages, especially if s/he is an experienced teacher with a broad knowledge of both English and the student's mother tongue. S/he can, for instance, make comparisons between the grammar of English and the grammar of the mother tongue in order to help students overcome difficulties in understanding and/or producing new structures. However, a non-native teacher will certainly have drawbacks in some of the English language areas-the pronunciation of certain words, or the difference between short and long vowel sounds (eg., /i/-/I/), something remarkably difficult for Brazilian students, as well as complex areas such as the use of definite articles.

Culture knowledge

Although helping students acquire the grammar and lexis of the target language is obviously important, it is equally important to encourage students' interest in the culture(s) of L_2 . Here, the native teacher has a definite advantage. Still, many cultural aspects might be taken for granted by a native teacher and, therefore, might not be treated relevantly. Thus, a non-native teacher with a rich L_2 culture knowledge would serve the same purpose just as well.

Translation

Translation is another problem in EF1. teaching. On the one hand, the non-native

teacher might comfortably rely on wordby-word translation, perhaps more than necessary. On the other hand, the native teacher, might struggle to explain such concepts as "although" or the difference between "lend" and "borrow," items which could easily be taught with the help of the student's mother tongue.

The non-teacher

The major problem, however, is that native teachers many times are not "real" teachers but merely native speakers of the target language. Many of them have little or no training in teaching. Therefore, they might have problems in explaining some features of the English language. The present perfect tense, for example, which has no equivalent in Portuguese, is one area of great difficulty. Furthermore, teaching methodology might be something completely alien to them. Activities such as planning a unit or a lesson, or establishing teaching objectives might prove to be complicated tasks, and expressions such as "learning strategies" or "communicative competence" might be as familiar to them as the weather on the moon.

No doubt native teachers attract students, but eventually they may let their students down. My opinion is that good language schools are made of good language programs, good materials, and good teachers. Thus, the odds are in favor of the experienced non-native teacher over a native non-teacher.

References

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book just by saying, "I wonder if your book is in your hand?" It saves them the trouble of searching through the catalogue in the school library only to find that the book they want has been borrowed, or that it does not suit them.

3. Assisting classroom teaching. Since the library is in the care of the teacher, the teacher knows what his students are reading. He can guide, advise, and help whenever necessary. He can drawt material from the books to be used in the classroom.

Conclusion

If the students are enthusiastic, they can expand the library into a grade library, even a department library, by swapping⁺ books with students in other classes. They can keep the books after the first year, and add to the collection when they go on to the second, third, and even fourth year.

Recently my students proposed to form a tape collection in a similar way. I believe this can prove equally successful.

I am presenting my idea and practice in *Forum* in the hope that other *Forum* readers will find it useful and might like to try it out. In that case, I will feel genuinely rewarded.

The TOEFL Is Not Perfect

Chen Yuan-zhen

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The Test of English as a Foreign Language (TOEFL) was developed in 1963 in the United States through the cooperative efforts of over 30 organizations, both public and private, to help in the assessment of the language competence of nonnative speakers. Recently, TOEFL has been widely used in our country as a model test accepted not only by universities and colleges, but also by technical institutes and even middle schools. Why is TOEFL so popular in China now? To be sure, it has a lot of advantages for both students and teachers.

Advantages

The most important point is that TOEFL covers a broad range of knowledge of English. It contains three sections and five subtests. The listening-comprehension section tests the student's ability to understand short, informal conversations and part of a university lecture. This material is presented on recordings. The grammar section tests knowledge of important grammatical points that frequently cause problems for the students. Also tested are the vocabulary words that are required for efficient reading. For some of the test items, the student selects the word or phrase that best completes a sentence. For the reading-comprehension subtest, however, the student reads short prose paragraphs and answers multiple-choice questions. After examining the test, then, one finds that the student's listening and reading skills can be assessed directly, as can his knowledge of English grammar.

Another strong point is that correcting the test paper is no longer a heavy burden on the teacher, as it may be done by computer. Thus, teachers can save much time and energy for what they prefer to do. This is also a very important reason why TOEFL is so widely welcomed.

Nevertheless, through several years' experience, we have found that TOEFL is not perfect at all. Like everything else in the world, it has two sides—a good and a bad. The TOEFL also causes some serious problems in our English teaching and learning.

Disadvantages

First, as is well known, in the TOEFL all that the students are required to do is to judge what is right and what is wrong. This task is as simple as making a mark or ticking the answer. No productive work is required of the testee. Such a test form can only lead the students into very bad habits in learning English. As a result, they are extremely poor in spelling, a skill that is not needed at all for the test. Last summer, a CET-4 (College English Test-Band 4) was held in our province. An opportunity to check the composition papers happened to fall to me, and, to my surprise, I found the word people misspelled in almost half of the papers. How did this come about? Soon, a student told me the truth: "It has become much easier to study English than before, because we do not have to do much writing during the course. No matter how difficult the test paper is, I can do it without writing a single word. If I recognize the word, I tick it; if I don't know the word, I guess it."

Second, in the TOEFL, speaking and composition-writing skills are essentially ignored. Viewed from this perspective, a is not surprising that many students, who have indeed demonstrated listening- and reading-comprehension skills plus knowledge of enough grammar to obtain the minimum percentile score for their college, subsequently encounter serious academic problems. In fact, many students arrive in a foreign country with a minimal ability to speak English and are often burdened with accents so heavy that they are difficult to understand. Furthermore, they find it hard to express themselves in writing. Ever graduate students have these problems.

A partial explanation for this state o affairs may be that crash courses are avail able to help students pass the TOEFL. In such courses, the students are drilled inten sively on the types of questions that the are likely to encounter when taking the test Some rote-memory work on English usag and vocabulary is also taught by "TOEF instructors." Thus, prospective student with only a minimal command of English can take a course to bring their Englis grammar, listening skills, and reading-com prehension levels up enough to meet th desired TOEFL cut-off score. The students true ability to speak, write, and even com prehend English, however, may be highl questionable.

Third, the TOEFL is not a measure of academic aptitude or subject-matter competence. The TOEFL was designed to assis institutions—in broad terms only—to deter mine whether applicants have attained sufficient competency in English to begin to study in that language. So another problem the students have is an inability to under stand the technical terms used in their particular field of study. Some people engaged in specific research work are able to read fluently and write acceptably about their subject, but they might fail completely in asked to take the TOEFL.

Some professional articles, and even th test manual itself, agree that the TOEFL ha limited diagnostic value. The TOEFL doe provide a score for listening, reading, an grammar learning, but specific informatio such as that needed for the identification of problems with scientific terminology is not provided. In a word, the TOEFL is not refined diagnostic tool.

Remedial efforts

We are pleased to see that more an more English teachers in China hav already perceived the negative effect of TOEFL on their students. They are tryin their best to improve the test form an make it more helpful for the teaching an learning of English in the Chinese situation.



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October 199

Is advertising turning children into criminals?

HAMBURG (DPA): Children ad young people are being creasingly targeted by the vertising industry, with more id more television spots, sters and newspaper adverements aimed at schoolgoers. The effect such advertising is on minors is subject of a ermany between sociologists, ild protection agencies and e advertising industry.

atement from the German hildren's Relief Organization, king the growing number shoplifting offenses by juvees to the amount of advertising ey take in.

The Berlin-based organization – dren to steal. inted out that advertisers ten confront children with embers of their peer groups earing fashionable brand name othing or showing off the latest es or sporting goods.

Such images, the organizain says, generate an unge to y, which often leads to oplifting when there is not much advertising.

By Peter Zoettle

enough pocket money available for a negular purchase of the objects in question.

"Financial pressure is greatspute currently going on in est on children of large families and those raised by lone parents," says Michael Kruse, press spokesman for the tising that fuels the urge to The row was fueled by a recent Children's Relief Organization. The National Association of the Advertising Industry dismisses such arguments on the grounds that there are no reliable studies to back up claims that advertising tempts chil-

> "In this country, advertising is made a scapegoat for a variety of social ills," says Volker Nickel, the association's managing director.

> He says the rise in petty crime among children results from a lack of awareness of wrongdoing rather than being fed too

> "In some cases, juvenile shoplifters are projected as victims rather than perpetrators," he adds.

There are any number of studies showing the best way for advertisers to get their message across to children, but relatively few dealing with the effects of advertising on minors.

The amount of television advertising time directed at youngsters has risen dramatically over the years, according to a study presided over by Stefan Aufenanger, professor of Media Education at the University of Hamburg.

In a single week, Autenanger and his team counted nearly 15,000 advertising spots on television channels in Germany,

40 per cent of which were which are not omnipresent on are generally chosen from a either directed at children or television screens and adverused children to get their message across.

The professor says young people are often under enormous pressure to keep up with their friends. "Children often think, 'you have to have this product in order to be accepted'," he says.

But its is not always adverbuy. Often it is word of mouth, particularly among teenagers, he says. For some people, the tising posters.

Aufenanger says that 15 billion marks (US\$8.3 billion) is spent each year in Germany on children and by children. Apart from their pocket money, children also receive presents from their parents and relatives, which also cost money.

The advertising industry is also interested in how children. influence the buying habits of their parents. This is particusubjective viewpoint, and where marketing departments do not want to ignore the view of non-paying family members when planning sales stratenies.

Most experts agree that it is difficult to pinpoint to what extent the youngest consumers are influenced by the advertising industry.

"The influence of advertising is wildly exaggerated," says Nickel, "Children today are not that immature." To back up his larly the case with lifestyle theory he cites the trend among really "hip" things are those, products such as cars, which some older teenagers away

from band-name clothing to more neutral fashion wear.

Professor Aufenanger says that the older children get the more cautious they become of what advertisers are trying to tell them, "Even children are acutely aware that the real purpose of advertising is to make them buy things," he says,

But this knowledge is often late in coming and does not protect them from the temptations of a consumer-oriented society. as many adults today will confirm when looking back on their childhood.

QUESTIONS IN THE READING PASSAGES

The First Reading Passage

The Title : The TOEFL is not prefect

Comprehension Questions

1. Knowledge Level

According to the author, What is the use of the Test Of English as a Foreign

Language (TOEFL) so far?

(The use of TOEFL so far is to help the assessment of the language competence of non-native speakers).

2. Knowledge Level

In what places has TOEFL been widely used in China?

(In China, TOEFL has been widely used in Universities, Colleges, Technical Institutes, and also middle schools).

3. Comprehension Level

What makes TOEFL become popular in China?

(TOEFL becomes popular in China since it covers a broad range of knowledge of English that contains three sections and five sub-test skills. Besides correcting the test paper is no longer a heavy burden on the teacher as it may be done by computer so that teacher can save more time and energy).

4. Comprehension Level

What does the word " his " on the last line of the second paragraph refer to ? (It refers to the student)

5. Application Level

What will the courses do if they have to prepare their students to pass the TOEFL ?

(If the courses want to prepare the students to pass the TOEFL, they will drill the students intensively on the types of questions that they are likely to encounter when taking the test. Besides they will also give some route memory work on English usage and vocabulary).

6. Application level

What will happen to the students if speaking and writing composition skills are essentially ignored in the TOEFL ?

(If speaking and writing composition skills are ignored, the students may have minimal ability to speak English and are often burdened with accents so heavy that they are difficult to understand. Furthermore they find it hard to express themselves in writing).

7. Analysis Level

Analyze the weaknesses of the TOEFL as a model test !

(The TOEFL requires no productive work of the testee. There is no spelling exercise. The TOEFL ignores speaking and composition writing skills. The TOEFL was designed to assist institutions in broad terms only to determine whether applicants have attained sufficient competency in English. The TOEFL has limited diagnostic value, it does not provide specific information or the identification of problems with scientific terminology). 8. Analysis Level

Identify the specific words stated by the author which show that TOEFL is not perfect !

Paragraph 4 line 2 : "We have found that TOEFL is not perfect at all "

Paragraph 5 line 6 : "Such a test form can <u>only lead</u> the students <u>into very</u> <u>bad habits</u> "

Paragraph 5 line 9 : " As a result they are <u>extremely poor</u> in spelling "

Paragraph 6 line 2 : " Speaking and composition writing skills are essentially ignored "

Paragraph 7 line 16 : " however may be highly questionable "

Paragraph 8 line 3 : " The TOEFL was designed to assist institution in broad

terms only "

Paragraph 9 line 8 : " In a word, the TOEFL is not a refined diagnostic tool"

9. Synthesis Level

Supposing you had students who wanted to study in an English speaking country, would you give TOEFL to them?

(personal opinion)

10. Synthesis level

How would you help your students in having speaking and writing ability if you couldn't find the exercises in the TOEFL ?

(personal opinion)

11. Synthesis level

If you were a member of TOEFL constructors, how would you construct your TOEFL in order to be as perfect as possible ?

12. Evaluation Level

What do you think about the author's opinion that TOEFL is not Perfect?

(personal opinion)

13. Evaluation Level

Do you think that the author has enough proof in saying that TOEFL is not perfect?

(personal opinion)

14. Evaluation Level

Have you ever taken a TOEFL? If yes, how big is the TOEFL influence to your English? If not, based on your knowledge, how good is TOEFL for one's English ability?

(personal opinion)

The Second Reading Passage

The Title : Is Advertising Turning Children into Criminals ?

Comprehension Questions

1. Knowledge Level

What is the topic sentence of this passage?

(The topic sentence of this passage is that children and young people are being increasingly targeted by the advertising industry)

2. Knowledge Level

Who are involved in the dispute about the effect of advertising?

(Sociologist, child protection agencies and the advertising industry)

3. Comprehension Level

What is the main idea of the 5th paragraph ?

(The main idea of this paragraph is that the advertisement images can generate an urge to buy which often leads to shoplifting when there is not enough pocket money available for a regular purchase of the objects in questions)

4. Comprehension Level

How does the advertising industry respond to the child protection agencies' claim ?

(The National Association of the advertising industry tries to dismiss such claims / arguments on the grounds that there are no reliable studies to back up claims that advertising temps children to steal. The association's managing director, Volker Nickel, argue that in that country, advertising is made a scapegoat (victim) for a variety of social ills).

5. Application Level

According to the child protection Agencies, What will happen to teenagers or children if they take a large amount of advertising spot or programs? (If teenagers or children take a large amount of advertising programs, the number of shoplifting offenses by juveniles will be growing)

6. Application Level

How will the teenager behave if they are aware of the real purpose of advertising?

(If teenagers are aware of the real purpose of advertising, they will not be easily influenced by the advertisers and they will be away from brand name clothing to a more neutral fashion wear)

7. Analysis Level

Give proofs that the existence of advertising creates negatives points of view from the society !

(The negative point of views come from :

- The German Children's Relief Organization who link the growing number of shoplifting offenses by juveniles to the amount of advertising they take in.

- The Berlin Based organization which pointed out advertisers as the ones that often confront children with members of their peer groups wearing fashionable brand name clothing or showing off the latest products. Besides the advertising image can generate an urge to buy which often leads to shoplifting when there is not enough pocket money available.

- The spokesman for the Children Relief Organization, Michael kruse, that advertisement can cause financial pressure on children of large families and those raised by lone parents.

8. Analysis Level

Restate the advertising Industry's arguments toward the negative points of views of the advertisement !

(The national Association of the Advertising Industry dismisses such claim or argument that there are no reliable studies to back up that claim.

Volker Nickel, The Association's managing director says that in this country advertising is made a scapegoat for a variety of social ills. He says that the rise in pretty crime among children results from a lack of awareness of wrongdoing rather than being fed too much advertising. He also adds that the influence of advertising is wildly exaggerated since children today are not that immature. He then tries to back up his argument by showing the trend among some older teenagers away from brand name clothing to more neutral fashion wear).

9. Synthesis Level

Supposing you were a member of The Child Protection Agencies, what would you do to make the children are not easily influenced by the advertisement?

(personal opinion)

10. Synthesis Level

How would you present your argument toward the society's claims if you were the spokesman of one of the advertising agencies ?

(personal opinion)

11. Synthesis Level

If you were a sociologist, what is the first thing that you would do to settle down this dispute ?

(personal opinion)

12. Evaluation Level

Do you agree with the opinion that advertisement can turn children into criminals?

(personal opinion)

13. Evaluation Level

Do you have the same idea with Volker Nickel that The Child Protection Organization exaggerate the negative influence of advertising?

(personal opinion)

14. Evaluation Level

How about the author's point of view? Where is his/her position in this dispute? Give proofs!

(personal opinion)

(If the students have difficulties in understanding new structure, the experienced non-native teacher can make comparison between the grammar of English and the grammar of the mother tongue).

6. Application level

What step will a non-native English teacher take if he / she finds problem in translating the meaning of the words to his/her students ? (If a non-native English teacher finds difficulties in explaining the meaning of words, he / she may use the student's mother tongue so that the new word will be easily understood).

7. Analysis level

According to the author, what are the advantages of having non-native teacher for teaching the target language ?

(The advantages are : First, the non-native teacher never has the fear of not knowing a mispronounced word since he/she can bridge the gap between the student's pronounciation and the correct target word. Second, He/she can make comparison between the grammar of English and the grammar of the mother tongue in order to help students overcome difficulties in understanding or producing new structures. Third, the non-native teacher with a rich L2 culture knowledge would also be able to encourage student's interest in the culture of L2.And the fifth, this teacher may also comfortably rely on word by word translation or use the student's mother tongue in translating difficult word).

The Third Reading Passage

The Title : Native and Non-native Teacher : A Matter to Think Over

Comprehension questions

1. Knowledge level

What is being concerned by the writer when she started teaching English as a foreign language in her country ?

(The writer is being concerned with the role of the non-native teacher of English as a foreign language).

2. Knowledge level

Who are the non-native teachers in this article ?

(In this article the non-native teachers are teachers from Brazil / Brazilian).

3. Comprehension level

What does the word "this" in the first paragraph line 6 refer to?

(The word "this " refers to the role of the non-professional native teachers in schools).

4. Comprehension level

What is the main idea of the 5^{th} paragraph ?

(The main idea of the 5^{th} paragraph is that language institutes or private language schools prefer to hire native teacher of the target language than a more experienced non-native teacher).

5. Application level

What will the experienced non-native teacher do if his / her students have problem in understanding new structures ?

8. Analysis level

What kind of teacher does the writer prefer to, a native or a non native teacher? Give evidence that support your answer !

(The writer prefers a non-native teacher to a native teacher. The evidence are : Paragraph 6 line 9 : "... the non-native teacher never has *the fear* of ..." Paragraph 7 line 11 : "... a non-native teacher will *certainly* have drawbacks..."

Paragraph 9 line 6: "... the native teacher might *struggle* to explain such concept ..."

Paragraph 10 line 2 : "... native teachers many times are not *real* teachers but *merely* native speakers of the target language"

Paragraph 10 line 10 : "..... teaching methodology might be something *completely alien* to native teachers".

Paragraph 10 line18 : ".... might be as familiar to them as *the weather on the moon* "

Paragraph 11 line 2 : "... eventually native teachers may *let their students* down "

9. Synthesis level

If you were a non-native teacher of English as a foreign language in Indonesia, what would you do in order to compete with the native teacher ? (personal opinion).

10. Synthesis level

Supposing you were a student of an English Private Institute, what kinds of teacher would you like to have, a native teacher or a non-native one? Give your reasons !

(personal opinion)

11. Synthesis level

Supposing you were the head of a Private Language Institute, would you choose native or non-native teachers ? Why ?

(personal opinion)

12. Evaluation level

Do you agree with the author's opinion that non-native teachers of English as the target language are better ? Give your arguments !

(personal opinion)

13. Evaluation level

What is your opinion toward the author's statement that native teachers many times are not "real" teachers but merely native speakers of the target language?

(personal opinion)

14. Evaluation level

Do you think that the non-native English teachers in our Private English Institute are also better ? Give your reasons !

(personal opinion)

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