

Long-term strategies? Test-taker reading behaviour in a university foundation programme

**BAAL TEA SIG
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**Richard Spiby
Test Development Researcher**

Background context

- Turkish University – English medium (high B2 requirement)
- Needs analyses:
 - Freshman students
 - Faculty members
 - English teachers
 - Faculty course/text analysis
- Faculty reading requirements vs. student performance
- Priority = high demands for quantity
- Outcomes:
 - Use of longer texts in all reading tests
 - Balance of expeditious & careful reading
- Need to investigate actual reading behaviour
 - i.e., “Task assigned” = “task performed” ? (Coughlan and Duff, 1994)

Background Issues

- EAP reading needs (e.g. Moore et al. , 2012; Weir et al., 2009a)
 - Location of information
 - Quantity of text vs. time allowed
- Flexibility of reading styles and strategies
 - Link metacognition & cognition
 - Enable allocation of resources to task
 - Allow “compensating for deficiencies” elsewhere c.f. Stanovich (1980; 2000)
- Reading speed:
 - Desirable: 140-300 wpm (Carver, 1992; Grabe, 1991; Pressley, 2006)
 - Actual: 50-150 wpm? (Jensen, 1996; Chang, 2010)
 - Expeditious reading – bridging the gap
- Research approaches:
 - Large scale – quantitative , questionnaires (Weir et al., 2009, Khalifa ,2010)
 - Case studies – verbal protocols (Krishnan, 2011)
 - Eye-tracking (Bax, 2013; Brunfaut & McCray, 2015)
- Multidimensional tests justified but expeditious underrepresented

CEFR - Reading

OVERALL READING COMPREHENSION

- **C1** *Can understand in detail **lengthy, complex texts**, whether or not they relate to his/her own area of speciality, **provided he/she can reread difficult sections.***
- **B2** *Can read with a large degree of independence, **adapting style and speed of reading to different texts and purposes...***

CEFR - Reading

- **READING FOR ORIENTATION**
- **C1/B2** No descriptors
- **B2** *Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports...*
- **Skilled, mature readers** are much more likely to **scan** a text for highly information-bearing elements **in order to establish an overall structure of meaning and then return to read more closely** – and if need be to re-read a number of times – such words, phrases, sentences and paragraphs as are of particular relevance to their needs and purposes

ALTE - Reading

- **C2** Can understand documents, correspondence and reports, including the finer points of complex texts.
- **C1 Can read quickly enough to cope with an academic course** to read the media for information or to understand non-standard correspondence
- **B2 Can scan texts for relevant information** and understand detailed instructions or advice.

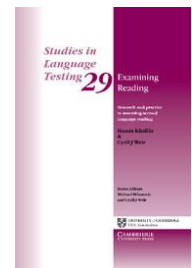
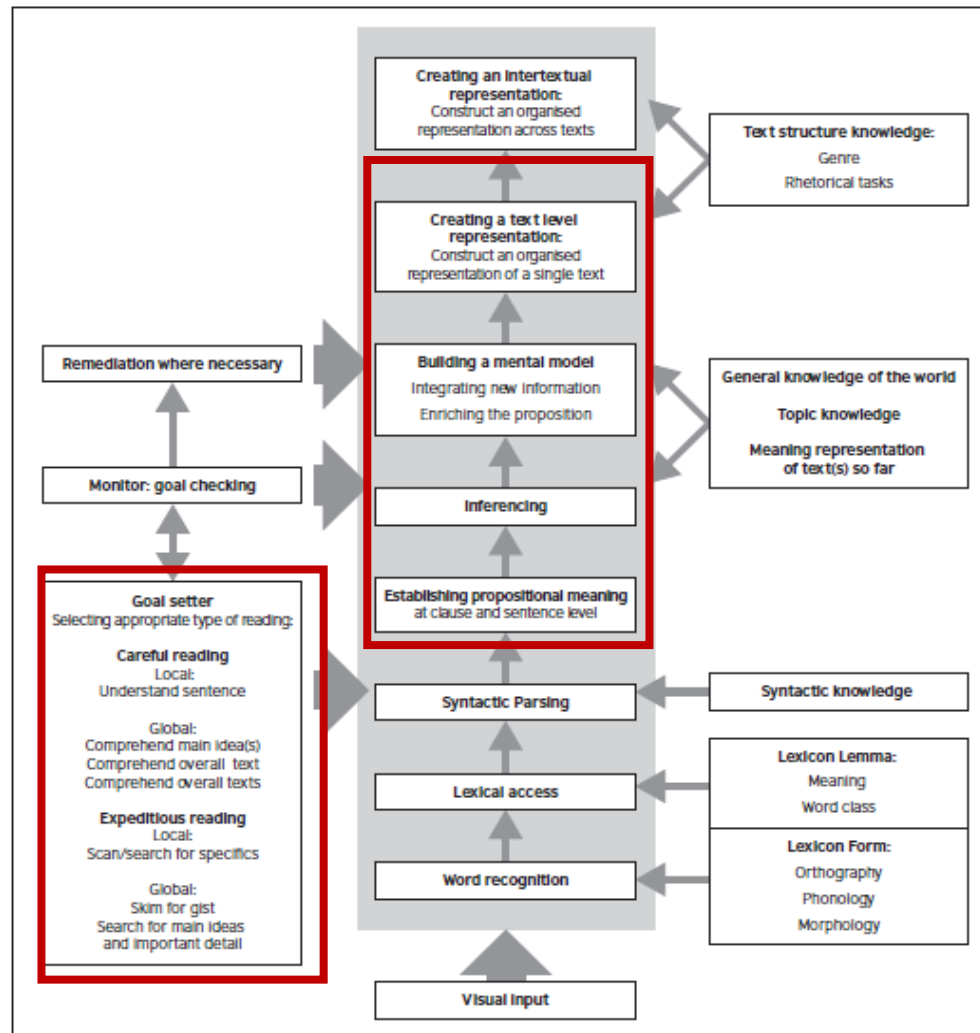
Matrix of Reading Types

Urquhart & Weir (1998), Khalifa & Weir (2009)

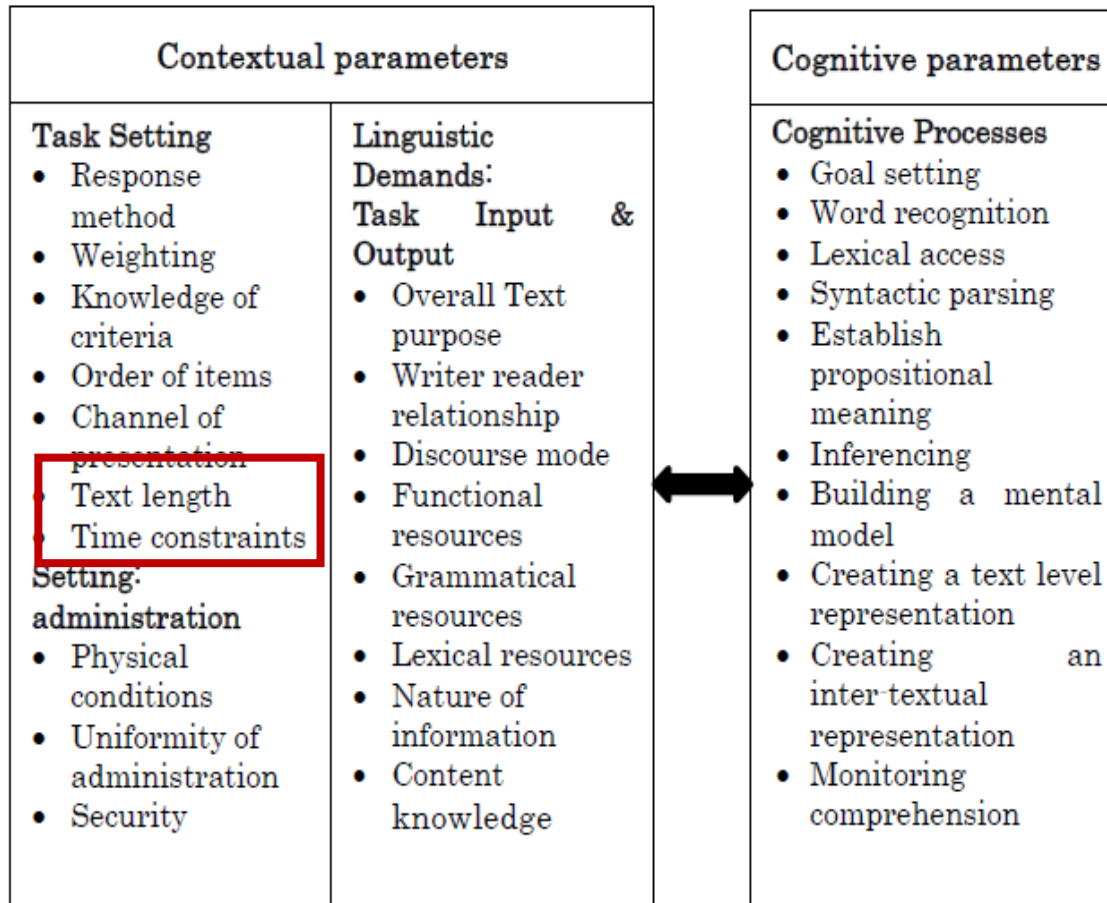
	Global level	Local level
Expeditious Reading <i>Potentially non-linear</i> <i>Reader-driven</i> <i>Fast processing</i> <i>Selective sampling of text</i> <i>Limited careful reading</i>	Skimming quickly to establish discourse topic and main ideas, or macrostructure of text, or relevance to needs	Scanning to locate specific points of information
	Search reading to locate quickly and understand information relevant to predetermined needs	
Careful Reading <i>Linear</i> <i>Text-driven</i> <i>Slow Processing</i> <i>Full comprehension</i>	Establishing accurate comprehension of explicitly stated main ideas and supporting details across sentences	Establishing accurate comprehension of explicitly stated main idea or supporting details within a sentence
	Making propositional inferences	Identifying lexis
	Establishing how ideas and details relate to each other in a whole text	Understanding syntax

Cognitive Processing in Reading

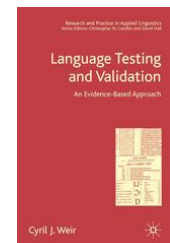
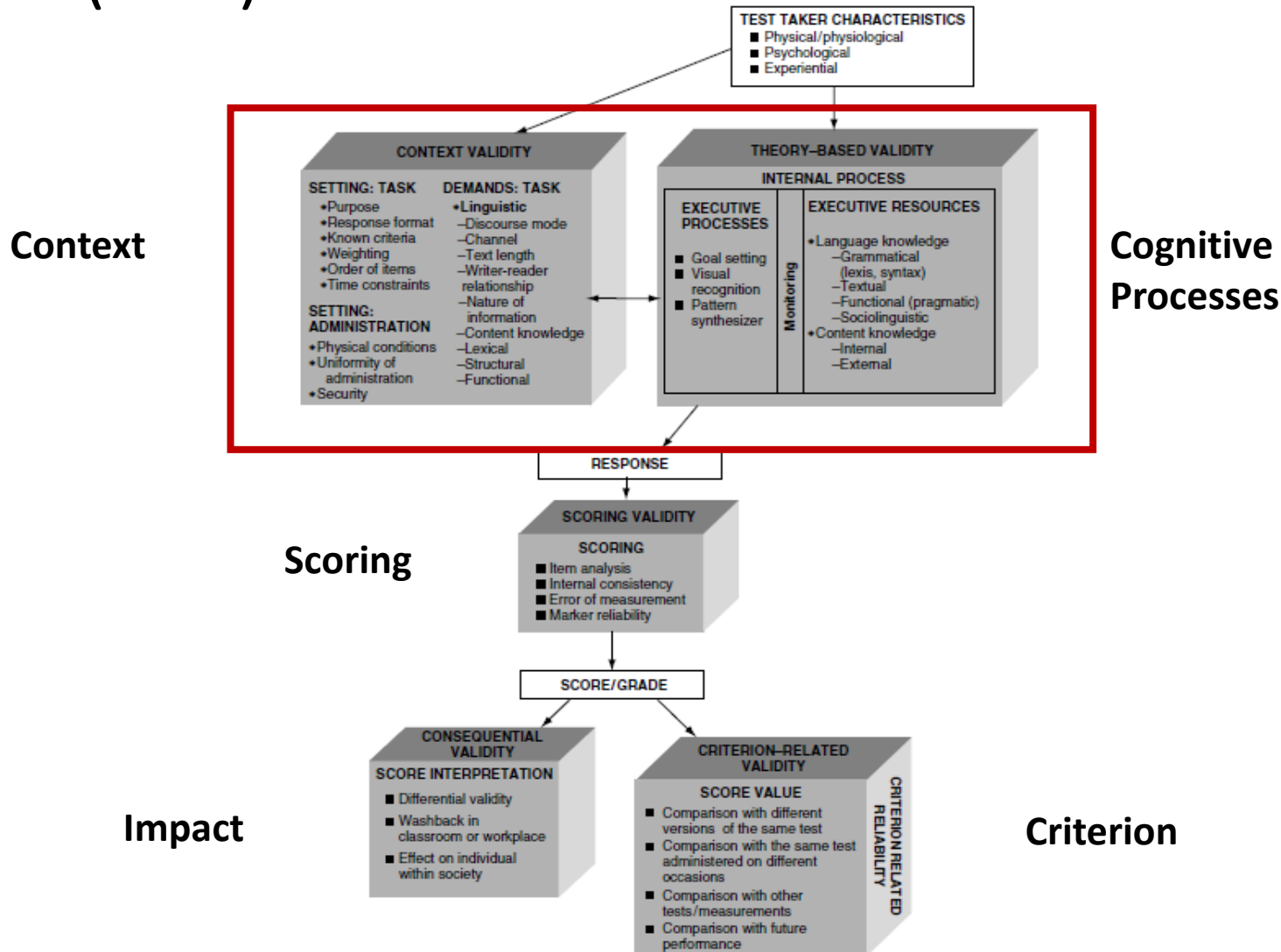
Khalifa & Weir (2009)



Contextual and Cognitive Parameters for Reading Khalifa & Weir (2009)



Socio-cognitive Framework for Validating Reading Tests Weir (2005)



Research questions:

- a) To what extent does *performance vary* on tests of expeditious and careful reading?
- b) According to candidates' self-reports, what are the *differences between the strategies* they employ on tests of expeditious and careful reading?

Study Methodology

- Informants
 - 88 upper-intermediate students (CEFR B2)
 - 3 upper-intermediate course instructors/testers
- Procedure
 - 2 tests – 3000-word text
 - expeditious – 8 matching items, 16 minutes.
 - careful reading – 13 open-ended short answer items, 45 minutes.
 - 2 questionnaires to students
 - Interviews (stimulated retrospective think-aloud) with 10 students + 3 instructors

'A long text' - 700 words

Final Exam Practice June 9, 2014 Reading Section

Cities – The Urban Environment

City Life

- In the past, the emphasis of environmental action has most often been on wilderness, wildlife, endangered species, and the impact of pollution on natural landscapes outside cities. Now it is time to turn more of our attention to city environments. In the development of the modern environmental movement in the 1950s and 1970s, it was fashionable to consider everything about cities bad and everything about wilderness good. Cities were thought of as polluted, lacking in wildlife and native plants, dirty, and artificial—and therefore bad. Wilderness was considered as unpolluted, clean, full of wildlife and native plants, and natural—and therefore good. Although it was fashionable to disdain cities, the majority of people live in urban environments and have suffered directly from their decline.
- In the past, little public concern was focused on urban ecology; as a result, many urban people saw environmental issues as outside their area. However, today, there is a rebirth of interest in urban environments and in the development of urban ecology as city dwellers are at the center of some of the most important environmental issues. People are now realizing that city and wilderness are inextricably connected. We cannot fight the wilderness while our Roman burn from sulfur dioxide and nitrogen oxide pollution. Environmental scientists are realizing the importance of analyzing the urban environment. The National Science Foundation has added two urban areas, Baltimore and Phoenix, to its Long-Term Ecological Research Program, a program that supports long-term monitoring as well as research on specific ecosystems and regions.
- Worldwide, as we have seen, we are becoming an increasingly urbanized species. In the United States, about 75% of the population live in urban areas, and about 25% live in rural areas. Today, approximately 45% of the world's population, 2.75 billion people, live in cities. It is projected that 65% of the population, 6.5 billion people, will live in cities by the year 2025. Economic development leads to urbanization; 75% of people in developed countries live in cities, but only 38% of the people in the poorest developing countries are city dwellers.
- Not only is human population increasingly urbanized, but there is rapid growth of huge metropolitan areas with more than 8 million residents. In 1950, the world had only two such areas: New York City with its nearby New Jersey area (12.2 million residents) and greater London (12.4 million). By 1975, Mexico City, Los Angeles, Tokyo, Shanghai, and São Paulo, Brazil, had joined this list. In 1995, there were 23 such areas, 17 of them in the developing world. By 2015, there will be 36 megacities; and 23 of them will be located in Asia. Los Angeles and New York City are among the 10 largest megacities.

The City as a System

- One of the ways in which we can improve the management of cities is to analyze the city as an ecological system. Like any other life-supporting system, a city must maintain a flow of energy, provide necessary material resources, and have ways of removing wastes. These ecosystem functions are maintained in a city by transportation and communication with outlying areas. A city is not a self-contained ecosystem; it depends on other cities and rural areas. A city takes in raw materials from the surrounding countryside: food, water, wood, energy, mineral ores, everything that a human society uses. In turn, the city produces and exports material goods and, if it is a truly great city, exports ideas, innovations, inventions, art, and the spirit of civilization. A city cannot exist without a countryside to support it. As was said half a century ago, city and country, urban and rural, are one thing—one connected system of energy and material flows—not two things.

Final Exam Practice June 9, 2014 Reading Section

- Cities also export waste products to the countryside, including polluted water, air, and solids. It has been estimated that the average city resident in an industrial nation annually uses (directly or indirectly) 208,000 kg (239 tons) of water, 660 kg (0.8 tons) of food, and 3,146 kg (3.5 tons) of fossil fuels and produces 1,660,000 kg (1826 tons) of sewage, 660 kg (0.8 tons) of solid wastes, and 200 kg of air pollutants.

‘A long text’ – 1050 words

Final Exam Practice

June 9, 2014

Listening Section

Cities – The Urban Environment

City Life

- In the past, the emphasis of environmental action has most often been on wilderness, wildlife, endangered species, and the impact of pollution on natural landscapes outside cities. Now it is time to turn more of our attention to city environments. In the development of the modern environmental movement in the 1960s and 1970s, it was fashionable to consider everything about cities bad and everything about wilderness good. Cities were thought of as polluted, lacking in wildlife and native plants, dirty, and artificial—and therefore bad. Wilderness was considered as unpolluted, clean, full of wildlife and native plants, and natural—and therefore good. Although it was fashionable to disdain cities, the majority of people live in urban environments and have suffered directly from their decline.
 - In the past, little public concern was focused on urban ecology; as a result, many urban people saw environmental issues as outside their area. However, today, there is a rebirth of interest in urban environments and in the development of urban ecology as city dwellers see at the center of some of the most important environmental issues. People are now realizing that city and wilderness are inextricably connected. We cannot fiddle in the wilderness while our Romans burn from sulfur dioxide and nitrogen oxide pollution. Environmental scientists are realizing the importance of analyses of the urban environment. The National Science Foundation has added two urban areas, Baltimore and Phoenix, to its Long-Term Ecological Research Program, a program that supports long-term monitoring as well as research on specific ecosystems and regions.
 - Worldwide, as we have seen, we are becoming an increasingly urbanized species. In the United States, about 75% of the population live in urban areas, and about 25% live in rural areas. Today, approximately 45% of the world's population, 2.5 billion people, live in cities. It is projected that 62% of the population, 6.5 billion people, will live in cities by the year 2025. Economic development leads to urbanization; 75% of people in developed countries live in cities, but only 38% of the people in the poorest developing countries are city dwellers.
 - Not only is human population increasingly urbanized, but there is rapid growth of huge metropolitan areas with more than 8 million residents. In 1950, the world had only two such areas: New York City with its nearby New Jersey areas (12.2 million residents) and greater London (12.4 million). By 1975, Mexico City, Los Angeles, Tokyo, Shanghai, and São Paulo, Brazil, had joined this list. In 1995, there were 23 such areas, 17 of them in the developing world. By 2015, there will be 34 megacities, and 23 of them will be located in Asia. Los Angeles and New York City are among the 10 largest megacities.
- The City as a System**
- One of the ways in which we can improve the management of cities is to analyze the city as an ecological system. Like any other life-supporting system, a city must maintain a flow of energy, provide necessary material resources, and have ways of removing wastes. These ecosystem functions are maintained in a city by transportation and communication with outlying areas. A city is not a self-contained ecosystem; it depends on other cities and rural areas. A city takes in raw materials from the surrounding countryside: food, water, wood, energy, mineral ores, everything that a human society uses. In turn, the city produces and exports material goods and, if it is a truly great city, exports ideas, innovations, inventions, arts, and the spirit of civilization. A city cannot exist without a countryside to support it. As was said half a century ago, city and country, urban and rural, are one thing—one connected system of energy and material flows—not two things.

Final Exam Practice

June 9, 2014

Listening Section

- Cities also export waste products to the countryside, including polluted water, air, and solids. It has been estimated that the average city resident in an industrial nation annually uses (directly or indirectly) 200,000 kg (220 tons) of water, 600 kg (0.3 tons) of food, and 3,146 kg (6.5 tons) of fossil fuels and produces 1,640,000 kg (1,826 tons) of sewage, 640 kg (0.8 tons) of solid wastes, and 200 kg of air pollutants. If these are exported without care, they pollute the countryside, reducing the countryside's ability to provide necessary resources for the city and making life in the surroundings less healthy and less pleasant.
- With such dependencies and interactions between city and surroundings, it is no wonder that relationships between people in cities and in the countryside have often been strained. Why, country dwellers want to know, should they have to deal with the wastes of those in the city? The answer is that many of our serious environmental problems occur at the interface between urban and rural areas. People who live outside but near a city have a vested interest in maintaining a good environment for their city and maintaining a good system for managing the city's resources.
- There are many ways to make cities pleasing environments, including the development of parks, connecting cities in an environmentally and aesthetically sound way to major landscape features such as rivers and nearby mountains. As we will also see, there is a long tradition of city planning with the goal of making cities pleasing environments. By using both the long experience in city planning and modern knowledge from environmental sciences, we can make cities of the future healthier and more satisfying to people and better integrated within the environment. An argument has been made frequently that beautiful cities are not only healthy but attract people, thereby relieving pressures on the countryside.
- With the growing human population, we can imagine two futures. In one, cities are pleasing and livable; use resources from outside the city in such a way that those resources are sustainable; minimize pollution of the surrounding country; and allow room for wilderness, agriculture, and forestry. In the other future, cities continue to be seen as environmental disasters and allowed to decay from the inside. People flee them to grander and more expensive suburbs that occupy much land, and the poor who remain live the city life in an unhealthy and unpleasant environment, without care for the city, its technological structure declines and it pollutes even more than in the past. Trends in both directions appear to be occurring.

'A long text' 3000 words

Final Exam Practice June 6, 2014 Skimming Section

Cities – The Urban Environment

City Life

- In the past, the emphasis of environmental action has most often been on wilderness, wildlife, endangered species, and the impact of pollution on natural landscapes outside cities. Now it is time to turn more of our attention to city environments. In the development of the modern environmental movement in the 1940s and 1970s, it was fashionable to consider everything about cities bad and everything about wilderness good. Cities were thought of as polluted, lacking in wildlife and native plants, dirty, and artificial—and therefore bad. Wilderness was considered as unspoiled, clean, full of wildlife and native plants, and natural—and therefore good. Although it was fashionable to disdain cities, the subject of people living in urban environments and how it affected diversity from their decline.
 - In the past, little public concern was focused on urban ecology, as a result, many urban people saw environmental issues as outside their area. However, today, there is a shift of interest in urban environments and in the development of urban ecology as a discipline at the centre of some of the most important environmental issues. People are now realising that city and wilderness are inextricably connected. We cannot afford to be wilderness while our homes burn from sulfur dioxide and nitrogen oxide pollution. Environmental scientists are realising the importance of analyses of the urban environment. The National Science Foundation has added two urban areas, Baltimore and Phoenix, to its Long-Term Ecological Research Program, a program that supports long-term monitoring as well as research on specific ecosystems and regions.
 - Worldwide, as we have seen, we are becoming an increasingly urbanised species. In the United States, about 75% of the population lives in urban areas, and about 15% live in rural areas. Today, approximately 45% of the world's population, 3.7 billion people, live in cities. It is projected that 62% of the population, 6.5 billion people, will live in cities by the year 2025. Economic development leads to urbanisation. 75% of people in the poorest developing countries live in cities, but only 35% of the people in the poorest developing countries are city dwellers.
 - Not only is human population increasingly urbanised, but there is rapid growth of large metropolitan areas with more than 8 million residents. In 1950, the world had only two such areas: New York City with its nearby New Jersey area (12.2 million residents) and Greater London (12.4 million). By 1975, Mexico City, Los Angeles, Tokyo, Shanghai, and Sao Paulo, Brazil, had joined this list. In 1995, there were 23 such areas, 17 of them in the developing world. By 2015, there will be 35 megacities, and 21 of them will be located in Asia. Los Angeles and New York City are among the 10 largest megacities.
- The City as a System**
- One of the ways in which we can improve the management of cities is to study the city as an ecological system. Like any other life-supporting system, a city needs a flow of energy, provide necessary material resources, and have ways of removing wastes. These ecosystem functions are maintained in a city by transportation and communication with outside areas. A city is not a self-contained ecosystem, it depends on other cities and rural areas. A city takes in raw materials from the surrounding countryside: food, water, wood, energy, mineral ores, everything that a human society uses. In the city, the products and services are produced. A city cannot exist without a consequent flow of energy, water management, and waste. A city and its surrounding rural area, are one thing—a connected system of energy and material flows—not two things.

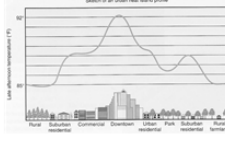
however, the harbor had seriously silted in and became blocked. The limited technology of the time did not make dredging possible and the harbor could not be cleared. This problem, combined with political events led to a decline in the importance of Bruges—a decline from which it never recovered. Today, Bruges still lives, a beautiful city with many fine examples of medieval architecture. Ironically, the fact that these buildings were never replaced with modern ones makes Bruges modern tourist destination. Ghent, Belgium, and Ravenna, Italy are examples of other cities whose harbors silted. As human effects on the environment remain to global change, there may be rapid, serious changes in the sites of many cities. For example, if global warming occurs and sea levels rise, many coastal cities will be subject to flooding.

The City as an Ecosystem

- A city changes the landscape, and because it does, it also changes the relationship between biological and physical aspects of the environment. Many of these changes are related to the natural environmental support, water management, or climate. They are mentioned here with a focus on how effective city planning can reduce the problems.

The Urban Atmosphere and Climate

- Cities affect the local climate, as the city changes, so does its climate. Cities are generally less windy than suburban areas, because buildings and other structures obstruct the flow of air. But city buildings also channel the wind, sometimes creating local wind tunnels with high wind speeds. The actual flow of wind around one building is influenced by nearby buildings. The total wind flow through a city is the result of the relationships among all the buildings. Thus, in planning new buildings, its location among other buildings as well as its shape must be taken into account. In some cases, when this has not been done, dangerous winds around tall buildings have resulted in blow-out windows. A famous example involved the John Hancock building in Boston.



- Recall that a city can receive less sunlight than the countryside because of the particles in the atmosphere over cities. Often, urban areas have 10 or more times more particles than surrounding areas. In spite of the reduced energy received from the sun, cities are warmer than surrounding areas (a city is a heat island), for two reasons. One is increased heat production: the burning of fossil fuels and other industrial and residential activities. The other is a decreased rate of heat loss, partly owing to the abundance of building and paving materials, which act as solar collectors.
- Until modern times, it was common to make use of solar power to heat city houses. Our century is a major exception to this approach, because cheap and easily accessible fossil fuels have led us to forget certain fundamental lessons. Cities in ancient Greece, Rome, and China were designed so that houses and patio faced south and passive solar energy applications were accessible to all households. Today, we are beginning to appreciate the importance of solar energy once again. Some cities have enacted solar energy ordinances that make it illegal to shade another property owner's building in such a way that it loses solar heating capability.

Final Exam Practice June 6, 2014 Skimming Section

- Cities also export waste products to the countryside, including polluted water, air, and solids. It has been estimated that the average city resident in an industrial nation annually uses directly or indirectly 208,000 kg (229 tons) of water, 650 kg (0.8 tons) of food, and 3,145 kg (3.5 tons) of fossil fuels and produces 1,690,000 kg (1826 tons) of sewage, 490 kg (0.5 tons) of solid wastes, and 200 kg of air pollution. If these are exported without care, they pollute the countryside, reducing the countryside's ability to provide necessary resources for the city and making life in the surrounding less healthy and less pleasant.
- With such dependencies and interactions between city and surroundings, it is no wonder that relationships between people in cities and in the countryside have often been strained. "Why, country dwellers want to know, should they have to deal with the wastes of those in the city? The answer is that many of our serious environmental problems occur at the interface between urban and rural areas. People who live outside but use a city have a vested interest in maintaining a good environment for that city and maintaining a good system for managing the city's resources.
- There are many ways to make cities pleasing environments, including the development of parks, connecting cities in an environmentally and aesthetically sound way to major landscape features such as rivers and nearby mountains. As we will also see, there is one restriction on city planning with the goal of making cities a pleasing environment. By using both the long experience in city planning and modern knowledge from environmental science, we can make the vast majority of the future beautiful and more satisfying to people and better integrated within the environment. An argument has been made frequently that beautiful cities are not only healthy but attract people, thereby relieving pressures on the countryside.
- With the growing human population, we can imagine two futures: In one, cities are pleasing and livable; use resources from outside the city in such a way that those resources are sustainable; maintain pollution of the surrounding country; and allow room for wilderness, agriculture, and forestry. In the other future, cities continue to be seen as environmental negatives and allowed to decay from the inside. People flee them in greater and more expensive numbers that occupy much land, and the poor who remain in the city live in a squalid and unpleasant environment, without care for the city, its technological impact declines and it produces even more trash in the past. Trends in both directions appear to be occurring.

Site and Situation: The Location of Cities

- There is one idea that our modern life leads with its rapid transportation and its many electronic tools. This idea is one that cities are not located at random but develop mainly because of local conditions and regional benefits. In most cases, they grow up at crucial transportation locations (the aspect of what is called the city's situation) and are best described with good building locations, water supplies, and access to resources (qualities related to what is called site). The primary reason cities that have been located primarily by these factors. For example, Washington, D.C. was located to be near the geographic center of the area of the original 13 states, but the site was primarily unimpaired, and the nearby Baltimore provided the major harbor of the region.
- The location of a city is influenced by the two factors just mentioned: site, which is the summation of the environmental features of that location, and situation, which is the placement of the city with respect to other areas. A good site includes a good geologic substrate suitable for building construction, such as a firm, level base and well-drained slopes. A good situation includes nearby supplies of drinkable water, and good nearby lands suitable for agriculture, abundant timber, and other natural resources. It is also easy to build a city where the climate is benign—

Water in the Urban Environment

- The construction of modern cities affects the water cycle greatly, in two affecting soils and, consequently, plants and animals in the city. Paved city streets and city buildings prevent water infiltration. As a result, most rain runs off directly and is channeled into storm sewer systems. That city surfaces also prevent water in the soil from evaporating to the atmosphere. In actual ecosystem, evaporation is an important way of cooling the surface. City pavements increases the chances of local flooding within the city, and the increased runoff from the city to the countryside can increase the chances of flooding elsewhere. New methods of managing water may alleviate this problem by controlling and reducing the speed and quality of water running off pavement and into streams. For example, in Alexandria, Virginia, central library parking lot includes wetland vegetation and soils. These temporarily absorb runoff from the parking lot. The vegetation removes some of the pollutants, and the plantings slow down the speed of water flow.
- Because of reduced evaporation, midlatitude cities generally record a lower relative humidity (2% lower in winter to 5% lower in summer) than the surrounding countryside. At the same time, cities can have higher local rainfall than their surroundings, because dust above a city provides particles for condensation of raindrops. Some urban areas have 5% to 10% more rain and considerably more cloud cover and fog than do surrounding areas. Fog is particularly troublesome in the winter and may impede ground and air traffic.

Pollution in the City

- Everything is concentrated in a city, including pollutants. City dwellers are exposed to more kinds of toxic chemicals in higher concentrations and to more human-produced noise, heat, and particles than their rural neighbors. This environment makes life less pleasant. Lives are shortened by an average of one to two years in the most polluted cities in the United States. The city with the greatest number of early deaths is Los Angeles, with an estimated 5,970 early deaths per year, followed by New York with 4,024, Chicago with 3,479, Philadelphia with 2,590, and Detroit with 2,113.
- Some urban pollution comes from motor vehicles, which have contributed lead in gasoline (when it is still used), nitrogen oxides, ozone, carbon monoxide, and other pollutants from exhaust. Stationary power plants also produce harmful pollutants. Home heating is a third source, contributing particles, sulfur oxides, carbon monoxide, and other toxic gases. Industries are a fourth source, contributing a wide variety of chemicals. The primary sources of particulate pollution, which consists of sulfur dioxide and particles from emissions of sulfur dioxide and volatile organic compounds, are older, coal-burning power plants, industrial boilers, and gas- and diesel-powered vehicles.
- Although it is impossible to eliminate exposure to pollutants in a city, it is possible to reduce the exposure through careful design, planning, and development. For example, when lead was used in gasoline, exposure to lead was greater than in areas with a road base away from it. Exposure to lead could be reduced by placing houses and recreational areas away from roadways and by developing a buffer zone that made use of trees that we maintain to the pollutant and that absorbed pollutants and slowed the rate of spread.

Final Exam Practice June 6, 2014 Skimming Section

meaning that it does not suffer extremes of temperature and rainfall and is not subject to frequent storms. However, many important cities have been built on difficult locations. For example,

- Minneapolis—Pool is a city with a cold winter and hot summer; Houston, Texas, experiences hot, moist summers, and Miami, Florida, is among many cities that lie in the path of hurricanes. In these cases, one negative aspect of site has been overcome with modern engineering technology.
 - The environmental situation strongly affects the development and importance of a city, particularly with regard to transportation and defense. "Many ways are essential for transportation. Especially in early times, before railroads, automobiles, and airplanes, cities depended on water for transportation. Most early cities were located on or near waterways. In the ancient Roman Empire, for example, all important cities were located near waterways. Waterways have continued to influence the locations of cities; most major cities of the eastern United States are situated either at major ocean harbors or on major rivers.
 - Cities are often founded at other kinds of crucial transportation points, growing up around a market, a river crossing, a ford. Newcastle, England, and Budapest, Hungary, are located at the lowest bridging points on their rivers; other cities, such as Geneva, are located where a river enters or leaves a major lake. Some well-known cities are located at the confluence of major rivers: Saint Louis sits on the confluence of the Missouri and Mississippi rivers; Moscow, Saint Petersburg, Pennsylvania, Koblenz, Germany, and Khartoum, Sudan are located at the confluence of several rivers. Many famous cities are located at crucial defensive locations, such as one on an adjacent to easily defended rock outcrops. Examples include Edinburgh, Athens, and Salzburg, Austria. Other cities are situated on peninsulas—for example, Monaco and Istanbul.
 - An ideal location for a city has both a good site and good situation, but such a place is difficult to find. Paris is perhaps one of the best examples of a perfect location for a city—was with both a good site and good situation. Paris began on an island more than 2,000 years ago, the island providing a natural moat for defense and waterways for transportation. Surrounding countryside, a fertile lowland called the Paris Basin, afforded good local agriculture and had other natural resources.
- Site Modification**
- Site is modified by the environment, but technology and environmental changes alter sites for better or worse. People can improve the site of a city and have done so when the situation of the city made it important and when its citizens could afford large projects. An excellent situation can be maintained or improved for a poor site. However, improvements are a good situation but the site to the city can persist.
 - For example, New Orleans, at the mouth of the Mississippi, has a good situation but a poor site. An important transportation center at the mouth of the Mississippi River, it lies on low mud flats of the delta, which are not suitable, are subject to frequent floods, and provide poor naturalness for construction. Backwaters and swamps offer little as a local resource for agriculture but provide breeding habitats for mosquitoes. Flooding in the Gulf of Mexico is a defect of the site. The situation of New Orleans was especially important at the time of the founding of the United States and throughout the 19th century, both for transportation and as a place of the center, as illustrated by the importance of the Battle of New Orleans at the end of the War of 1812. Modern construction methods, including levees to prevent flooding, have improved the site.
 - Transformation of a site over time can have adverse effects. For example, Bruges, Belgium, developed as an important center for commerce in the 13th century because its harbor on the English Channel permitted trade with England and other European nations. By the 16th century,

Test formats

Expeditious

- This part of the exam aims to test your ability to locate main ideas in a text. The text is about major environmental issues related to cities.
- Each of the following headings matches one of the paragraphs in the text. Write the paragraph number next to the correct heading. The headings are not in the same order as the information in the text. One of the answers is given as an example.
- It may be useful to spend a few minutes previewing the text before you begin answering the questions.
- Each question is worth 1 point.

Paragraph
Number

Heading

<u>Paragraph Number</u>	<u>Heading</u>
12	<i>e.g. The importance of waterways for the situation of a city.</i>
	a) Making cities attractive for people to live in.
	b) Utilising the power of the sun as a source of energy.
	c) A rare example of a city which has a very good position.
	d) The increase in the number of very large cities in the world.
	e) Optimistic and pessimistic views of the future development of cities.
	f) The negative impact of change in the site of a city.
	g) Different sources of air pollution in cities.
	h) Growing awareness of the importance of the urban environment.

Careful

- You have **45 minutes** for this part.
- Read the text and write your answers in the spaces provided below. Where blanks are provided, give short answers of one or more words.
- The questions are in the order in which the information appears in the text (1 point each question).

1. As nuclear plants became common, what unexpected disadvantage of nuclear power became known?

2. Which aspect of coal-generated electricity is most harmful to human health?

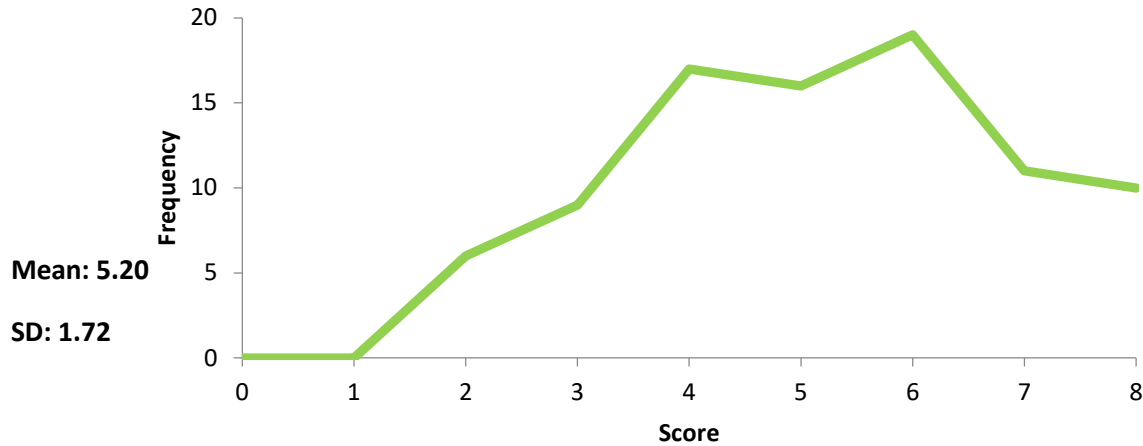
3. What measurement is used by Dr. Bernard L. Cohen to show the danger of different methods of generating electricity?

4. Why does the production of nuclear power produce greenhouse gases?

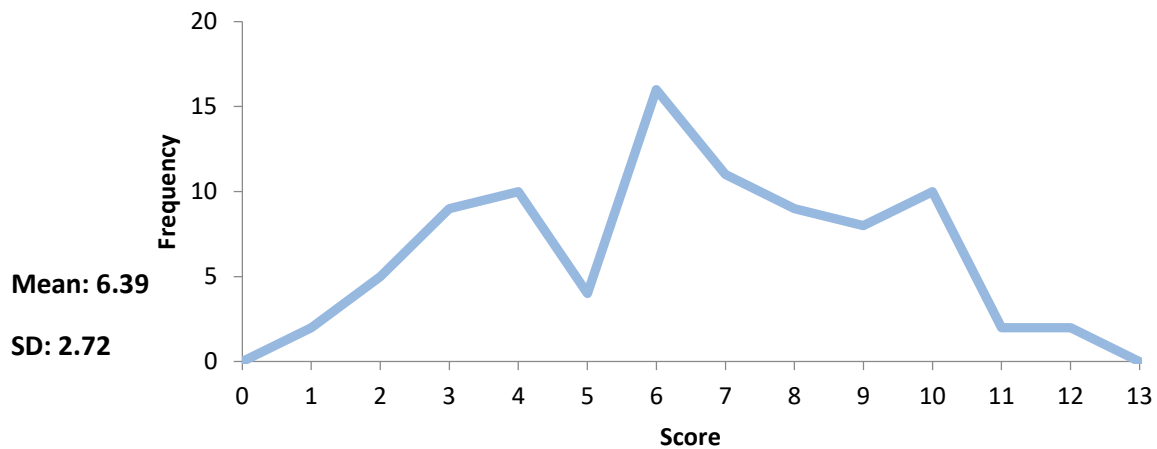
5. Which source of energy could possibly be replaced by nuclear power in electricity production?

Score Distributions (1)

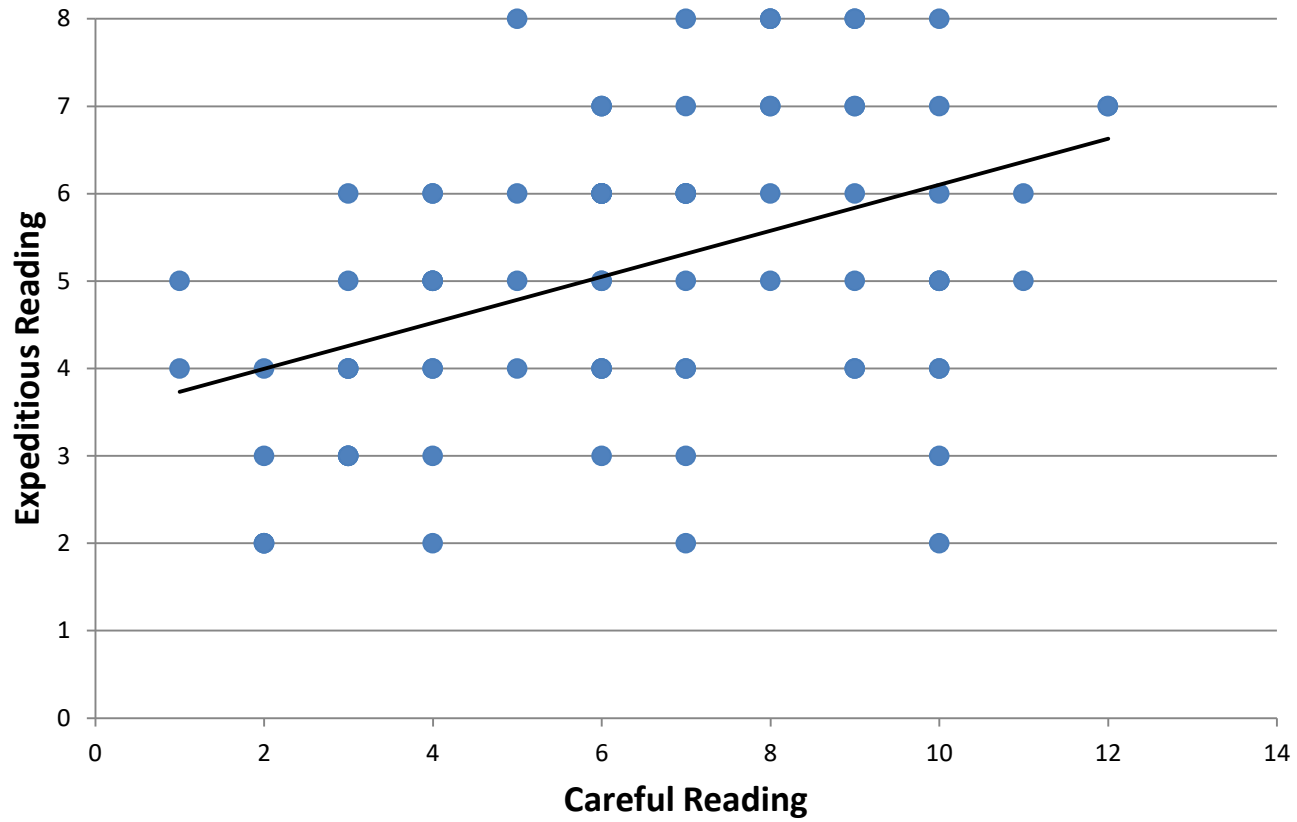
Expeditious Reading



Careful Reading

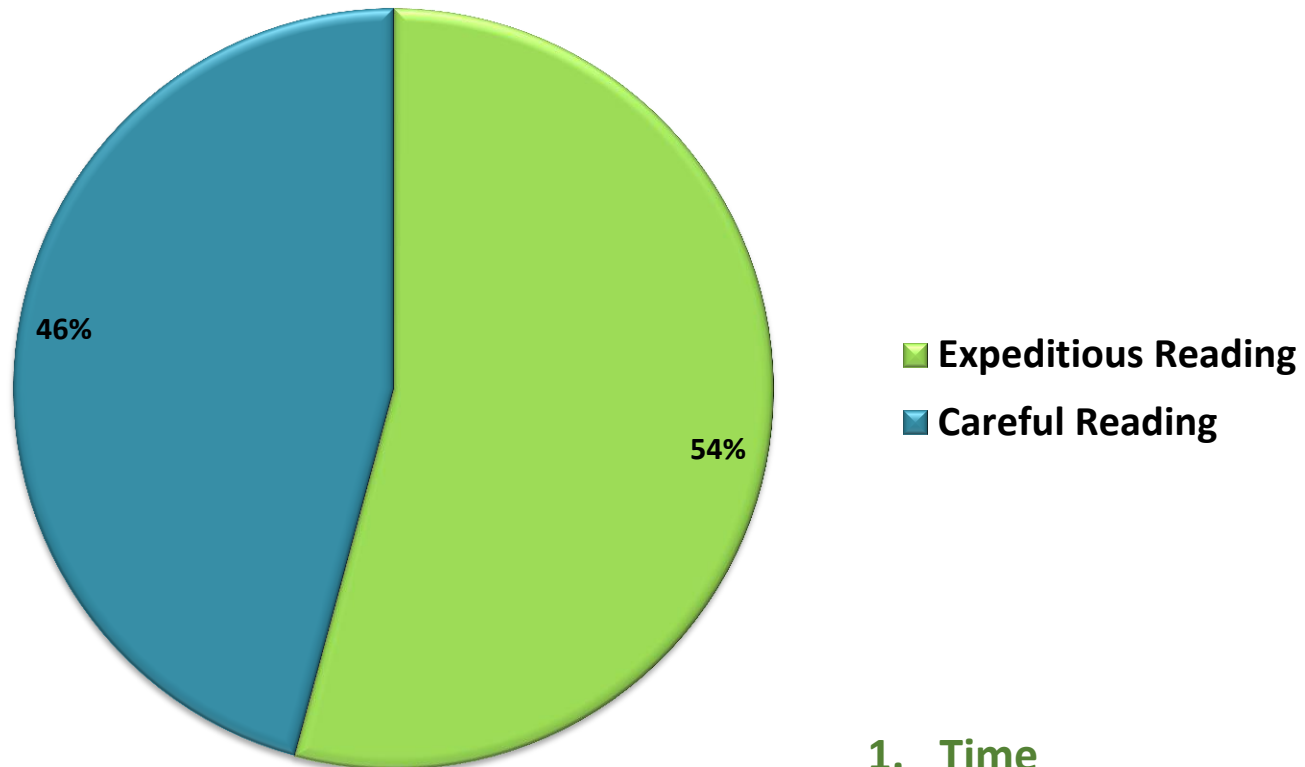


Score Distributions (2)



Correlation $r=0.44$, $p<0.001$

Which test is more difficult?

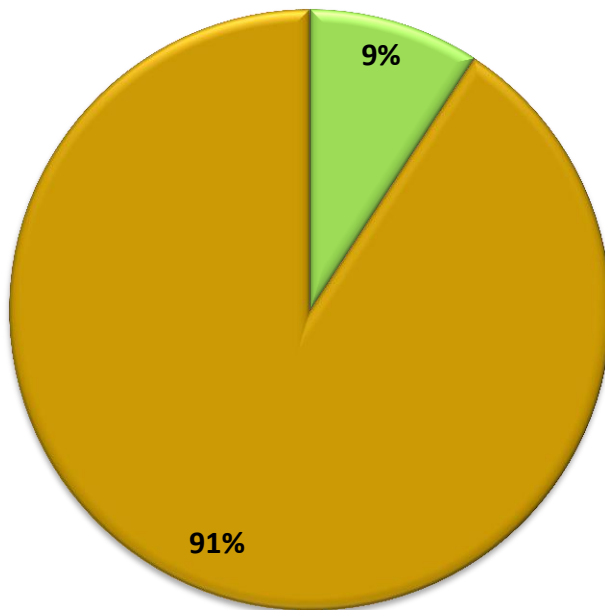


1. Vocabulary
2. Time
3. Text length
4. Topic

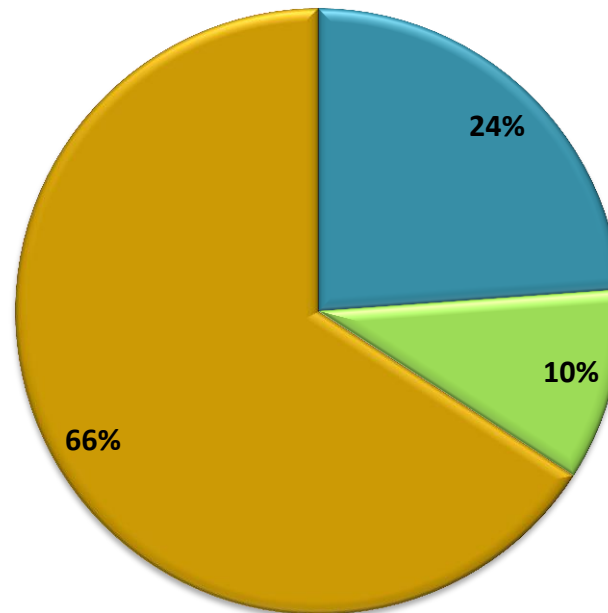
1. Time
2. Text length
3. Vocabulary
4. Text organisation

Previewing Behaviour

Expeditious Reading



Careful Reading



- Text - slow reading
- Text - quick reading
- Questions first

Overall approaches to the text and task

1. I read the **title** and the **subheadings** before reading the text.
2. I only read the parts of the text which seemed **related to specific questions**.
3. I read the **last paragraph** before some other parts of the text.
4. I tried to understand the **organization of the text**.
5. I read different parts of the text at **different speeds**.

6. I looked for **relationships between** different **ideas** in different parts of the text.
7. I **translated** important words and ideas into Turkish/my own language.
8. I read all of the **first paragraph**.
9. I thought about the **background knowledge** I have about this topic.

10. I tried to understand the **ideas in every sentence** very clearly.
11. I read the **text in order** from beginning to end.
12. I tried to answer the **questions in** the same **order** as they are written.
13. I **read** difficult or important **parts of the text twice** or more.

Most common approaches to the text and task according to associated reading style

Expeditious

- Assessing text organisation
- Varying reading speed

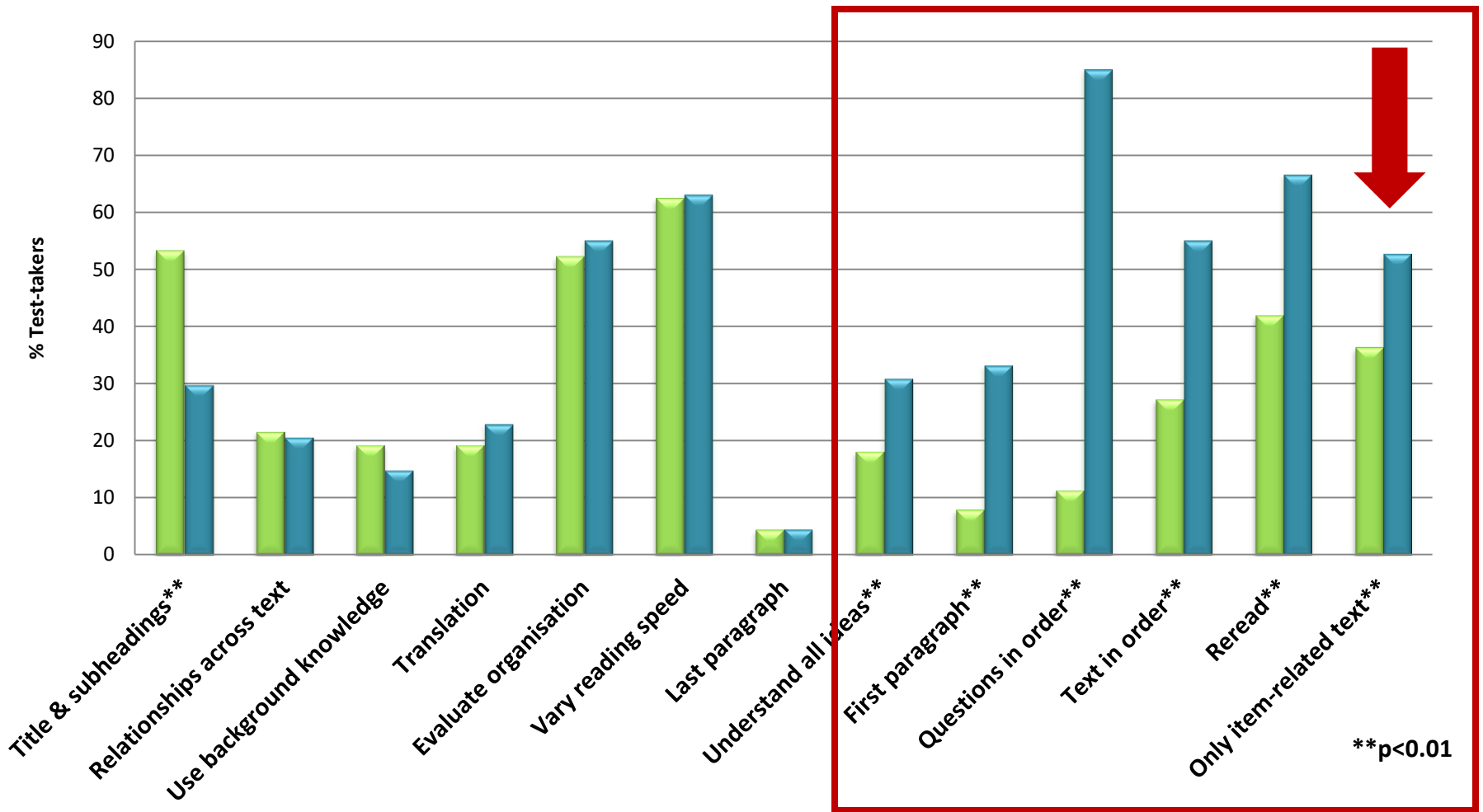
- Reading title & subheadings*

Careful

- Answering items in order*
- Reading text in order*
- Rereading sections of text*
- Reading only item-related text*

*significant differences

Overall approaches to the text and task



Themes from student interviews

- Rereading text – checking and comprehension

Careful reading – *But I didn't read the paragraph well. I couldn't understand it, actually. And I read it again and again. After reading a couple of times I understood the meaning. SR3*

Themes from student interviews

- Selective reading

Careful Reading – *For example, if there is ‘for instance’, I can pass over this because this example is about the thing that we have just mentioned and it does not interest me for the answers. SR7*

Estimated text coverage

Interviewee	Expeditious (%)	Careful (%)
SR1	-	70-75
SR2	70	75
SR3	50	80
SR4	40	-
SR6	70-80	90
SR7	-	30
SR10	only keywords	100
TR1	30-40	70
TR2	-	60-70
TR3	30	two-thirds

Strategies used while responding to items

1. I used the **subheadings** in the text.
2. I looked at the **beginning of the paragraph**.
3. I looked at the **end of the paragraph**.
4. I searched for specific **names or numbers**.
5. I **matched words in the question** with the same words in the text.
6. I matched words in the question with **synonyms** in the text.
7. I searched for **keywords** in the text related to the general topic of the question.
8. I guessed the meanings of unknown words in the text using the context.
9. I read the **whole paragraph slowly**.
10. I **made inferences** about the information in the text.
11. I looked at the **connections between sentences**.

Most common strategies in responding to items

Expeditious

- Matching identical words in item and text
- Looking for topic-related keywords in the text
- Making inferences

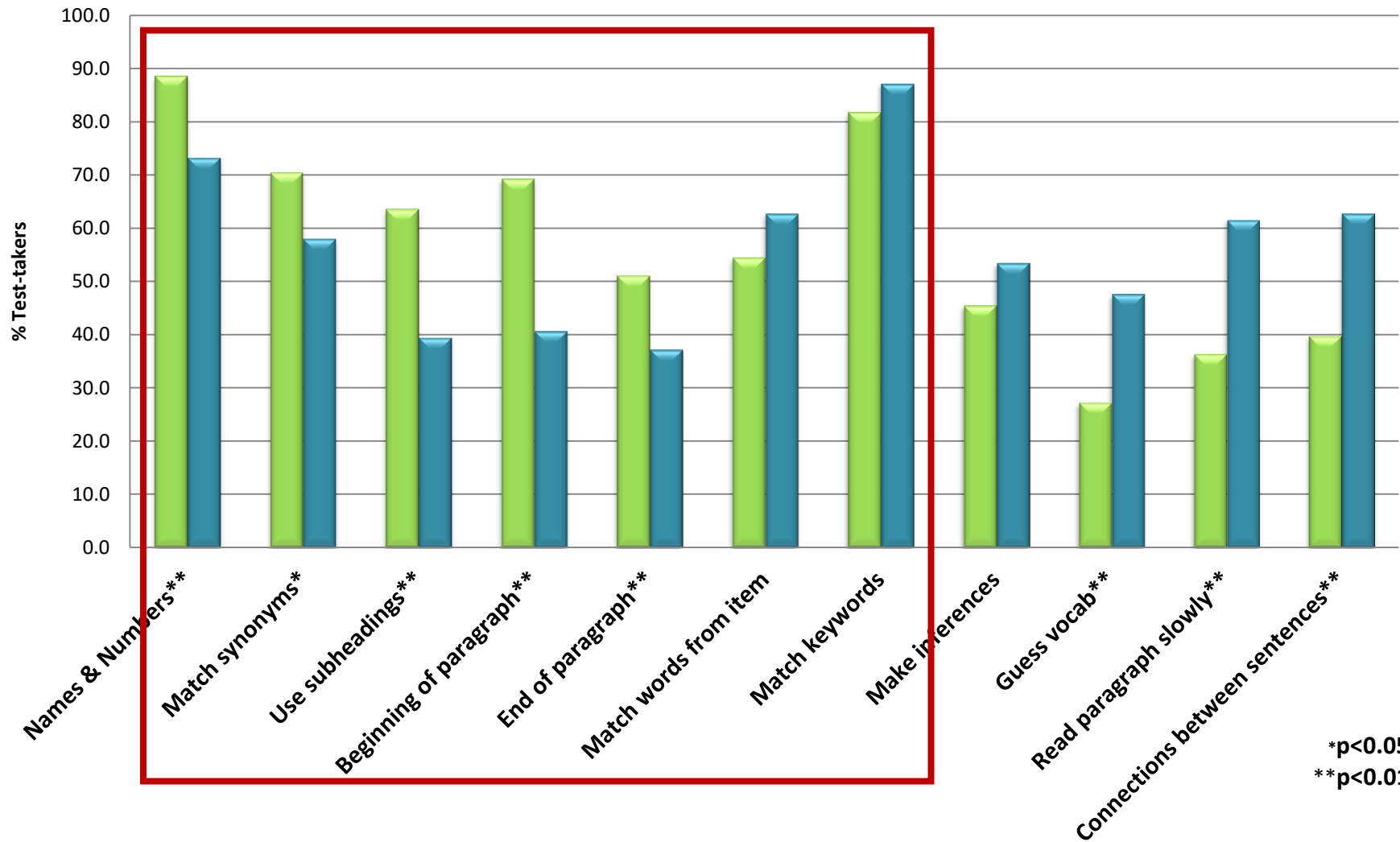
- Looking for names and numbers*
- Looking for synonyms of words in items*
- Using subheadings*
- Looking at beginning & end of paragraphs

Careful

- Guessing vocabulary from context*
- Reading the whole paragraph slowly*
- Looking at connections between sentences*

*significant differences

Strategies used while responding to items



Themes from student interviews

- Monitoring

Expeditious Reading – *I made a mistake while answering this question. Firstly, I said it was the sixth paragraph, and then realised it is not about air pollution. It is about general pollution. And then I realized, I erased my answer, and looked for some air pollution paragraphs. SR3*

Themes from student interviews

- Expeditious strategies in careful reading – selectivity

Careful Reading – *‘Why did Soviet authorities not destroy...?’ There is ‘Soviet authorities’ and ‘Chernobyl’. I passed to the Chernobyl part and started to search for ‘food’. I found the foods – meat, milk, et cetera. SR7*

Themes from student interviews

- Expeditious strategies in careful reading – selectivity


Careful Reading – CR – *For example, in number 3, once I found what the question was asking for directly in the paragraph, when I found ‘Bernard Cohen’, I read that complete paragraph. SR9*

Themes from student interviews

- Direct can also be too direct

Careful Reading – *I again looked for **synonyms, similar phrases**, I mean, paraphrases of the questions. And I again looked at the first sentences of the paragraphs, but then I **had to read further and look at it more carefully** and see the link between the sentences and everything. I **had to reread some parts** to make sure that it is really talking about the same thing or it is the answer. **TR1***

Conclusions

- Behaviours largely conformed to expectations:
 - in expeditious reading, dependence on selected text features
 - in careful reading, greater linear engagement with text
- Overlap in strategies
 - skimming
 - scanning
 - search reading

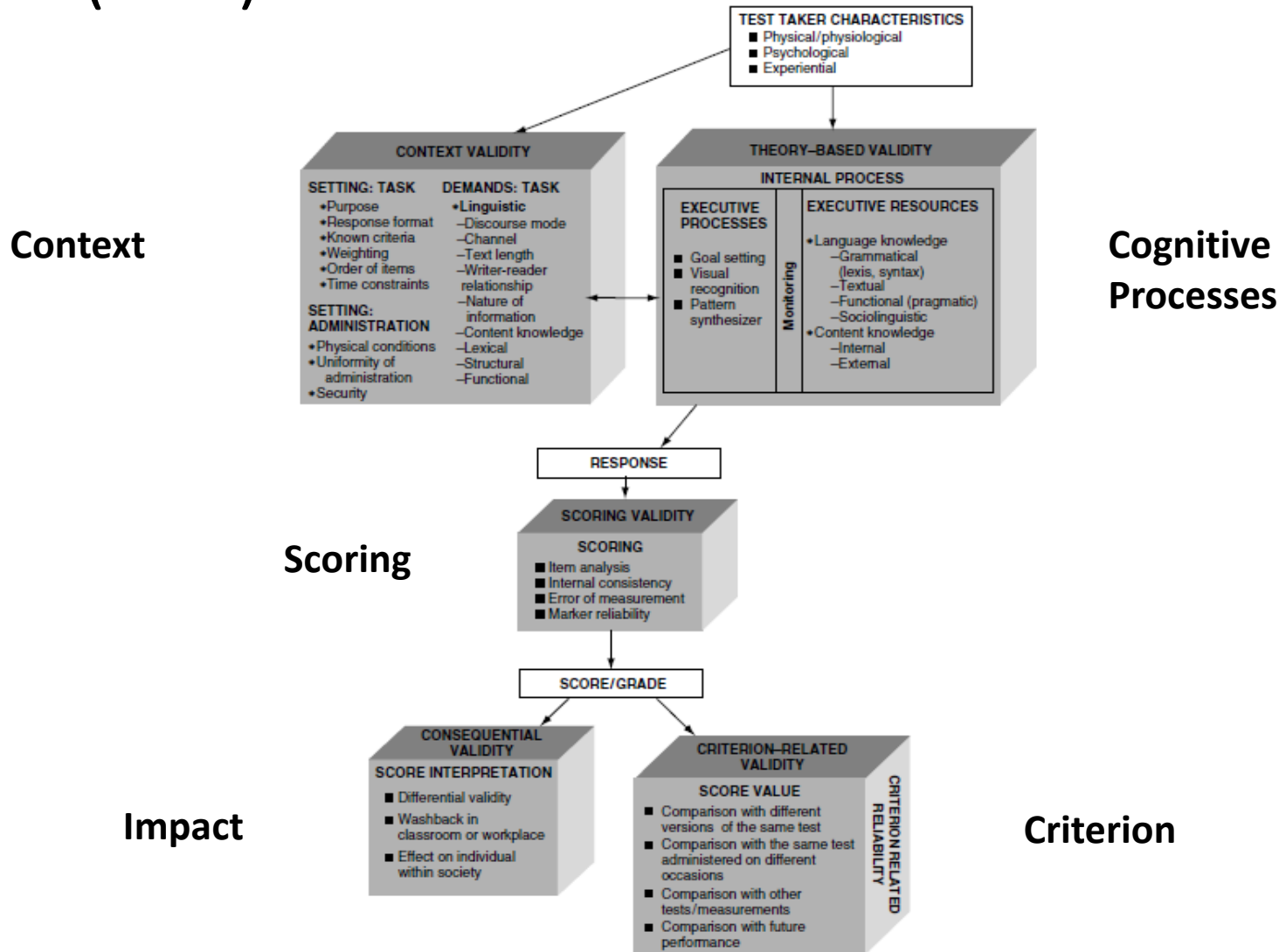
careful reading
- Why?
 - Time pressure & text length
 - Test as a problem-solving activity
 - Minimal deployment of resources
- Skills and strategies sampled in combination at different points on spectrum

Conclusions

- Use of longer texts in reading tests:
 - Does it work?
 - Is it worth it?
- Expeditious reading ✓
- Careful reading ???

Or should we combine both types in one test?

Socio-cognitive Framework for Validating Reading Tests Weir (2005)



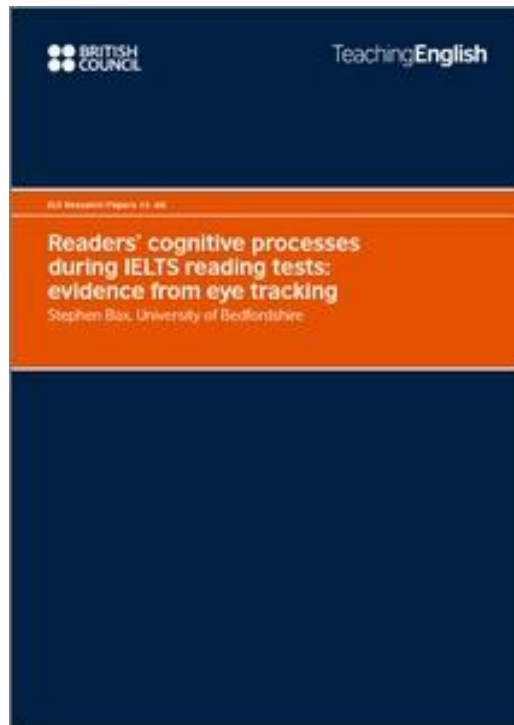
Implications & further research

- Needs analysis of EAP reading behaviour in L1 and L2
 - Actual text coverage
 - Role of expeditious reading in EAP
- Test validation and design :
 - Value of testing expeditious reading
 - Time/text length balance
 - Variation in no. of items, text length, response format
- Teaching practice
 - Make reading purposeful, strategically smart, conscious
 - Speed training?
- Research needed in:
 - Metacognitive strategies: goalsetting, monitoring
 - Careful reading processes
 - L2 reading speed
 - Strategy clusters

Thank you!

richard.spiby@britishcouncil.org

Further reading



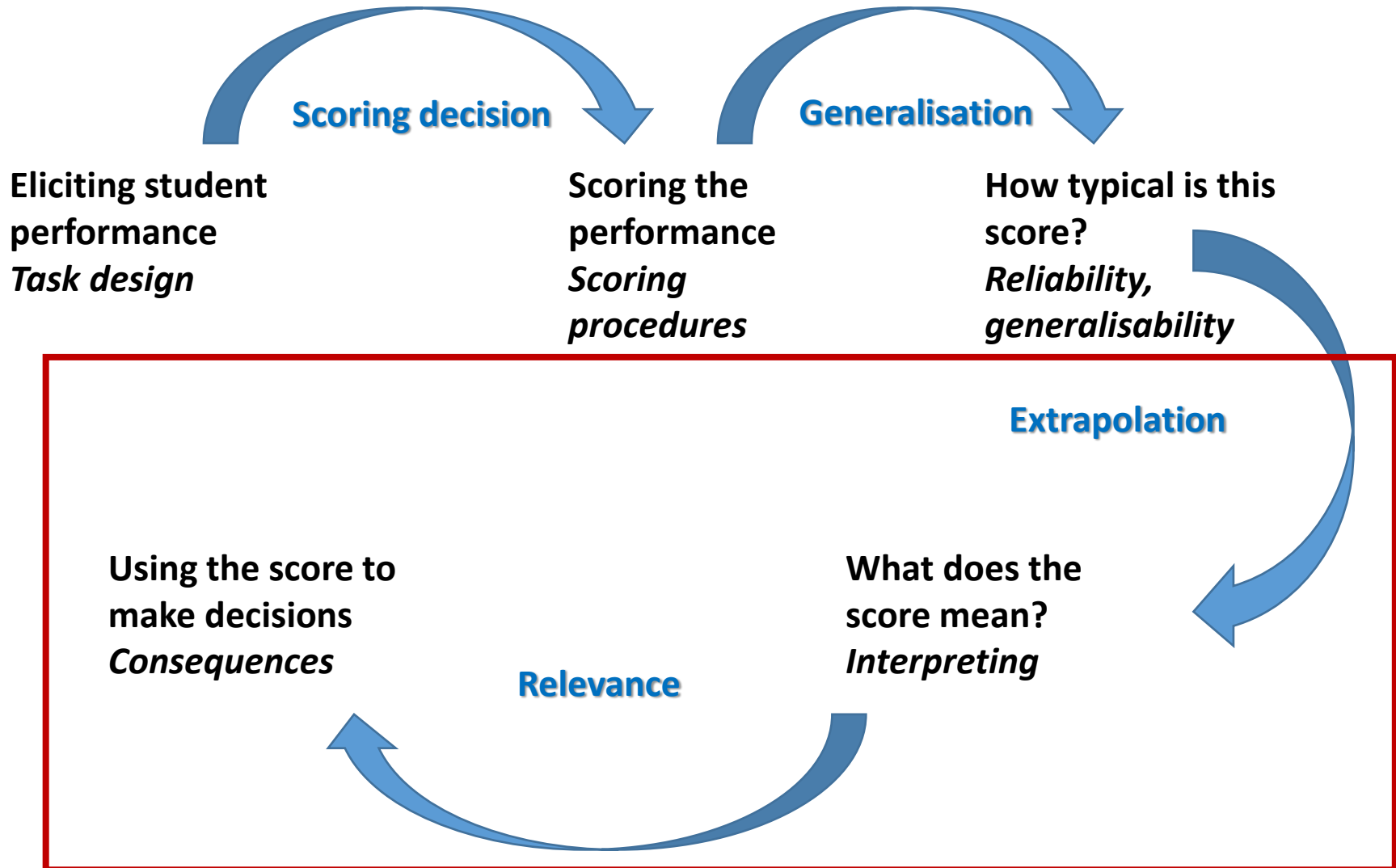
LOOKING INTO TEST-TAKERS' COGNITIVE PROCESSES WHILE COMPLETING READING TASKS:

A mixed-method eye-tracking and stimulated recall study

AR/2015/001

Tineke Brunfaut and Gareth McCray
Lancaster University

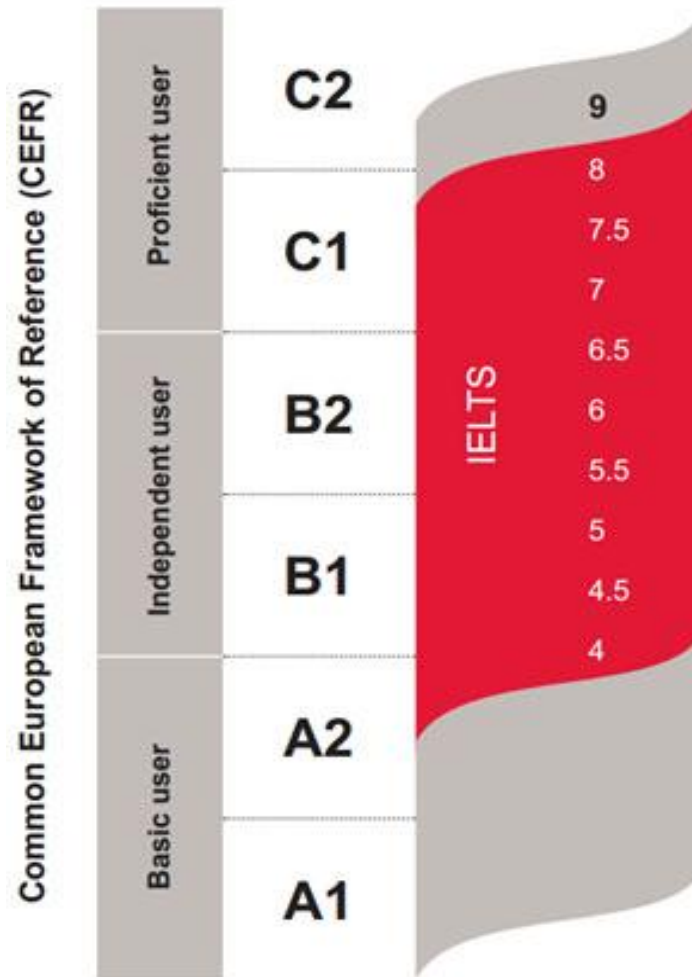
Kane's chain of inferences



Themes from student interviews

- Purpose of reading tests
- *I've **never understood** the purpose of [expeditious reading]. I think it comes before careful reading. **SR8***
- ***They are the same.** A little bit the same. I do not have to look at all of the text in careful reading. **SR10***

CEFR vs. IELTS



Contextual and Cognitive Parameters for Reading Kane (1999)

