Research Article

The Effect of Computer-Mediated Text-Based and Audio-Based Corrective Feedback On the Development of Writing Accuracy of Iranian EFL Learners

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Abstract: The use of a computer as a means and/or a source of feedback provision has facilitated the process of teaching and learning writing. The integration of computers into writing classes enabled teachers to provide timely and reliable feedback. Taking into account these opportunities that computers bring to the classroom, the present study attempted to investigate the effect of computer-mediated text-based and audio-based corrective feedback on the development of writing accuracy of Iranian EFL learners. For reaching the aims of this study, Iranian female intermediate students were chosen based on cluster random sampling. First, all the participants took Nelson proficiency test as a homogeneity test. Then, a writing accuracy pre-test was administered to measure the participants' initial level of writing accuracy. After that, when the experimental groups learnt the writing ability using computer-mediated corrective feedback, the control group just experienced their routine method of teaching. Experimental group I received text-based correction as treatment and experimental group 2 received audio-based correction as treatment. At the end of the research, a post-test with the same content as the pre-test was conducted for all the participants in order to measure their achievement in English writing accuracy. After the required data were collected, in order to analyze data including homogeneity test scores and writing accuracy pre-test and post-test scores, SPSS software was used. Descriptive statistics of data provided information such as group's means, standard deviations, and frequency. Inferential statistics helped us to test the research hypotheses. For doing this, ANOVA test was run to compare the differences among performance of the three groups, and find out about the effect of treatments. The results of the data analysis showed that group receiving audio and text based corrective feedback instruction outperformed the control group in post-test of writing accuracy. In the other words, computer-mediated audio-based and text-based corrective feedback has been beneficial in the development of writing accuracy of Iranian EFL learners. Furthermore, the group receiving computer mediated audio based corrective feedback instruction outperformed the computer mediated text based corrective feedback group in post-test of writing accuracy.

Keywords: Writing accuracy, Computer-mediated corrective feedback, Text-based correction, Audio-based correction

1. Introduction

Paying attention to the value of improving writing skill and particularly correcting L2 learners` writing is of key importance since as Laufer and Nation (1995) put it, a well-written text is reflected by the efficient use of vocabulary. The use of computers for improving writing skills in English as a second or foreign language (ESL/EFL) has drawn robust attention in recent years. Computers (Zhao & Frank, 2003; Lee, 2006; Hult, Kalaja, Lassila, & Lehtisalo, 1990) can each create an encouraging and motivating atmosphere for EFL learners to better improve their reading and writing skills. They contribute to writing skills substantially because they offer various software programs that can be utilized either asynchronously or synchronously for improving writing skills (Ferris, 2002). In general, the modality of computer-mediated CF can be text-based, audio-based and video-based. Although several studies have investigated the effects of text-based computer-mediated CF on L2 writing development (e.g., Gurzynski-Weiss & Baralt, 2015; Sauro, 2009; Shintani, 2016; Shintani & Aubrey, 2016; Yilmaz, 2012), little is known about the impacts of other modes of computer-mediated CF such as audio-based CF on L2 writing development. Moreover, to the best of the researcher's knowledge, no study has compared the effects of computer-mediated text-based and audio-based CF on development of L2 writing accuracy. This comparison is important because learners may differentially benefit from text-based and audio-based feedback depending on their individual differences including learning style preferences. Furthermore, each of these two types of CF can provide specific and additional cues that assist L2 development in different ways. For example, the use of tonal language by audio-based CF and presenting typographical information through text-based CF can trigger L2 development in different ways.

There have been many studies in the field of computer-mediated text-based and audio-based corrective feedback and its impact on learning but no study has addressed incorporating computer-mediated text-based and audio-based corrective feedback and its impact on writing accuracy. Sherafati, Largani, and Amini, (2020) conducted a study to investigate the efficacy of using computer mediated teacher feedback and computer-generated feedback on learners' writing skill. In addition, learners' motivational level was explored. To do so, 60 intermediate EFL learners were selected from two intact classes and were randomly assigned to treatment groups. The results of paired samples t-test and independent samples t-test revealed a significant improvement in writing ability of the two groups from pretest to posttest. Only computer-mediated feedback significantly improved learners' writing ability from posttest to delayed posttest. In addition, no significant difference was observed between the posttest scores of the two groups, while there was a significant difference between the delayed posttest score of the two groups. The result of interview indicated learners' motivation in using computer-mediated feedback while there was disagreement in the other group concerning the motivation to use this approach. The study concluded that computers are a good medium for feedback provision. Furthermore, learners do not appreciate the role of computers as the source; rather, they accept it as a supplement to teacher feedback.

Rassaei, (2019) investigated the effects of computer-mediated text-based and audio based corrective feedback (CF) along with the moderating effects of the participants' preferred perceptual style on the development of the English article system by Iranian EFL learners. The study includes 89 intermediate level learners who were assigned to computer-mediated text-based, audio-based and control conditions. The participants were also identified in terms of whether their preferred perceptual style was read/write or auditory based on their answers to a perceptual style inventory. During treatment sessions, the participants of the experimental groups performed several written production tasks and depending on their treatment condition received either asynchronous text-based or audio-based CF for their errors. Two testing instruments, an oral production task and a writing task, were used to measure learners' improvement as a result of the treatment tasks. Findings indicate that both text-based and audio-based CF are effective for L2 development while audio-based CF is more effective than text-based CF. Furthermore, the results provided evidence that matching CF modality with learners' perceptual style further promotes the effectiveness of computer-mediated CF.

Shintani, and Aubrey, (2016) worked on written corrective feedback (CF) by investigating how timing of CF affects grammar acquisition. Specifically, it examined the relative effects of synchronous and asynchronous CF on the accurate use of the hypothetical conditional structure. Participants were 68 intermediate-level students of English at a university in Japan. Learners from a synchronous CF group (SCF), an asynchronous CF group (ACF), and a comparison group completed 2 writing tasks using Google Docs. The 2 experimental groups received focused direct CF with the following differences: The SCF group received synchronous feedback on grammatical errors during writing tasks, while the ACF learners received feedback after the tasks. Participants revised their texts upon receiving the feedback. The comparison group completed the writing tasks without feedback. Accurate use of the target feature was measured by a set of 3 text reconstruction tasks conducted as pre-, immediate post-, and delayed posttests. The results showed that both experimental groups significantly improved from the pretest to the 2 posttests while the comparison group did not. Overall, however, effect sizes for the posttests indicated that SCF was more effective in improving learners' accuracy with only the SCF group outperforming the comparison group on the delayed posttest.

Tabatabaei, Khasseh Khan, Gavidelnia, and Ramzi, (2017) carried out a research to investigate differential effect of two types of feedback namely, computer-mediated and metalinguistic, on Iranian EFL learners' writing accuracy. To this end, based on Nelson Proficiency Test (300 A), 69 Iranian advanced EFL learners, including 45 males and 24 females, aged between 17 and 24, learning English in language institutes in Salmas, were selected randomly out of the total population of 121 EFL learners and then divided into three groups. The participants in the two experimental groups received metalinguistic and computer-mediated feedback separately while those in the control group received no feedback. The analyses of the results obtained through a pre-test and a posttest indicated that both feedback types significantly influenced learners' writing accuracy. However, analysis of the participants' performances on the post-test demonstrated that metalinguistic group outperformed computer-mediated one. Thus, the effect of metalinguistic feedback was more than that of computer mediated feedback. In addition, both of them were more influential than no feedback instruction.

In fact, although there is empirical evidence that audio-based and text-based interaction have different instructional values (e.g., Hew & Chuang, 2012; Ice et. al., 2007), regarding L2 learning and in particular CF, little is known about whether audio-based and text-based CF equally or differently affect L2 writing accuracy. Therefore, the aim of the present study is to examine and compare the effects of computer-mediated text-based and audio-based CF

on development of L2 writing accuracy. Given the gap mentioned above, this study attempts to reply to the following research questions and hypotheses:

Q1: Dose audio-based corrective feedback have any effect on the development of writing accuracy of Iranian EFL learners?

Q2: Dose text-based corrective feedback have any effect on the development of writing accuracy of Iranian EFL learners?

Q3: Dose audio-based corrective feedback have more effect than text-based corrective feedback on the development of writing accuracy of Iranian EFL learners?

Based on the above research questions the following hypotheses are investigated in this paper:

H01: Computer-mediated audio-based corrective feedback has no effect on the development of writing accuracy of Iranian EFL learners.

H02: Computer-mediated text-based corrective feedback has no effect on the development of writing accuracy of Iranian EFL learners.

H03: Computer-mediated audio-based corrective feedback has not more effect than text-based corrective feedback on the development of writing accuracy of Iranian EFL learners.

2. Methodology

2.1. Participants

The population of this study was 200 English learners, age ranged between 16-28, studying at an English institute in Tabriz. First, 110 female intermediate students were selected by cluster random sampling. Next, Nelson homogeneity test was given to all candidates as the proficiency test; those who were in the same level of general proficiency of the language were included in writing pretest. Ninety students who were at the same level of the proficiency according to nelson test scores were randomly assigned to two experimental groups of 30 students and one control group of 30 students.

2.2. Materials

The main instruments were used in this study are as follows:

Nelson Homogeneity Test

Nelson language proficiency test was given to the population in order to homogenize them based on their level of proficiency; namely, intermediate. NELSON test is a fifty item test designed by Fowler and Coe (1976). The test consists of close tests and multiple questions with the focus on grammar and choice of words that should be answered in 60 minutes (Appendix A). In this study, the test was used to identify the participants' level and homogenize the participants in each group.

Writing Pre-Test

A writing pre-test was used to measure the participants' initial performance in terms of accuracy. They were given 40 minutes to write at least 250 words about a topic. The topics for this test were borrowed from the McCarter and Whitby (2006) (Appendix B).

Writing Post-Test

A post-test to measure any changes in the learners' written accuracy after the treatment. The topics for this test were borrowed from McCarter and Whitby (2006) (Appendix C).

2.3. Procedures

To achieve the purpose of the present study, 200 intermediate English students, studying at an Institute in Tabriz were considered as the population of the study. First, 110 students were selected by cluster random sampling. Next, Nelson homogeneity test was given to all candidates as the proficiency test to check the homogeneity of the groups. Based on the scoring rubrics of the test, the participants whose scores were higher than 30 out of 50 were considered

as intermediate language learners and took part in the study, and the rest were excluded from the study. It is worth mentioning that because these participants were members of the classes, they were not excluded physically. Only their scores in the tests were excluded from the data.

After that, the experimental and control groups were ready to take the writing pre-test. The pre-test was administered to the participants to measure their initial performance in terms of accuracy. They were given 40 minutes to write at least 250 words about a topic. To keep consistency of data collection procedure, they were required to write about 250 words in an hour. Then the writing papers were scored by two raters using t-units. T-unit is considered as the most popular unit for scoring the accuracy of writing performance. A T-unit is called as "one main clause plus whatever subordinate clauses happen to be attached to or embedded within it". Hunt (1966, p. 735, cited by Rezazadeh, et all, 2011). Accuracy measure was used in scoring of written English language samples produced by learners of English. Accuracy measure defined as the frequency of the following 9 structures in the text: words (W), sentences (S), verb phrases (VP), clauses (C), T-units (T), dependent clauses (DC), complex T-units (CT), coordinate phrases (CP), and complex nominals (CN) (Lu, 2010). To ensure the reliability of scoring, inter-rater reliability was calculated using Cohen Copa correlation.

One week after the pre-test, the treatment started. Experimental group I received text-based correction as treatment and experimental group 2 received audio-based correction as treatment and control group received no treatment. The treatment lasted 6 weeks. The classes were held 2 times a week. In order to provide computer-mediated CF in response to learners' errors, the English definite article "the" and indefinite article "a" were chosen as target forms for the present study. The indefinite article "a" in this study was restricted to its function to refer to an object or a person for the first mention while the function of definite article "the" was limited to its function for referring to an object or a person for the second mention (e.g., I saw *a* snake. *The* snake was very frightening). These target forms were chosen because they are non-salient structures and learners have difficulty with their correct use in speech or writing even up to advanced levels (Nassaji, 2017; Sheen, 2007). Moreover, they can easily be elicited in a naturalistic manner during a communicative task which is favorable for research purposes.

After that, while for the experimental groups the treatment started, the control group just experienced their classroom routines and wrote about the same topics from IELTS writing study skills book without any discussion or treatment about the topics. Finally, the writing post-test were administered and the papers were scored like the pre-test papers.

2.4. Data Analysis

After the required data were collected, two types of statistical analysis were carried out using SPSS software. First, descriptive statistics were run to report mean scores and standard deviations of the groups. Normality tests were also run to guarantee the use of the parametric statistics. Moreover, as an inferential statistic, ANOVA test was run to compare the differences among performance of the three groups, and find out about the effect of treatments.

3. Results

In this section, the researcher uses various analytical methods to respond to the formulated question.

The paired samples t-test was used to compare the mean scores for the control and experimental groups with respect to their writing accuracy both at the beginning and at the end of the study. In fact, the values on one continuous variable namely writing accuracy scores for the all groups were examined to see the possible differences and similarities. This can also show the possible improvement within the groups from the pretest to the posttest regarding their writing accuracy.

3.1. Paired Sample t-test Results

In order to define the probable changes in groups, paired sample t-test was run. Tables 4.1 and 4.2 delineated the results of the group who received audio-based corrective feedback instruction.

Table 4.1: Descriptive Statistics of Paired Sample T-Tests for Audio-Based Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-writing	14.2800	30	2.48796	.45424

	Post-writing	16.2967	30	2.26403	.41335

As it can be interpreted from table 4.1, the mean score of the audio-based group changed from 14.28 to 16.29. To see these results statistically, table 4.2 presents paired sample t-test results.

Table 4.2: Paired Sample T-Test Results for Audio-Based Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prewriting - postwriting	-2.01667	1.24016	.22642	-2.47975	-1.55358	-8.907	29	.000

This table showed that sig. is 0.00 (at the alpha level of 0.00 and 0.05) and it can be concluded that there was a significant relation between the pretest and posttest results of experimental group that received treatments based on audio-based feedback. Also the negative upper and lower band proved this fact.

Tables 4.3 and 4.4 show the results of paired test for text based group.

Table 4.3: Descriptive Statistics of Paired Sample T-Tests for Text -Based Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-writing	15.4000	30	1.88643	.34441
	Post-writing	15.8133	30	1.96640	.35901

The mean score of the text-based group has improvement from 15.40 to 15.81, which shows that the treatment had impact on the second experimental group. Table 4.4 shows the results of paired test for text-based group.

Table 4.4: Results of Paired Sample T-Tests for Text -Based Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prewriting - postwriting	-.41333	.54629	.09974	-.61732	-.20934	-4.144	29	.000

Table 4.4 showed the results of paired sample test for text-based group. Sig. is .00 (at the alpha level of 0.00 and 0.05) and this indicated that there was a significant relation between the pretest and posttest. Also the difference between the upper and lower band implied that text-based group benefited from the treatment and treatment had a positive effect on their posttest results.

Tables 4.5 and 4.6 show the results of paired test for control group.

Table 4.5: *Descriptive Statistics of Paired Sample T-Tests for Control Group*

		Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre-writing	14.4667	30	1.85199	.33813
	Post-writing	14.3033	30	1.82539	.33327

As table 4.5 indicated, the mean score of the control group was not affected by during the pre-test and post-test. Table 4.6 indicated the results of paired t-test.

Table 4.6: Results of Control Group Paired Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-writing Post-writing	.16333	.57505	.10499	-.05139	.37806	1.556	29	.131

As the above table showed, sig. is above 0.005 (sig= 0.131), which implied that the relation was not significant. Also the upper and lower band indicated that there was not a change in the mean of control group's pretest and post test results. Here it can be concluded that the control group did not have any significant progress during the treatment sessions.

3.2. The Results of ANOVA

In order to find out the difference between the mean scores of the three groups, ANOVA was used. Then to find out the exact difference between groups, Scheffe was run. The results are shown in table 4.7.

Table 4.7: Descriptive Statistics of the Results of ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pre-writing	Between Groups	21.604	2	10.802	2.459	.091
	Within Groups	382.175	87	4.393		
	Total	403.778	89			
Post-writing	Between Groups	64.871	2	32.435	7.895	.001
	Within Groups	357.414	87	4.108		
	Total	422.285	89			

The above table showed the mean difference is significant at the alpha level of 0.05. The mean square between groups 64.87 and within groups were 357.414.

Table 4.8 presented the results of Scheffe in order to define the differences between the groups:

Table 4.8: Descriptive Statistics of the Pre-Writing of Scheffe

group	N	Subset for alpha = 0.05
		1
audio based	30	14.2800
control	30	14.4667

text based	30	15.4000
Sig.		.124
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 30.000.		

Table 4.9: Descriptive Statistics of the Post-Writing of Scheffe

group	N	Subset for alpha = 0.05	
		1	2
control	30	14.3033	
text based	30		15.8133
audio based	30		16.2967
Sig.		1.000	.654
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 30.000.			

The analysis of ANOVA indicated that the difference between means of the experimental groups and control group were significant at the alpha level of 0.05. The sig. of pre-writing and post-writing showed that the difference was significant at the alpha level of 0.05. This can imply that the group receiving audio and text based corrective feedback instruction outperformed the control group in post-test of writing accuracy. Furthermore, the group receiving audio based corrective feedback instruction outperformed the text based corrective feedback group in post-test of writing accuracy.

3.3. Evaluation of the First Research Question

Q1: Dose audio-based corrective feedback have any effect on the development of writing accuracy of Iranian EFL learners?

Accordingly, the following null hypothesis was proposed:

H01: Computer-mediated audio-based corrective feedback has no effect on the development of writing accuracy of Iranian EFL learners.

The results of paired sample t-test (Table 4.2) for audio-based corrective feedback showed that sig. is 0.00 (at the alpha level of 0.00 and 0.05) and it can be concluded that there was a significant relation between the pretest and posttest results of experimental group that received treatments based on audio-based corrective feedback. Also the negative upper and lower band proved this fact. In other words, computer-mediated audio-based corrective feedback has been beneficial in the development of writing accuracy of Iranian EFL learners. Therefore, the first null hypothesis of the study is rejected.

3.4. Evaluation of the Second Research Question

Q2: Dose text-based corrective feedback have any effect on the development of writing accuracy of Iranian EFL learners?

Accordingly, the following null hypothesis was proposed:

H02: Computer-mediated text-based corrective feedback has no effect on the development of writing accuracy of Iranian EFL learners.

The results of paired sample t-test (Table 4.4) for text-based corrective feedback showed the Sig. is .00 (at the alpha level of 0.00 and 0.05) and this indicated that there was a significant relation between the pretest and posttest. Also the difference between the upper and lower band implied that text-based corrective feedback group benefited from the treatment and treatment had a positive effect on their posttest results. In other words, computer-mediated

text-based corrective feedback has been beneficial in the development of writing accuracy of Iranian EFL learners. Therefore, the second null hypothesis of the study is rejected.

3.5. Evaluation of the Third Research Question

Q3: Dose audio-based corrective feedback have more effect than text-based corrective feedback on the development of writing accuracy of Iranian EFL learners?

Accordingly, the following null hypothesis was proposed:

H03: Computer-mediated audio-based corrective feedback has not more effect than text-based corrective feedback on the development of writing accuracy of Iranian EFL learners.

The analysis of ANOVA (Table 4.9) indicated that the difference between means of both experimental groups and control group were significant at the alpha level of 0.05. The sig. of pre-writing and post-writing showed that the difference was significant at the alpha level of 0.05. This can imply that the group receiving audio and text based corrective feedback instruction outperformed the control group in post-test of writing accuracy. Furthermore, the group receiving computer mediated audio based corrective feedback instruction outperformed the computer mediated text based corrective feedback group in post-test of writing accuracy. Therefore, the third null hypothesis of the study is rejected.

4. Discussion

The previous section presented the results of data analysis. The findings of the present study showed that the group receiving audio and text based corrective feedback instruction outperformed the control group in post-test of writing accuracy. In the other words, computer-mediated audio-based and text-based corrective feedback has been beneficial in the development of writing accuracy of Iranian EFL learners. Furthermore, the group receiving computer mediated audio based corrective feedback instruction outperformed the computer mediated text based corrective feedback group in post-test of writing accuracy.

The results of this study are comparable with the results of the previous studies in this area. This comparison can be useful for deeper understanding and achieving wider knowledge of incorporating computer mediated corrective feedback and its effect in developing learner`s writing ability.

Rassaei, (2019) indicated that both text-based and audio-based CF are effective for L2 development while audio-based CF is more effective than text-based CF. Furthermore, the results provided evidence that matching CF modality with learners' perceptual style further promotes the effectiveness of computer-mediated CF. This finding was in line with the findings of the present study, in which audio-based CF is recognized as more effective than text-based CF.

On the other hand, Sherafati, Largani, and Amini, (2020) showed that computers are a good medium for feedback provision. Furthermore, learners do not appreciate the role of computers as the source; rather, they accept it as a supplement to teacher feedback. This result was also consistent with the findings of the present study.

Moreover, Shintani, and Aubrey, (2016) worked on written corrective feedback (CF) by investigating how timing of CF affects grammar acquisition. Specifically, it examined the relative effects of synchronous and asynchronous CF on the accurate use of the hypothetical conditional structure. The results showed that effect sizes for the posttests indicated that SCF was more effective in improving learners' accuracy with only the SCF group outperforming the comparison group on the delayed posttest.

Tabatabaei, Khasseh Khan, Gavidelnia, and Ramzi, (2017) demonstrated that the effect of metalinguistic feedback was more than that of computer mediated feedback. In addition, both of them were more influential than no feedback instruction. This was different from the findings of the present study, in which computer mediated corrective feedback was influential in instruction.

5. Conclusion and Implications

In accordance with the inferential statistics of the study that tested the hypotheses, it was found that computer-mediated audio-based and text-based corrective feedback has been beneficial in the development of writing accuracy of Iranian EFL learners. Furthermore, the group receiving computer mediated audio based corrective

feedback instruction outperformed the computer mediated text based corrective feedback group in post-test of writing accuracy.

This study holds some limitations according to the context in which it was administered. The first limitation is that there are a lot of barriers to the use of computer-mediated corrective feedback in language learning in many different aspects related to using computer such as time limitation and financial issues. The second limitation is that language teachers often have some financial barriers to afford necessary hardware and software for using computer in the classrooms. The third limitation is that both students and teachers need training to learn to use computer. Because of the lack of time and energy and financial issues, the researcher could not go to other cities in Iran, attend the classes in these cities and give them the treatment to investigate whether this way can improve writing accuracy. Ideally speaking, such research projects should be over an extensive time period. However, the researcher had to implement the research over only 12 sessions to present the study. The other limitation is that the data was collected from intermediate level students, therefore, it cannot be generalized to other age ranges.

The results of this study can be used for all stakeholders of the field. Based on the results reported above, the findings of this survey carry important implications and suggest some ideas to autonomous learners, English teachers, material developers, and policy makers that help them in English language learning, and teaching.

Furthermore, every research project opens new ways for further investigations. In the light of the results of the present study, more studies are suggested in the area of using computer-mediated corrective feedback. Hence, based on the limitations of the study, some suggestions can be made for carrying out further research in the related area:

- Because the effectiveness of using computer-mediated corrective feedback was investigated based on their impact on students` writing accuracy, it is desirable to conduct studies to examine the impact of computer-mediated corrective feedback on the improvement of other language skills and sub-skills.
- It may be a good idea to carry out a similar research with both male and female adult learners at different levels of proficiency to check the impact of computer-mediated corrective feedback as a learning tool.
- The types of computer-mediated corrective feedback used for teaching can also be varied and their impact can be investigated based on the corrective feedback type.
- Finally, the researcher hopes that the results and implications of this research will be hopeful to administrators, practitioners, material developers, and teachers in similar contexts for making more proper decisions.

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Appendix A

Nelson Proficiency Test (200A-1976)

Choose the correct answer

Last June my brother ----1----- a car. He had had an old scooter before. But it ---2-- several times during the spring. "What you want is a second-hand mini," I suggested. "If you give me the money," he said," ----3--- one tomorrow." "I cannot give you the money." I replied," but what about aunt Myra. She must have enough. We ---4-- her since Christmas but she always hints that we --5----- go and see her more often."

We told our parents where we were going. They weren't the very happy about it and asked us not to go. So --6---- but later that same day something strange ----7--.A doctor ---8----us that aunt Myra ----9-- in to hospital for an operation "------10-----go and see her at the same time." said my mother." You two go today, bet don't mention the money."

When we --11---, aunt Myra --12--- 'I'm not seriously ill " she said, " but doctor Insists that--13--- to drive my car. You can have it if you promise --14--- me to the seaside now and again." We agreed, and now we quite enjoy our monthly trips to the coast with aunt Myra.

1.

a. Wanted to buy

b. Wanted buying

c. Liked to buy

d. Liked buying

2.

a. Was breaking down

b. Was breaking up

c. Had broken down

d. Had broken up

3.

a. I get

b. I'm getting

c. I'm going to get

d. I'll get

4.

a. Are not seeing

b. Have not seen

c. Did not see

d. Don't see

5.

a. Should

b. Shall

c. Would

d. Will

6.

a. That we haven't

b. That we didn't

c. We haven't

d. We didn't

7.

a. Occurred

b. Took the place

c. Passed

d. Was there

8.

a. Rang for telling

b. Rang to tell

c. Rung for telling

d. Rung to tell

9.

a. Had gone

b. Had been

c. Has gone

d. Has been

10.

a. We may not all

b. We can't all

c. All we can't

d. All we may not

11.

a. Have come here

b. Were arriving

c. Got there

d. Came to there

12.

a. Was seeing quite happily

b. Was seeming quite happy

c. Seemed quite happily

d. Seemed quite happy

13.

I'm getting so old

b. I'm getting too old

c .I get so old

d. I get too old

14.

a. Taking

b. Bringing

c. To take

d. To bring

Choose the correct answer. Only one answer is correct.

15. Can this camera ----------good photos?

A. Make B. To make C. Take D. To take

16. Who was the first person ----------today?

A. Spoke to you *B. You spoke to* *C. You spoke* *D. Whom you spoke*

17. I cannot find the book -------

A. Nowhere *B. Everywhere* *C. Any where* *D. Somewhere*

18. There was a house at--------

A. Mountain foot *B. The foot of the mountain*

C. The feet of the mountain *D. The mountain's foot*

19. A person who talks to ----------is not necessarily mad.

A. Himself *B. Oneself* *C. Yourself* *D. Itself*

20. I'll be 13 tomorrow----------?

A .Am I *B. Aren't I* *C. Won't I* *D. Will I*

21. Did you said-----Julia said?

A. What *B. That* *C. That what* *D. Which*

22. Spanish people usually speak---------- than English people.

A. Quicklier B. More quicklier C. More quickly D. More quicker

23. That old lady cannot stop me --------the tennis match on my radio,

A. To listen B. Listening C. Listen to D. Listening to

24. I haven't got a chair --------

A To sit B. For to sit on C. To sit on D. For sitting

25. ----------at the moment, I'll go to the shop.

A. For it doesn't rain B. As it doesn't rain

C .For it isn't rain D. As it isn't rain

26. Bill drinks------whisky.

A. Any B. None C. Too many D. So much

27. ---------- are very intelligent.

A. Both of them B. Both them C. Both they D. they both

28. In a shop ----------customers.

A. It is important pleasing B. It is important to please

C. There is important pleasing D. There is important to please

29. Don't leave your shoes on the table.

A. Put off them B. Take them off C. pick them off D. Put up them

30. --------in my class likes the teacher.

A. All persons B. All pupils C. Everyone D. All people

31. We expected about 20girls but there were ------ people there.

A. Another B. Others C. Some D. More

32. Your bicycle shouldn't be in the house.

A. Take it out B. Get out it C. Put it off D. Take away it

33. What time does the bus----- Braid ford?

A. Go away to B. Go away for C. Leave to D. leave for

34. She ----be in Canada because she's got a British passport.

A. Can't B. Is not able C. Mustn't D. Doesn't need

35. "Our daughter ----", they said.

A.Was born since three years B. Is born for three years ago

C. Was born three years ago D. Has been born since three years ago

36. When----English?

A. Has begun to study B. Has he begun study

C. Did he begin to study D. Did he begin study

37. Do you want some cheese ?No ----

A.I have some still B. I still have much

C. I don't want D.I've still got some

38. Breda like going to the theater and ----

A. So do I B. So go I C. So I like D. So I am

39. ----------from London to Edinburgh!

A. How long is there B. What a long way it is

C. What distance is there D. How long is

40. He's a good guitarist, but he plays the piano-----

A. Quite well B. Too hardly C. Very good D. Much better

41. When you go to the shops, bring me ----

A.A fruit tin B.A fruits tin C.A tin of fruit D.A tine of fruits

42. Molly doesn't eat fish.

A. So does John. B. Neither does John

C. John does too D. John doesn't that either

43. The airport is five miles-------

A. Away from here B. From here away

C. Far from here D. Far away from here

44. Please ask ----and see me.

A. To bill to come B. Bill to come C. To Bill come D. Bill come

45. She always bus ----my birthday.

A. Anything nice to *B. anything nice for*

C. Something awful to *D. Something awful for*

46. Aren't they your friends -----?

A. Of yours *B. Of you* *C. To yours* *D. To you*

47. She hardly ever eats -----potatoes.

A. Or bread or *B. Bread or* *C. Neither bread or* *D. Nether bread nor*

48. This is the record we ----

A. Like so much *B. Are liking so much*

C. Like it much *D. Are liking it much*

49. She's going to buy -------new trousers.

A. Some pair of *B. Some* *C.A couple* *D. This*

50. Is she going to school? No, ------

A. She doesn't *B She's cycling* *C .She get by bus* *D. To the shops*

Appendix B

Example of an IELTS test for pre-test

You should spend about 40 minutes on this task.

Write about the following topic:

To some people studying the past has little value in the modern world. Why do you think it is important to do so? What will be the effect if children are not taught history?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Appendix C

Example of an IELTS test for post-test.

You should spend about 40 minutes on this task.

Write about the following topic:

The number of elderly people in the world is increasing. What do you think are the positive and negative effects of this trend?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.