



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



The Application of IRF Discourse Model on EFL University Students in Reading Comprehension

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Received: 19 / 11 /2023 , Accepted:14 /12/ 2023, Online Published: 31 / 1/ 2024

Abstract

This study aims at finding out the application of IRF discourse model on EFL University students' in reading comprehension (RC). To achieve the aim of the study, a quasi-experimental nonrandomized control, pretest-posttest design is employed. Two groups are randomly selected from the second class in College of Education for Women during academic year (2021-2022). The sample of the study included (60) students divided into (30) for control and (30) for experiment. The two groups are submitted to the same pretest in RC to ensure equivalence. Then the first group is taught according to of IRF discourse model, whereas the second group is taught according to the conventional method. After achieving the validity of the test, a pilot study is conducted to (30) students of College of Education for Humanity. Then the two groups are subjected to the same

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achievement post-test in RC. The data are analysed statistically that show that there are statistically significant differences between groups in achievement post-tests of RC, in favour of the experimental group.

Key words: IRF Discourse Model, Reading Comprehension.

تطبيق انموذج الحديث للاستهلال والاستجابة والتعزيز في الفهم القرائي

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كلية التربية للبنات / جامعة تكريت

و

الأستاذ الدكتور عمرة إبراهيم سلطان

جامعة تكريت/ كلية الآداب

المستخلص

تهدف هذه الدراسة إلى معرفة أثر تطبيق انموذج الحديث للاستهلال والاستجابة في الفهم القرائي. ولتحقيق أهداف الدراسة، استعمل الباحث التصميم شبه التجريبي باختبار قبلي وبعدي ومجموعة ضابطة، وتم اختيار مجموعتان عشوائياً من طالبات المرحلة الثانية في كلية التربية للبنات /جامعة تكريت للعام الدراسي 2021-2022 لتمثيل عينة الدراسة التي تكونت من 60 طالبة قسمت الى مجموعتان المجموعة الاولى تكونت من 30 طالبة ينتمون للمجموعة التجريبية و 30 طالبة ينتمون للمجموعة الضابطة. خضعت المجموعتان للاختبار القبلي نفسه في الفهم القرائي والغرض من ذلك تكافؤ المجموعات، ثم دُرست المجموعة التجريبية على وفق انموذج الحديث، في حين دُرست المجموعة الضابطة على وفق الطريقة الاعتيادية. وبعد التحقق من صدق الاختبارات، أُجريت دراسة استطلاعية على 30 طالبة من كلية التربية للعلوم الانسانية / جامعة تكريت. ثم خضعت المجموعتان للاختبار البعدي نفسه في الفهم القرائي. وبعد تحليل البيانات إحصائياً أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة 0.05 بين ولصالح المجموعة التجريبية في اختبار الفهم القرائي البعدي.

الكلمات الدالة: موديل الحديث، الاستيعاب القرائي.

Section One

Introduction

1.1 The Statement and Significance of The Problem

The main purpose of teaching foreign language (FL) for non-native speakers (NNs) is to make them be able to learn language and use four skills to communicate directly in that language which is necessary for everyday social interaction either in side classroom discourse or outside world. English language is incremental globalization one use in first, second, and foreign languages in different sciences by different individuals and nations across the globe. Inarguably, the English language is recognized to be more significant than ever (Bacus & Alda, 2023).

The problem of this study is rises from Iraqi students especially College students in the second class encounter problems in using EFL. Traditionally, Iraq has a long period of compulsory practicing teaching and learning English as a Foreign Language from elementary to university level (Al-Akraa,2013). But, the results found by many Iraqi writers and researchers (e.g., Ahmad,2001; AL-Samarrai,2003; Hussein, 2011; Ismaeel, 2021) indicate that students still struggling comprehension with what they receive either in the part of speaking discourse or reading written texts for one reason as Maghfur (2021:40-47) stressed “English is a language that they encounter only in English class.” Therefore, a large number of students don’t enable practice English discourse, in minimum they use short words or still silent. Another, problem as, Mckee (2012:45) explains that reading comprehension (RC) as complexity activity that involves several variables. These variables includes thinking, evaluating, judging, imagining, reasoning, criticizing, creating and problem solving (Fries, 1963:117). This complexity is reflected on Iraqi students when studying English language, so they fail to reach to a degree of RC because they are not familiar with structure of simplified English word (Shaban,1985), or "view the texts from different perspectives" (Ivanov,2009:7). These problems lead to continuous in deficiency of RC.

1.2 This study aims at:

1-Finding out the effect of application of IRF discourse model on EFL students' achievement in reading comprehension.

2-Finding out whether there is any significance difference between students in reading comprehension.

1.3 This study hypotheses at:

1-There is no statistically significant difference between the mean scores of the first experimental group which is taught by IRF discourse model and the mean scores of control group which taught by current method in RC post-test.

2- There is no statistically significant difference between the mean scores of the experimental group in the pre-post-test.

1.4 Limits of the study:

The students of second year at English language department (morning classes) at the University of Tikrit / College of Education for Women during the academic year 2021-2022.

1.5 Definitions of Basic Terms

a- Application is the learner's ability to do "what needs to be done" by applying new techniques (Bachman (1990:7).

b-Initiation is "To convey information to the students" by ask questions (Maghfur, 2021:41).

c-Response is referring to students' reaction to show their understanding of the teacher's instruction (Sinclair and Coulthard,1975).

d- Feedback is a moving which made by the teacher in order to accept, reject, evaluate or comment on the response made by the students (Fung,2003).

e- Reading Comprehension "is the process of making meaning from text."(Woolley,2011:15) define

Section Two

Theoretical Background and Related Studies

2.1 The Concept of IRF Discourse Model

Sinclair and Coulthard (S&C) (1975) model which is a model of classroom discourse analysis first developed for classroom English language native speaker, it contain five ranges which are Lesson, Transaction, Exchange, Move and Act (McCarthy,2010). S&C vision through continuous work for many years they believe for "the necessity for a new level of linguistic description in order to show the relationship between each utterance and its discursive function, namely that of discourse" (Paterson, 2008:70).

In their pattern the character which plays a great role in classroom discourse is Move which represent IRF (Initiation, Response, and Feedback). The formula of IRF is an ordinary interaction of everyday context in learning language in sequence started with teacher presents his lecture in class through initiation (I) the first step which means, the teacher usually asks questions, and the second step students respond (R) then it is followed by feedback given by the teacher (F) the third step. But, many researchers, teachers agree initiation is not always in the form of questions, it can be statement or

imperative sentence. It can be function to open a discourse and stimulate the students to think and to speak (Christie,2002; Hall,1980; Seedhouse,2011).

Mackey (2012) explains what happen through this model (IRF), that students will be helped by this type of interaction between teacher from the first side and learners-students from the second sides, thus as worthy result they can negotiate meaning and receive feedback through their language production with teachers and in turn offer space of democracy between them in order to facilitate this interaction operation and improve students proficiency of using language by:

- 1- Confirmation Checks, it is the expressions designed to establish whether discourse has been correctly heard or understood, e.g. Is this what you mean?
- 2- Clarification Request, it is the expressions designed to obtain a better understanding of an interlocutor's previous discourse, e.g. What did you say?
- 3- Comprehension Checks, it is the expressions designed to verify that the speaker has been understood, e.g. Did you get that? confirmation (Saswati,2018:30).

2.2 Exchanges

It's natural phenomena of sending and receiving information in other words it conducted interaction and feedback. Exchanges in the classroom according to S&C (1975) entails of "initiation moves (called the opening move), response moves (the answering move) and follow-up moves" (Ginting,2017:8).

2.2.1 Boundary Exchanges

Jones (2009:5) clarifies that boundary exchanges are started by the teacher discourse only to indicate the shift in the classroom exchanges. It concerned with beginning and end of lesson, exist through framing move recognized by such words as 'right', 'alright', 'now', 'OK' and 'good' either with falling or rising intonation and a short break (Shahaji,2021:157). Or can exist through focusing move by drawing students attention to what will come next (Amon,2020). Therefore, according to Si (2017) both of them framing and focusing moves with the question and answer sequence that falls between them can be called a transaction.

2.2.2 Teaching Exchanges

In this part there is expand in space in practicing IRF in clearway, teaching exchange used by teacher and students refers to questions are asked and answered, and feedback given on answers (deBoer,2007). Moghaddam (2022:65) indicates "even native speakers of any language sometimes face problems finding the best grammatical structure or the most appropriate venue when they are trying to interact with others". Although, teaching exchanges are performed to inform, direct, elicit, check students' replies, as well as to categorize any problems that may happen (Maghfur,2021). Or what call "the individual steps by which the lesson progresses" (Lomotey and Gyima-Aboagye,2021:125).

S&C (1992:26) explain how this operations work in "teaching exchanges that includes of a minimum of one move and a maximum of three: a required opening move, followed by a possible answering move, and consequently a probable follow up move". In their model, Initiation termed (I) moves are created by the teacher interaction typically by asking a question and occasionally followed by a student answer (verbal or non-verbal) response termed (R) moves. Afterwards, response (R) moves are followed by some kind of a feedback (F) move which is made by the teacher in order to accept, reject, evaluate or comment on the response made by the students. In end, the Birmingham of classroom

communicative structure of all exchanges called IRF (Kumpulainen et al.,2009; Fung,2003; McCarthy, 2010).

2.5.3 The relation between Discourse and Reading Comprehension

Many scholars from different schools and different ages from the past to the present (e.g., Lezberg & Hilferty,1978; Greenall & Swan, 1986; Eskey, 2005; Ivanov, 2009; Wenquan, 2009; McCarthy, 2010) in their studies found in practicing teaching RC under umbrella of discourse improve native and foreign students in RC. Hence, according to Schmitt and Rodgers (2020) this results happen when students-learners know how to engage in discourse which is the major goals in language learning and teaching. Therefore, discourse is human interaction can stimulate students to think actively and critically since they are prompted to analyze the text from different perspectives just the same way like problem solving in daily life (Zeng,2021:1-2). Another result it is practical and useful in the point that teachers and students can overcome continues problems found in curriculum book; and teacher management in training them to activate their background knowledge and familiarizing the content structure of the paragraphs (Lezberg & Hilferty, 1978; Wenquan, 2009).

In this concern RC "requires the ability to recognize discourse level relationships which is used to build and support comprehension"(Mohammed,2020:21). That reflect on help students-learners to recognize unfamiliar words in print and reflect to take benefit of understand spoken language and take role in discourse (Tamrackitkun,2010).

2.4 Component Skills of Reading Comprehension

According to McNamara (2007:48) numerous skills inter to perform RC, these skills can dividing in to:

2.4.1 The Role of Prior Knowledge

McCarthy and McNamara (2021) define "prior knowledge is one of the strongest contributors to comprehension". it is "the skills or ability that students bring to the learning environment" (Jonassen & Grabowski,1993:417). According to Yi and Zhang (2006:12-13) students-learners need to know how to make best use of their prior knowledge in order to acquire new information in a text. Because, when they have sufficient prior knowledge to understand a text, other abilities, such as decoding, are more influential on comprehension (Best & Khan,2008). Therefore, integration of information from the text and information from their prior knowledge to construct multi-layered mental representations of what they read (McCarthy & McNamara,2021:4). Because, "They will forget information if they do not work to integrate it into their existing mental frameworks" (Zhang,2008:12-13).

2.4.2 The Role of Background Knowledge

Several researchers indicate that reader's background knowledge on certain topics enhance RC development (Khabiri & Hajimaghsoodi,2012:34). So, this knowledge according to Talwar and Greenberg (2018:3-4) came from "academic and general knowledge" and from "information related to the domain of RC passages". Various studies emphasises on encourage students to reflect about text to activate background knowledge that is a mix of new information with old knowledge to "understanding and comprehension of written language" (Elbro & Buch-Iversen,2013:436;Hattan et al.,2015:479). Eskey (2005:6) indicate in this background knowledge "where knowledge

is stored in the form of concepts or ideas, not words". In which learners when they read more on a subject this would lead to facilitate comprehension, besides they would become familiar with author's style, vocabulary and information about the topic (Setiyadi et al., 2018:85). Alexander and Murphy (1998:26) clarify: "One's existing knowledge serves as the foundation of all future learning by guiding organization and representations, by serving as a basis of association with new information, and by colouring and filtering all new experiences. Hence, "the factor of background knowledge in EFL reading texts may be seen as an issue of the

2.4.3 The Role of Guessing

The concept of guessing in which a learner or student in ordinary discourse or in reading situation accumulate as necessary existing information to depend on it to get the missing meaning. According to Schmitt and Rodgers (2020:44) guessing "skill need from learner to work on several levels as focus on linguistic clues in context of the unknown word to clue from the wider reading context, including conjunction relationships, common-sense and background knowledge". In a situation of L2/FL students and learners must learn to take risks when they meeting unknown words or expressions they must learn how to make a best guess and keep reading continuous (Eskey:2005:7). This skill help learner-student guess the meaning of a word without back to a dictionary and allows them to continue reading without interruption (Depalina,2019:36). Thornbury (2002:148) ensures that students-learners can acquire and practice guessing inside and outside the classroom depending on context.

2.4.4 The Role of Vocabulary

Different authors, scholars in language teaching and learning recognized vocabulary as being a key factor plays a vital role in developing learners-students RC, it help participant to solve the problem faced by collate relevant information about it (Kusumawati & Widiati, 2017; Trakulphadetkrai et al., 2020). The role of vocabulary knowledge in RC refers to a knowledge that facilitates text comprehension by identification semantic meaning (Dong et al., 2020). In a situation of NNS' memorizing vocabulary is the first step in continues learning FL. Nevertheless, the advantages of learning new vocabularies is central part of learning a new language (Khodashenas & Amouzegar, 2013). Practicing learning abundant vocabularies is critical part of mastering FL, in turn it help in an improve language proficiency for both comprehension and production (Schmitt,2008;Al-Jarf,2020;Al-Jarrah & Ismail, 2018). This operation refers to the dynamic "development of word meanings as learners' exposure to language increases" (Toyama et al., 2017: 5).

2.4.5 The Role of Predict

According to national reading panel (2000) in this situation a learner-student use four operation in order to achieve RC through identifies of unknown words: starting with context cues, moving to their linguistic and background knowledge, and then back to use memory. Another components reader can depend and use to predict the context of text features such as the introduction and conclusion, title, heading and subheadings or even graphs, map, figures, italicized words within the passage, this what call key parts of a text (Kusumawati & Widiati,2017; Woolley, 2011; McNamara,2007). So, according to Koda (2005:73) it work as a "powerful predictor of reading success". Therefore, "skilled comprehenders evaluate the adequacy of their comprehension as they process the text" (Krenca et al.,2023:2).

Other Scholars mention that prediction works more with skill readers they practicing foreseeable of outcomes or what is going to happen in the text. "... when readers predict before reading, they activate past memories, experiences and social/cultural identity to test themselves as to whether they have sufficient knowledge about the present topic in order to achieve comprehend the text" (Woolley, 2011:19). Besides, Alyousef (2006) states that when learner-student doing reading they develop automaticity because he or she can look for relevant information and express their opinions and ideas after reading a text, or what call give final conclusion.

2.4.6 The Role of Memory

This is another crucial element can depend on it in practicing discourse and RC, in fact memory affects learners-students on different levels. There are three types of memory as long-term, short-term, and working memory (Okura,2011:2). Concerning working memory, Linares and Pelegrina (2023:1) define it as "capacity determines an individual's ability to integrate stored text representations with incoming information, which enables the maintenance and recall of the main ideas of a text". From one hand, working memory has multicomponent system work on different levels in language processing and production and text comprehension (Kis et al., 2023). From other hand, Schmitt and Rodgers (2020:169) see it as an essential cognitive skill work on "activated network of information related processes that are being used at a given moment". This operation help learners to immediately accessibility for any cognitive operation to get a better comprehending of texts while they doing reading of some materials (Linares & Pelegrina,2023; Gilakjani & Sabouri,2016). One of solutions presented by Pearson and Cervetti (2017:6) Students-learners are encouraging to join what they gained from reading text with what existing knowledge in memory. Thus by using working memory students are able to organize information of reading (Woolley, 2011).

2.5 Previous Studies

Khabiri and Hajimaghsoodi (2012) study starts with question: Does multimodal discourse-based teaching can improve Iraqi EFL students RC skill? The sample take place in English department of two universities in which (80) Iraqi EFL Kurdish native speakers (40 males and 40 females) age ranged from (22 to 42) in both groups. University of Salahadin represent control group. While University of Knowledge represent experimental group. The tool is Placement questionnaire test used as a tool in pre-test and post-test involved of (60) questions derived from (Cambridge IELTS book No.10). Shahaji (2021) study aims is to discover is there any relation of classroom discourse analysis in ESL interaction and between RC class. The sample contained from 50 Philippines students participating. The instrument is an audio recorder used to record and analysis the discourse of students response and feedback beside the initiation of teacher in class. With an observational notes another tool used by teacher in order to record the obvious actions of the students during the experiment. The result of this studies indicates that the students who practicing discourse in simple way inside classroom without fear or shyness can practice and achieve interaction with their teachers and among students, providing them with confident and strength reflected in practicing English RC in efficient way by stating general concepts, formulating comprehension questions, understand the facts and ideas organized by writer. Also these studies indicate the positive effect of IRF discourse on development students in practicing RC.

Section Three

3. Experimental Design

The researcher used quasi-experimental design of "Pre-Post Experimental Control Group" has been adopted in this study to find out whether "testing the independent variable affects (or causes a change) on the dependent variable" and responsible for RC improvement (Isaac & Michael, 1977:43; Berinsky,2008:310; Tamrackitkun,2010:55). In this design, Students are randomly assigned to two groups to the same pre-tests in RC. Thirty students represent the sample of the study. The Iraqi EFL second year University students who are enrolled at the Departments of English/ Colleges of Education except Kurdistan Region during the academic year 2022-2023 represent the population of this study.

3.1 Groups Equalization

The two groups are equalized in such variables as parents' academic attainment, age, students' previous scores in the first year in select readings subjects and pretest scores in RC. The researcher tries as long as possible to control the effects of extraneous variables jeopardizing internal validity of the experiment that may confuse the implementation as well as the results of the experiment such as maturation, history, instrumentation, selection biases, experimental mortality and instructor.

3.2 Instrument of the Study

The tool of this study includes RC achievement posttest. (See Appendix A).

3.3 Scoring Scheme of Reading Comprehension Test

Question number one is short answer question (SAQ), which consists of 5 items, 2 score have been allocated for each one of these items. Thus, zero for the wrong answer, while half correct answer takes 1 score, and full correct answer takes 2 score. So the frame of scores range from (0-1-2). Question number two is a true/ false question which consists of 5 items, 2 score have been allocated for each one of these items, zero for the wrong answer, while half correct answer takes 1 score, and the correct answer takes 2 score. So the frame of scores range from (0-1-2). Question number three is MCQ which consists of 5 items, 2 scores have been allocated for each one of these items, zero for the wrong answer, the correct answer takes 2 score. So the frame of scores range from (0-2). Question number four is composition, which is a fundamental writing skill.

3.4 Test Validity

validity which consider the critical and complex part to be checked when constructing any type of test. In this concern Richards and Schmidt (2002:575) define validity as "the degree to which a test measures what is supposed to measure, or can be used successfully for the purposes for which it is intended". Therefore, it is important quality of a accuracy of the inferences, interpretations or actions use to made decisions on the basis of test scores are meaningful, appropriate, and useful (Paltridge, 2012:246; Bachman,1990:25). With the importance of validity two types are considered significant as content, construct and face validity (Zamanzadeh et al, 2015).

3.5 The Pilot Administration of Reading Comprehension

In morning of Tuesday, 18 October, 2022 the pilot-test has been carried out in normal situation to 30 students selected randomly that take place in 2nd class in the College of Education for Humanity to estimate the time required for answering questions and find wither the questions are clear for subjects. The re-test has been carried after two weeks in the 25 October 2022. After that item analysis is carried out to check the DL and DP of

each question. After test items analysis that provide information about both difficulty level and discrimination power of each item. It reveals that difficulty level ranges between (0.43) to (0.70) and the discrimination power ranges between (0.40) to (0.67) which are both statistically accepted.

3.6 Test Reliability

Another good characteristic for any test which is the reliability that a researcher depend on it to continue his/her study (Saif, 2009). Therefore, to establish the post reliability for the test Alpha Cronbach formula is applied to find out the reliability which is 0.85 and which is considered an acceptable coefficient according to Hegdes (1966) indicates the test reliability is acceptable if it not less than 0.50

3.7 Final Administration of the RC Test

After ensure that all variables have been controlled and the experiment stand on comfortable base start with valid, reliable, with DP and has a suitable DL by exposing it to specialist jury members and depend on sample of pilot study. The experiment has started (1/11/2022) and ended on (5/1/2023). That is, it has been lasted for ten weeks. Applied RC achievement Post-test to the two groups in (10/1/2023) under the same conditions in morning studies at the College of Education for Women/University of Tikrit. The researcher teach all groups so there is no ambiguity no misunderstandings when test papers were distributed, the researcher read the instructions to the students, explained to them how to answer some items.

Section Four

4. Analysis of collected Data and Results

In order to achieve the first aim of the present study which is: *"finding out the effect of application of IRF discourse model on EFL students' achievement in reading comprehension"*. The researcher used comparison between groups in post-test, as shown in table 2.

Table 2 Means, Standard Deviation & T-Values of Two Groups' in Posttest

Groups	No.of Students	Mean	Standard Deviation	T. Value		DF	L.S
				T. Computed	T. Tabulated		
EG	30	70.27	9.56	33.58	2.04	58	0.05
CG	30	33.40	5.65	4.66	2.04		

To find out if there is any significance differences between the mean scores of the two groups in posttest. Statistics showed the mean scores of experimental groups is 70.27 with standard deviation is 9.56 and the mean scores of control group is 33.40 with standard deviation is 5.65. By using t-test formula for independent samples has been used. The computed t-value is 33.58 which is higher than tabulated t-value is 2.04 at the level of significance 0.05 and degree of freedom 58. This means that there are significant differences between experimental group which has been exposed to IRF discourse model and control one which has been taught according to tradition method in favour of the experimental group. Thus the first null hypothesis is rejected.

In order to achieve the second aim of the present study which is: *"Finding out whether there is any significance difference between students in reading comprehension"*. The researcher used comparison between one group in pre-post-test, as shown in table 3.

Table 3 The Experimental Group Achievement in Pre-Post-Test

Group	Test	No.	Mean	Standard Deviation	T. Value		DF	L.S
					T. Computed	T. Tabulated		
Ex.	Pre	30	13.77	4.20	33.58	2.04	58	0.05
	Post	30	70.27	9.56				

The obtained result of applying t-test value for two paired sample indicate that there is statically significant differences between students achievement in experimental group scores between the pre-test and post-test. The computed t-value is 33.58 and tabulated t-value is 2.04 at the level of significance (0.05) and degree of freedom (58). Since the computed t-value is higher than the tabulated t-value the difference between the achievement scores of the two tests is significant. Thus the second null hypothesis is rejected.

Section Five

5. Conclusions

In the light of the obtained results, the following conclusions have been drawn:

- 1-The difference in the result boost that students in experiment group practice and deal with discourse model provide them with opportunities to discover what they know and how to use it in spoken and later in written forms of language.
- 2- The teacher helps students to improve their language skills. By learning students to use their past and new knowledge with what they stored in developing skills in comprehension the reading text.
- 3- Students operate positively with the material of experiment i.e IRF and permits them to comprehend the reading passages and go beyond the literal comprehension of the text which reflect on improving RC.

5.1 Recommendations

In term of the obtained results and drawn conclusions, the following recommendations are suggested:

- 1-To achieve the aims of pedagogical institution in general and in particular teachers need to pay more attention in improving students RC by using different techniques/models one of them En/De and IRF .
- 2-EFL teachers and instructors need to be equipped themselves very well for each lesson by continuous study and see what is over the world research in the field of education/teaching and what new research in his specialized area.

5.2 Suggestions for Further Studies

In the light of the findings of this study, the following suggestions are put forward:

- 1-Empirical and descriptive studies can be conducted to investigate the effects of IRF on students' performance in other skills.
- 2-The same study can be done on different academic levels.
- 3-Find out the effect of IRF model on university students' RC in literature.

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Appendix A/ RC Posttest

Read the following passages carefully

when tell people that I quit the working for the company after only a year, most of them think I'm crazy. They can't understand why I would want to give up a prestigious and secure job. Hirotada Ototake started working immediately after graduating from university. It is a big, well-known trading company about 6,000 employees all over the world. There's a lot of competition to get into this and other similar companies, which promise young people a wealthy and successful future. I was given a room in the company dormitory which is like a fancy hotel, with a 24-hour hot service and meals laid on. Besides there are shops, cafeterias, a bank, a doctor's office, a barber's.....I never need to leave the building.

My life rapidly become reduced to a shuttle between the dorm and the office. I spent all my time with the same colleagues. I used to work from nine in the morning until eight or nine at night, and often until midnight it excess of 50 hours a month. This isolation is part of the brainwashing process. The company also controls its employees' private lives. Many company employees' under 30 are single. They are expected to devote all their time to the company and become good workers, they don't have time to find a girlfriend. The company offers scholarships to the most promising young employees to enable them to study aboard for year or two but unmarried people who are on these courses are not allowed to get married. While married employees who are sent to train aboard have to leave their families in Japan for the first year. Others in side country have little time to spend with their wives, or cannot find time to communicate with their children.

My boss told me: "You should control your healthy, it's your fault if you get sick. There is no paid sick leave. I left the company exactly one year after Ientered it. It look me a while to find a new job, but I'm working as a journalist now. My life is still busy but it's a lot better than it was. I don't think I was crazy to leave the company. I think I would have gone crazy if I'd stayed.

Name :

Section :

**Q1/Answer the following questions:
scores).**

(10

- 1-What is the passage main idea?
- 2-Can employees demands their rights or complains?
- 3-What is the problem that push a young man to left prestigious secure work?
- 4-What is the benefits the company offers?
- 5- Give suitable headline of passage?

Q.2- State whether the following statements are True or False, then correct the false ones,

(10

scores).

1. The company gives every married employees vocation last year.
2. Ototake finally find happiness.
3. Travelling company allow just male take their waves with them aboard.
4. Many workers become physically and mentally ill because they were working so hard to make a profit.
5. According to the writer many good common features existing in Chines companies.

Q3/Choose the most appropriate answer by writing down the number of the item and the letter of the correct choice. (10 scores).

- 1-the author wrote the article in order to.....
 - a- describe how people can use relations.
 - b- tell the story of the success of company.
 - c- share his opinion about employees.
 - d- explain how to create a successful job.
- 2- Ototake left the company
 - a- after one year and a month.
 - b- after one year and two month.
 - c- after one year.
 - d- after two year.
- 3- Ototake daily work start from.....
 - a- 8 AM to 6 PM.
 - b- 9 AM to 8 PM..
 - c- 8 AM to 9 PM
 - d- 9 AM to 3 PM.
- 4-The company allows
 - a- to establish normal marriage life.
 - b- to provide 24 hour services.
 - c- to work outside the company.
 - d- to discuss the company policy.
- 5- Employees females and males ages in the company are.....
 - a- single above 30.
 - b- single above 40.
 - c- single under 30.
 - d- single under 40.

Q4-Summarize the passage in about (70) words. Your summary should focus on your understanding of the main idea and choose appropriate headline. (20 scores).