

APPENDICES

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Appendix 1

Supplementary Material Project Design

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Table 11: Task 1 Discussion of Environmental Problems in Chengdu

Styles	<ol style="list-style-type: none"> 1. visual style 2. Individual style 3. Analytic style
Activities	<p>Visual style: Students look at the photos of Chengdu City's environmental pollution.</p> <p>Individual style: Students think, guess, and elicit the meanings of the photos. (If students keep silent, teacher can ask them some questions.)</p> <p>Analytic style: Students analyze and write down specific important ideas due to their discussion on the photos, including words, phrases, and sentences.</p>
Reasons for using the activities to match the styles	<p>Visual style straightly attracts students' attention to the environmental pollution in Chengdu city through visualizing the local photos.</p> <p>Individual style urges students into thinking independently and sharing with different ideas about environmental pollution in Chengdu city.</p> <p>Analytic style encourages students to break down the whole story into several important points.</p>
Skills	<p>Listening Speaking Cognitive thinking</p>
Input	<p>Photos (see material 1)</p> <p>Teacher's questions:</p> <p>What can you see from the photos? What's the colour of the river? Do you drink tap water, why? What do you think about having more than 6,000,000 cars in a city? What does sands and soil rain mean? What is/are the reasons for dust storm? What is/are the results of dust storm? What's the problem with that air in Chengdu, why? What's your idea about environmental pollution? What's the environmental experts' idea about sands and soils rain?</p>

Objectives	Guess and elicit the meanings of the photos. Learn to use related vocabulary or phrase in discussion according to the environmental pollution on the photos.
Equipment	Blackboard Overhead projector
Evaluation	Students discuss and elicit personal opinions about environmental pollution in Chengdu city due to related words, phrases, and sentences from the local photos.

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Material 1
Photos on Environmental Pollution Problems
in Chengdu, China

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Look at the photos carefully, then guess and elicit the meanings according to your understanding.

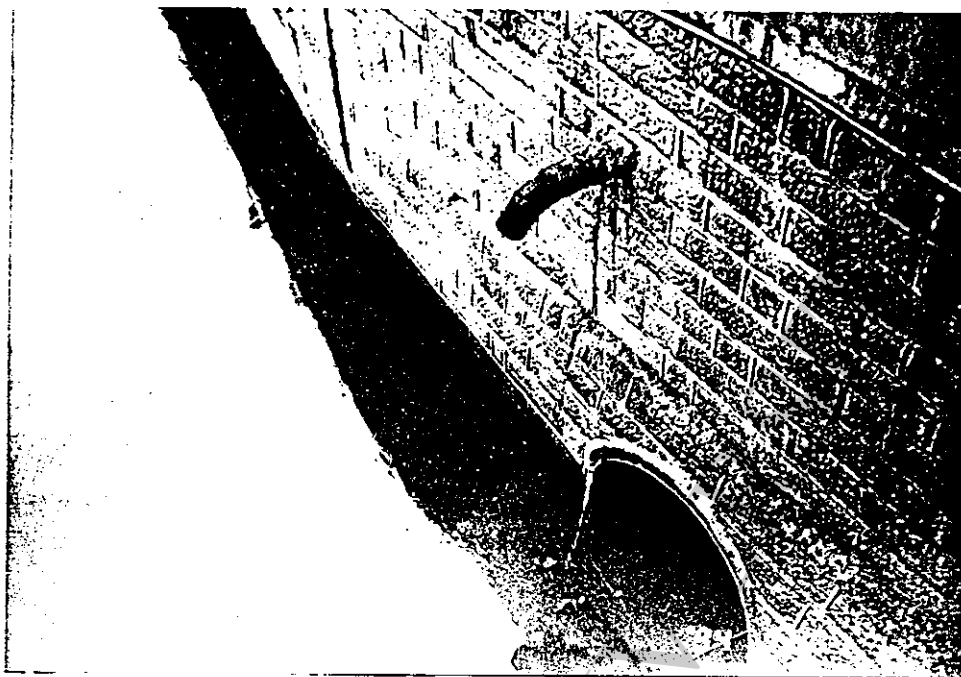






Table 12: Task 2 Listen to a Tape Transcription on Taihu Lake Pollution in China

<p>Styles</p>	<p>1. Individual style 2. Auditory style 3. Visual style 4. Analytic style</p>
<p>Activities</p>	<p>(Teacher provides 21 new words on the blackboard before the class.)</p> <p>Individual style: Each student is responsible for explaining the correct meaning of one new word listed on the blackboard, then, make one sentence with the word.</p> <p>Auditory style: Students listen to the tape transcription about Taihu Lake's pollution three times, and then take notes of the important information.</p> <p>Visual style: Students look at the new words/phrases on blackboard while they listen to the tape transcription one more time.</p> <p>Analytic style: Students analyze the specific facts of what they have heard from the listening material and then write a paragraph of the content.</p>
<p>Reason for using activities to match the styles</p>	<p>Individual style encourages students to learn new words independently and individually through looking for the correct meaning from dictionaries.</p> <p>Auditory style urges students to acquire information from listening to a tape transcription.</p> <p>Visual style reinforces students' attention to the important words/phrases, which are written on the blackboard.</p> <p>Analytic style reminds students of analyzing the important facts from listening, which helps students writing a paragraph without losing important facts.</p>
<p>Skills</p>	<p>Note taking skill Writing skill Listening skill</p>
<p>Input</p>	<p>Five paragraphs about Taihu Lake pollution in China (see material 2).</p> <p>Vocabulary list: fascinate algae embrace urbanization municipality aquatic prominent entire silt foster millennia register GNP output production increase affect organism accumulate nutrient multiplication</p>

	<p>Important phrases from the article:</p> <ul style="list-style-type: none"> -floating blue green algae and rotten smell -freshwater lake-34 million population -rapid development of industry, agricultural production, swift population -affect the water surround cities -loose black silt, organism salt -source of the eutrophication of the lake and the nutrient salts
Objectives	<p>Explain the meaning of new words and make sentences with the vocabulary.</p> <p>Take note of the important words/phrases while listening to the tape transcription.</p> <p>Write down a summary of Taihu Lake's pollution based on listening material and visualizing the important words/phrases (see input) on the blackboard.</p>
Equipment	<p>Tape Recorder Blackboard</p>
Evaluation	<p>Students write one paragraph about Taihu Lake's pollution due to the listening material and visualizing the new words/phrases on the blackboard.</p>

Material 2

Taihu Lake Pollution-Control Project Underway

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Listen to the tape recording on Taihu Lake pollution carefully, write down the important information on one piece of paper given, and then summarize what you have heard from the tape transcription. You will listen to the material four times. The first time, don't write anything; the second and third time, you can take notes, the fourth time, you can listen and check the information on your paper.

Tape Transcription

by Li Rongxia

Taihu, a beautiful lake, fascinated numerous domestic and overseas tourists. In recent years, however, it has frequently greeted its visitors with floating blue green algae and a rotten smell.

Pollution

Taihu, China's third largest freshwater lake with a total coverage of nearly 2,400 square km, is a famous tourist resort. The Taihu Lake basin, one of the most densely populated areas in China, embraces Jiangsu, Zhejiang and Anhui provinces and the

Shanghai Municipality, with a combined population of more than 34 million. It also leads the nation in its level of urbanization. It is one of the areas registering the fastest economic progress, with its GNP, grain output, freshwater aquatics output value and freshwater fish output accounting for one-eighth to one-seventh, 3 percent, 11 percent and one-fourth of the national total respectively.

Over the past millennia, the lake's natural conditions fostered brilliant culture and a high-level of civilization in the lake basin. Over the past decades, however, along with the rapid development

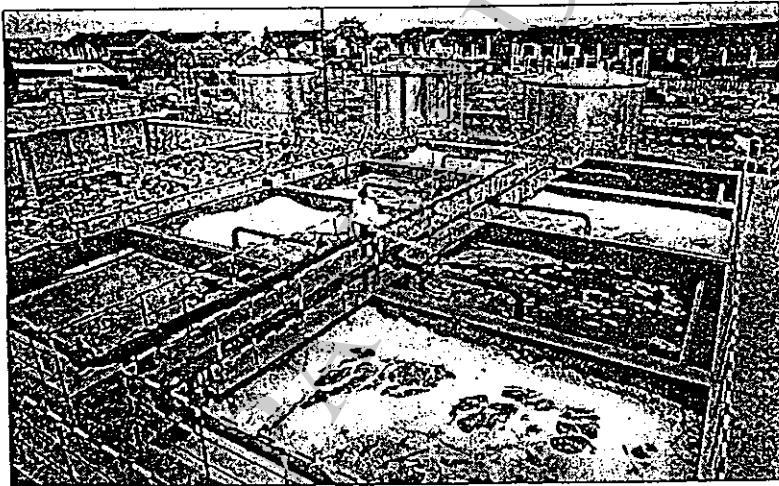
of industrial and agricultural production and swift population growth in the locality, pollution of the lake water has become increasingly serious. This has directly affected the water supply to the surrounding cities and towns, particularly the drinking water supply to the several million people living on the lake's banks, as well as the progress of industry, agriculture and tourism in the locality.

Experts find out that the most prominent problems are eutrophication of the entire lake and pollution created by organisms in partial water areas.

According to experts, the loose black silt that has accumulated over time on the lake's extensive and shallow bed, containing a large amount of organisms and nutrient salts, has created secondary pollution in the lake. The nutrient materials provide the sources for the eutrophication of the lake and the nutrient salts that lead to the multiplication of algae.

Like the red tides that have frequently occurred in the East and South China seas in recent years, the serious pollution caused by the breaking out of blue-green algae has sounded another strong alarm bell to the Chinese.

Since the late 1980s and early



Sewage works with a daily capacity of 2,000 tons built by the Anli Chemical Plant in Suzhou at a cost of 4.86 million yuan.

Four Paragraphs from an article of Taihu Lake Pollution from BEIJING REVIEW,

MARCH 22-28, 1999

Table 13: Task 3 Assessment

Styles	<p>1. Visual style 2. Group style 3. Tactile style</p>
Activities	<p>Visual style: Group members read their word cards.</p> <p>Group style: Group members share with their opinions about how to arrange words into correct sentences.</p> <p>Tactile style: Students put the word cards together for getting correct sentences according to meaning and grammar.</p>
Reason for using the activities to match the styles	<p>Visual style leads students to guess the possible meanings of the sentences by visualizing different word orders.</p> <p>Group style is good at encouraging students to share with their ideas, which helps students cooperate with each other for arranging right sentences.</p> <p>Tactile style encourages students to try different word orders easily by moving word cards instead of writing down or erasing words on one piece of paper.</p>
Skills	<p>Logical thinking Reading skill</p>
Input	<p>Eight envelopes with different word cards:</p> <p>Envelope 1: to, the, improve, of, drinking, center, lake, intakes, have, to, quality, cities, nearby, to, extend, toward, the water, their (13 cards)</p> <p>Envelope 2: in, its, water, quality, now, the, best, water, faces, which, east, Taihu, a, recorded, quality, deterioration (16 cards)</p> <p>Envelope 3: if, control, that, their, pollution, people, may, they, drinking, to, have, water, be, find, nowhere, intakes, brought, out, left, under, one, to, day, more, falls (25 cards)</p> <p>Envelope 4: pollution, production, and, has, farmland, agricultural, affected, irrigation, undertaking, local, fishery, industry (12 cards)</p> <p>Envelope 5: the, goal, be, through, stages, pollution-control, will, attained, three (9 cards)</p> <p>Envelope 6: by, populations, reach, the, and, extensive, and, end, waste, poultry, restaurants, 1998, water, and, along, sources, discharged, animal, the, of, farms, lake, industrial, and, bank, of, should, State-set standard (27 cards)</p> <p>Envelope 7: by, of, water, river, outlet, third-class, water, whole, the,</p>

	<p>water, sources, should, standard, and, lake, end, at, and, reach, the, should, of, concentrated, major, the, for, water, be, 2000, drinking, lake, ground, of, make, the, and, the, clear, the, quality (39 cards)</p> <p>Envelope 8: by, should, ecological, area, circulation, 2010, be, system, should, problem, basically, in, revive, of, resolved, in, sound, eutrophication, and, lake, the (21 cards)</p>
Objectives	<p>Communicate with other group members. Rearrange word cards into logical sentences.</p>
Equipment	<p>Blackboard Cards</p>
Evaluation	<p>Each group has to write down their sentence on the blackboard.</p> <p>* correct answers come form the original article copy</p>

Material 3

Correct Sentence Order

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Sentence Order:

Envelope 1: To improve the quality of drinking water, near cities have to extend their water intakes toward the lake center.

Envelope 2: East Taihu Lake, which recorded the best water quality, now faces deterioration in its water quality.

Envelope 3: If pollution fails to be brought under control, people may find out one day that they have nowhere left to move their drinking water intakes.

Envelope 4: Pollution has affected local industrial production, farmland irrigation, fishery and agricultural undertaking.

Envelope 5: The pollution-control goals will be attained through three stages.

Envelope 6: By the end of 1998, sources of industrial pollutants and wastewater discharged by extensive poultry and animal farms, and restaurants along the lake bank should reach State-set standards.

Envelope 7: By the end of 2000, the quality of water at concentrated drinking water sources and major lake and river outlets should reach the third-class standard for ground water, and the water of the whole lake should be made clear.

Envelope 8: By 2021, the problem of eutrophication should be basically resolved, and the ecological system in the lake area should revive sound circulation.

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Table 14: Task 4 Text Understanding

Styles	<ol style="list-style-type: none"> 1. Individual style 2. Visual style 3. Tactile style 4. Analytic style 5. Global style
Activities	<p>Individual style: Students read four paragraphs about Taihu Lake's pollution and try to understand the content individually.</p> <p>Visual style: Students acquire information by reading material silently.</p> <p>Tactile style: Students underline the important words or phrases which help them writing summaries.</p> <p>Analytic style: Students break down each paragraph into several important facts, which are the bases of writing their summaries.</p> <p>Global style: Students combine the specific important points in order to write a summary within 1-3 sentences.</p>
Reason for using the activities to match the styles	<p>Individual style urges students to acquire information independently; it helps students taking their responsibilities in studying.</p> <p>Visual style helps students understand the text and remember the information easily.</p> <p>Tactile style helps students underlining the important words or phrases in each paragraph. It is convenient for students to find the important points from reading material instead of writing down the points on another sheet.</p> <p>Analytic style helps students pay attention to the important points and ignore the unrelated details in each paragraph; it helps students write good summaries.</p> <p>Global style encourages students to write a summary through combining the important points with a clear clue.</p>
Skills	<p>Writing skill Reading skill Thinking</p>
Input	<p>Four paragraphs from Taihu Lake Pollution (see material 4)</p> <p>Important words/phrases & summaries from teacher:</p> <p>Paragraph 1</p> <p>Environmental protection major investment Economic growth point mature Pollution affects people' life</p>

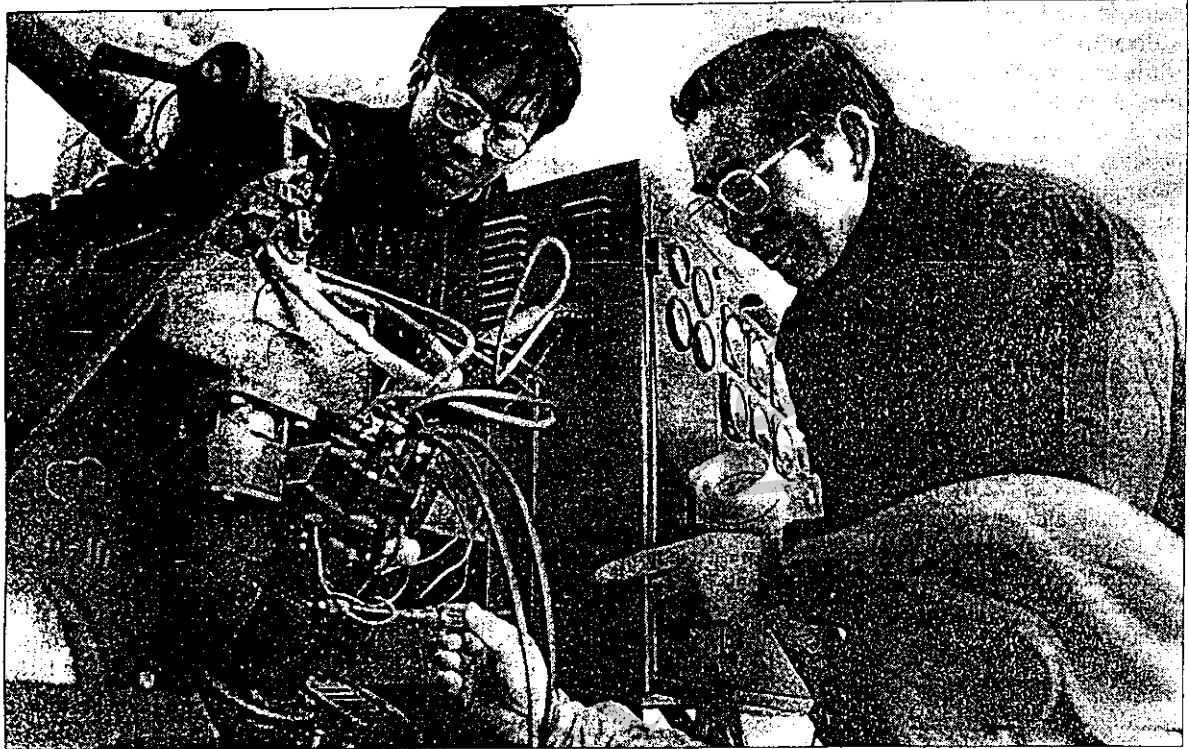
	<p>Summary: Environmental protection, a major mature investment, is an effective solution to reduce the environmental pollution in order to promote China' economic growth.</p> <p>Paragraph 2 Vast market challenged pollution waste water Sulfur dioxide smoke sewage technology Financial input equipment grass land degenerated Limited resource long term task air-pollution</p> <p>Summary: The environmental protection sector market in China is challenged by a serious of environmental pollution problem from soil, water, and air. Technology, financial input, and equipment are main ways for people to consider for the solution of the environmental pollution.</p> <p>Paragraph 3 environmental protection clean production industrial residues save energy resources raise economic results</p> <p>Summary: Environmental protection encourages people to produce clean production, to save energy resources, and to raise economic results instead of producing industrial residences.</p> <p>Paragraph 4 new produces higher-tech produces/services people's living condition traditional environmental pollution standard</p> <p>Summary: The popular production of higher-tech products/services enhances the standard of people's living condition due to the views of the difference between traditional environmental pollution and new environmental pollution.</p>
Objectives	<p>Read 4 paragraphs silently and underline the important words/phrases. Jot down the gist of each paragraph. Summarize the main idea of each paragraph with students' own words.</p>
Equipment	Overhead projector
Evaluation	<p>Students must find and underline the important words/phrases while reading the material. Students must take margin notes of the important words/phrases. Students must write a summary (1-3 sentences) of each paragraph.</p>

Material 4

Four Paragraphs from Taihu Lake Pollution

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Read the four paragraphs carefully, underline the important words/phrases you think, then, take the margin notes, and write the summary for each paragraph.



WANG DINGXU

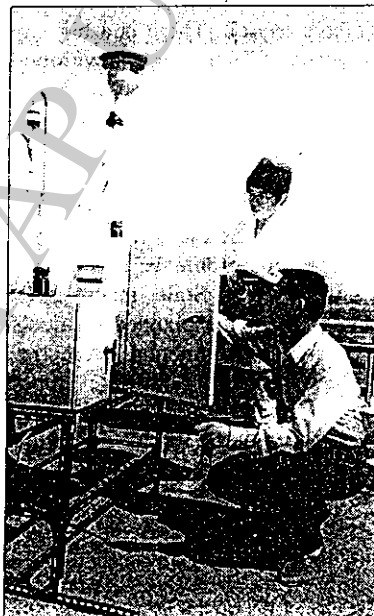
Prof. Xia Laiqing (middle) of Zhejiang University debugging an engine, which can generate two kwh of electricity from one cubic meter of methane, thus avoiding ozone damage.

addition, there are the problems of low scientific content, backward production techniques, poor quality, low auto-control level, poor operation reliability, and unnecessary duplicated production at the low level.

Insufficient input. The proportion of funds allocated to environmental construction in the nation's GNP only came to 25-33 percent of that in developed countries. For a long time, the government did not allocate sufficient funds to environmental protection, nor work out corresponding economic policies and measures encouraging society to invest in the sector. The single-investment source has resulted in limited funds, which creates a big gap between the present environment protection market and the potential one.

Bright Prospects

Now, the development of the



LIU QUANLONG

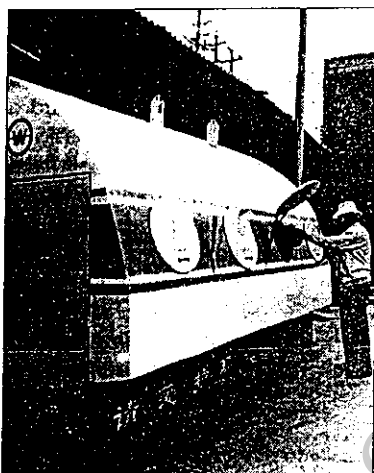
Environmental protection scientists in Ningxia collect samples of atmosphere pollutants with equipment provided by Japan.

environmental protection sector has drawn attention from all walks of life. The State has listed environmental protection as one of the major investment areas, and various industrial sectors have also attached importance to environmental protection, considering it of great potential for development. Conditions are mature for developing the environmental protection sector into a new economic growth point. Viewed from the industrial angle, environmental protection involves industry, agriculture, medical and health institutions, science and technology and other fields. It covers such a wide area that no other sectors can match. Environmental pollution affects everyone, while environmental protection benefits everyone.

Environmental problems provide a vast market for development of the sector. At present, China is

COVER STORY

challenged by serious pollution. In the same year, the national waste water discharges amounted to 41.6 billion tons. Among them, the industrial waste water treatment rate was 78.9 percent, with 54.4 percent up to standard, much higher than the residential sewage treatment rate in cities. In 1997, the national discharge of sulfur dioxide reached 23.46 million tons, and smoke discharges amounted to 18.73 million tons. From the viewpoint of sustainable development, sewage, sulfur dioxide and smoke pose threats to the quality of the environment. The treatment of these pollutants requires technology, equipment and financial input, all of which, in turn, form market demands. Besides, 90 percent of China's grasslands have degenerated or are in the process of degeneration. Some 130 million hectares have moderate to severe damage and this number swells by 2 million hectares annually. In addition, efforts must be devoted to harnessing the Yellow and Yangtze rivers and protecting the limited water resources. Ecological environment construction and protection is also a pressing and long-term task. Now, China has 15 million motor



WANG CHANGSHAN
New-type garbage disposal in Kunming, Yunnan.

vehicles, and the figure will continue to increase every year. This has caused serious urban air pollution. The solution of the problem also depends on the development of environmental protection sector.

The change of productive mode will further expand the field of environmental protection. Enterprises should practice clean production, reduce industrial residues, save energy resources, and raise economic results. That will ensure that environmental protection is part of the whole produc-

tion process.

The enhancement of public environmental protection awareness also provides the room for development of new products. People are no longer content only with the treatment of air, water and noise pollution, but set higher demands for prevention and reduction of pollution, high-tech products and services to raise their living quality. For example, people now prefer to buy household electrical appliances with energy-saving and environmental protection functions. They also learn to use new energy sources (solar, wind and civilian-purpose nuclear energy) and use motor vehicles driven by such new energies (e.g. LPG and electric automobiles). They also like to wear clothes that are not harmful to the skin and avoid releasing poison into the surrounding environment during their production process.

Countermeasures

In recent years, the State has appropriated increasing funds in environmental protection. During the 1996-2000 period, it plans to allocate 450 billion yuan to prevent or treat pollution. With investment expanding, technologies and products developing, and enterprises and projects designated as key units for pollution treatment showing dynamic demands for environmental protection technologies and products, basic elements for the market are already available, providing reliable guarantees for sustainable and fast development of the market.

While meeting the development opportunities, the newly rising sector also faces international competition. Given the fact that China will become the world's largest consumption market for environmental protection technologies and products, international manufacturers have cast their eyes on the mar-

Hangzhou citizens are asked to use non-phosphoric detergents to protect the Taihu Lake.



Table 15: Task 5 Lecture of Presentation

Styles	<ol style="list-style-type: none"> 1. Individual style 2. Visual style 3. Auditory style 4. Analytic style
Activities	<p>Individual style: Students listen and watch the video to learn what presentation is and how to give a presentation.</p> <p>Visual style: Students watch the speaker's performance of his presentation from the video.</p> <p>Auditory style: Students listen to what the speaker says while they watch the video.</p> <p>Analytic style: Students break down the speaker's presentation into several points, which they think important for preparing an effective presentation.</p>
Reason for using the activities to match the styles	<p>Individual style encourages students to watch the video and have different opinions about the same presentation. It is good for students to exchange information.</p> <p>Visual style helps students acquiring information from watching the video straightly, which impresses students the speaker's performance deeply.</p> <p>Auditory style encourages students to pay attention to the content of the presentation, which is a crucial factor for organizing their own presentations.</p> <p>Analytic style helps students to grasp and remember the important points of giving a good presentation.</p>
Skills	<p>Speaking skill</p> <p>Listening skill</p> <p>Thinking</p>
Input	<p>Some important factors to give a good presentation:</p> <ul style="list-style-type: none"> Brief personal introduction Topic, time, organization Pronunciation and pace Body gesture and eye contact Confidence Equipment Interesting and understandable presentation
Objectives	<p>Students distinguish the difference from the two presentations of the video.</p>

	Students write down the important factors of giving a good presentation.
Equipment	Video
Evaluation	Students tell the difference between the two presentations from watching the video. Students write down the important points of giving a good presentation.

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Material 5

Video Tape

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Table16: Task 6 Internet Searches

Styles	<ol style="list-style-type: none"> 1. Visual style 2. Auditory style 3. Individual style 4. Analytic style
Activities	<p>Visual style: Students read the guidelines on the computer screen, then, visualize and select related material for their presentations.</p> <p>Auditory style: Students listen to the important steps of using computer to search for related material from The Internet.</p> <p>Individual style: Students follow the steps and search for related material from the Internet individually.</p> <p>Analytic style: Students analyze the important facts of the material, which they select from the Internet for preparing their presentations.</p>
Reason for using the activities to match the styles	<p>Visual style helps students searching for related material from the Internet.</p> <p>Auditory style urges students to pay attention to the steps of how to use computer to search for material through the Internet.</p> <p>Individual style encourages students to search for information from the Internet individually and independently.</p> <p>Analytic style helps students to figure out the important facts from their materials, which they will use for their presentations.</p>
Skills	<p>Note taking skill</p> <p>Listening skill</p> <p>Reading skill</p>
Input	The steps of using computer to search for related material. (see material 6)
Objectives	<p>Listen to the steps of how to use the Internet to search for material.</p> <p>Show teacher at least one article about “environmental pollution or solution”.</p>
Equipment	Computer
Evaluation	Students find at least one article about environmental pollution or solution.

Material 6**Steps of Using****Computer to Search for****Related Material from the Internet**

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Listen to the steps of how to use computer on line services to search for related material through the Internet.

- Step 1 Students turn on the computer and printer.
- Step 2 See the “167” or “Tianfu hotline” on the screen and double click either one.
- Step 3 See the “talking bar” and type your ID and password in the bar, then click “connect”
- Step 4 See the little ball moving on the right corner of the computer screen and wait for the Chinese web site page to appear.
- Step 5 Change the Chinese into English version by clicking a Chinese symbol at the right corner down the screen.
- Step 6 Find the address bar and type <http://www.Yahoo.com> or <http://www.Netscape.com> or <http://www.mailcity> or <http://www.monster.com>
- Step 7 Wait for the front page and then find the “search” or “advanced search” bar
- Step 8 Type the important words with your related material such as “environmental pollution”...
- Step 9 Go to some web sites, addresses, or small titles, in which you are interested or click another advanced search for narrowing your topic
- Step 10 Do not lose your confidence if you fail in this trace, keep going.
- Step 11 Choose the right article and click “view” and go to “select all”, then go to “file” and click “save as”, then, you will see another page which asks the name of the file, type the name as you like and “save” the material on your disk.

Table 17: Task 7 Oral Presentation about Environmental Pollution

Styles	<ol style="list-style-type: none"> 1. Visual style 2. Auditory style 3. Individual style
Activities	<p>Visual style: Students look at the speaker's performance during the presentation.</p> <p>Auditory style: Students listen to the content of the speaker's presentation.</p> <p>Individual style: Students give presentations according to their related material individually. Also, students mark their peer's presentations individually.</p>
Reason for using the activities to match the styles	<p>Visual style gives students an impression of their peers' performance during their presentations.</p> <p>Auditory style helps students listen to the topic, content, and organization of other students' presentations.</p> <p>Individual style encourages students to speak bravely in public. It also enhances students to take the responsibility for judging other students' presentations.</p>
Skills	<p>Speaking skill</p> <p>Listening skill</p>
Input	Assessment sheet (see material7)
Objectives	<p>Students give oral presentations based on their related materials from the Internet.</p> <p>Students listen to other people's presentations.</p> <p>Students mark their peers' presentations according to the assessment sheet prepared by the teacher.</p>
Equipment	<p>Overhead Projector</p> <p>Blackboard</p>
Evaluation	Students give presentations individually and mark their peers' presentations according to the assessment sheet.

Material 7

Assessment Sheet of Presentation

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Listen to the presentations carefully, and then choose the one according to your judgement.

Students name:

Speaker's name:

Key	Poor	Average	Very Good	Excellent
Introduction (topic, time)				
Content (clear and well planned, understandable)				
Pronunciation (correct, clear)				
Pace (pause)				
Grammar (accurate)				
Eye-contact (look at the audience)				
Participation (audience asks question)				
Reading notebook (look at the notebook and read it)				
Visual aid (chart, graph, pictures)				
Body gesture (movement)				
Confidence (nervous)				
Question (answer audience's questions)				

Table 18: Task 8 Project Survey

Styles	1. Individual style
Activities	Individual style: Students answer the questionnaire individually according to their different views of using this supplementary material project. Also, students are encouraged to talk about their different problems, interests, suggestions, and needs in English learning.
Reason for Using the Activities to Match the Styles	Individual style is good for the researcher to get feedback from different students by using the Supplementary material project.
Skills	Speaking skill
Input	Questionnaire table (material 8)
Objectives	Survey the effectiveness of this project through students' feedback of a questionnaire. Talk with students about their problems, interests, suggestions, and needs in English learning.
Equipment	-
Evaluation	Students answer the questionnaire according to their opinions of using the supplementary material project.

Material 8

Final Project Survey

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Read these questions and pick one answer you prefer best.

Project Survey

Questions	Yes	Ok	Little	No
Do you think that this project was interesting?				
Do you think it waste your time?				
Do you think you can use your English well in this project?				
Would you like to do more about this type of authentic project?				
Did you have enough practice in your presentation and writing?				
Do you think this project helped you for your future?				
Do you think these materials were difficult?				

Appendix 2

Improved Supplementary Material

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Table 19: Task 2 Listen to a Material of Taihu Lake Pollution

Original Transcription	Improving Transcription
<p>Paragraph 1: Taihu, a beautiful lake, fascinated numerous domestic and oversea tourists. In recent years, however, it has frequently greeted its visitors with floating blue green algae and a rotten smell.</p> <p>Paragraph 2: Taihu, China' third largest freshwater lake with a total coverage of nearly 2,400 square km, is a famous tourist resort. The Taihu Lake basin, one of the most densely populated areas in China, embraces Jiansu, ZheJiang and Anhui provinces and the Shanghai Municipality, with a combined population of more than 34 million. It also leads the nation in its level of urbanization. It is one of the areas registering the fastest economic progress, with its GNP, grain output, freshwater aquatics output accounting for one-eight to one-seven, 3 percent, 11 percent and one-four of the national total respectively.</p> <p>Paragraph 3 Over the past millennia, the lake's natural conditions fostered brilliant culture and a high-level of civilization in the lake basin. Over the past decades, however, along with the rapid development of industrial and agricultural production and swift population growth in the locally, pollution of the lake water has become increasingly serious. This has directly affected the water supply to the</p>	<p>Paragraph 1: In China, there is a lake named Taihu, which was a beautiful and popular site for domestic and oversea visitors. But in recent years, it has been highly polluted with floating blue green algae and tourists have been faced a rotten smell.</p> <p>Paragraph 2: Taihu Lake is China's third largest freshwater lake and covers almost 2,400 square km. It is a famous tourist resort but the Taihu lake basin is one of the heavily polluted and urbanized areas in China. It covers 3 provinces as well as Shanghai Municipality with a combined population of 34 million. Currently, its GNP accounts for one eighth to one seventh while grain output, freshwater aquatics, and freshwater production are 3, 11, and 25 percent of the total national respectively.</p> <p>Paragraph 3: For several centuries, this area developed a brilliant culture and highly developed civilization. However, in the last decades, rapid industrialization and increased agricultural production along with the population growth has caused the lake water to become much more polluted. As a result, the quality of water supply around the cities and towns is no longer safe. In addition, the safety of</p>

surrounding cities and towns, particularly the drinking water supply to the several million people living on the lake's bank, as well as the progress of industry, agriculture and tourism in the locality.

Paragraph 4:

Experts find out that the most prominent problems are eutrophication of the entire lake and pollution created by organisms in partial water areas.

Paragraph 5:

According to experts, the loose black silt that has accumulated over time on the lake's extensive and shallow bed, containing a large amount of organisms and nutrient salts, has created secondary pollution in the lake. The nutrient materials provide the sources for the eutrophication of the lake and the nutrient salts that lead to the multiplication of algae.

water has posed a problem for the industry, agriculture, and tourism in this area.

Paragraph 4:

According to scientific exporters, the major problem affecting the lake is eutrophication and pollution created by organisms in the partial water area.

Paragraph 5:

This means that the loose black silt that has accumulated overtime on the lake's shallow bed, contain organism and nutrient salts that foster secondary pollution in the lake, result in a massive growth of blue green algae.

Table 20: Task 3 Assessment

Original Envelope Cards	Improved Envelope Cards
<p>Envelope 3: if, control, that, their, pollution, people, may, they, drinking, to, have, water, be, find, nowhere, intakes, brought, out, left, under, one, to, day, more, falls (25 cards)</p> <p>Envelope 6: by, populations, reach, the, and, extensive, and, end, waste, poultry, restaurants, 1998, water, and, along, sources, discharged, animal, the, of, farms, lake, industrial, and, bank, of, should, State-set standard (27 cards)</p> <p>Envelope 7: by, of, water, river, outlet, third-class, water, whole, the, water, sources, should, standard, and, lake, end, at, and, reach, the, should, of, concentrated, major, the, for, water, be, 2000, drinking, lake, ground, of, make, the, and, the, clear, the, quality (39 cards)</p>	<p>Envelope 3: if pollution fails, control, their, people, may, drinking, intakes, brought, that, nowhere, one day, more, falls, water, be, find, intakes, have, to, out, left, they (22 cards)</p> <p>Envelope 6: by, industrial populations, reach, the, sources of, extensive poultry, and, end, of, waste, and, along, discharged, animal, lake, farms, bank, should, State-set standard, of, restaurants, and, 1998, water (24 cards)</p> <p>Envelope 7: by the end of, concentrated drinking water sources, ground water, the third-class standard, river outlet, should, quality, make, of, for, be, 2000, clear, the, the, major lake, and, at, and, river, water of the whole lake, should reach, water, should (24 cards)</p>

Table 21: Task 5 & Task 6 Lecture of Presentation & Internet Searches

Original order	Improved order
Task 1: Discussion of Environmental Problems in Chengdu	Task 1: Discussion of Environmental Problems in Chengdu, China
Task 2: Listen to a Lecture on Taihu Lake Pollution in China	Task 2: Listening to a Tape on Taihu Lake Pollution in China
Task 3: Assessment	Task 3: Assessment of Taihu Problem and Solution
Task 4: Text Understanding	Task 4: Text Understanding
Task 5: Lecture of Presentation	Task 5: Internet Searches on Environmental Pollution Articles
Task 6: Internet Searches	Task 6: Video Lecture on Presentation
Task 7: Oral Presentation	Task 7: Oral Presentation
Task 8: Project Survey	Task 8: Project Survey

Appendix 3

Learning Styles Questionnaire

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Assessing your own learning styles

Purpose: The learning style questionnaire is developed to assess your own approach to learn language. In this questionnaire, there is no right or wrong answer. It is only a *window* for you to see yourself and know better about your strengths, which can enhance you in language learning.

Timing: It usually takes 20 minutes to finish this questionnaire. But if you need more time, feel free to do it.

Instruction:

In part one, please *fill* in the personal information form.

In part two please *circle* or *tick* the answer, which you prefer to use in your language learning.

1. Rarely
2. a few
3. occasionally
4. frequently
5. always

Part one Personal information

Code	Age	Major	Years of learning English	Ethnic group	Gender

Part two: Learning styles survey**Visual style:**

- 1) I remember something better if I write it down. 1 2 3 4 5
- 2) I prefer to take lots of notes while I read or listen to something. 1 2 3 4 5
- 3) I underline or highlight the important things as I read. 1 2 3 4 5
- 4) I always visualize pictures, structures and words in my head. 1 2 3 4 5

Auditory style:

- 1) I feel easier to understand or remember the information when I read it aloud rather than to read it silently. 1 2 3 4 5
- 2) I prefer to discuss things with others to understand better. 1 2 3 4 5
- 3) I get more information through listening to video or TV without watching. 1 2 3 4 5
- 4) I prefer to listen to the instruction rather than read it myself. 1 2 3 4 5

Tactile style:

- 1) I learn better if I have the chance to work on or participate in the activities or real situation. 1 2 3 4 5
- 2) I prefer to learn vocabulary from dictionary rather than ask my friends or teachers. 1 2 3 4 5

- 3) I use my fingers to point the materials when I read. 1 2 3 4 5
- 4) I like to participate role-play, drama, and games in classroom activities to help my studies. 1 2 3 4 5

Kinesthetic style:

- 1) I move my lips when I read silently. 1 2 3 4 5
- 2) I do not like studying at a desk without moving around. 1 2 3 4 5
- 3) I need frequently breaks for moving around when I study. 1 2 3 4 5
- 4) I remember better if I playing with my pens, cards, coins, or other things. 1 2 3 4 5

Group style:

- 1) I really enjoy working or studying with other people in-groups. 1 2 3 4 5
- 2) I understand better from discussions rather than study from lectures or study alone. 1 2 3 4 5
- 3) I like to share my ideas with others when I study. 1 2 3 4 5
- 4) I like to debate the subject within a group. 1 2 3 4 5

Individual style:

- 1) I would much rather study alone than with other people. 1 2 3 4 5
- 2) I like to study in a quiet place alone without being bothered by others. 1 2 3 4 5
- 3) I prefer to keep my own ideas instead of being influenced by others. 1 2 3 4 5
- 4) I don't like to share information, talk, or discuss with others in study because I trust my own ideas. 1 2 3 4 5

Introvert style:

- 1) When there is a quarrel or an argument, I tend to keep silent. 1 2 3 4 5
- 2) When I study, I don't like to be with others because I feel comfortable being alone. 1 2 3 4 5
- 3) I prefer to study alone because I am too shy to communicate with others. 1 2 3 4 5
- 4) I feel nervous when I deal with new people in study. 1 2 3 4 5

Extrovert style:

- 1) I prefer to participate in classroom activities and don't worry about losing face. 1 2 3 4 5
- 2) I enjoy being the center in-group discussions. 1 2 3 4 5
- 3) I prefer to be the team leader in group discussions rather than just a team member. 1 2 3 4 5
- 4) It is easy for me to do presentations in front of class. 1 2 3 4 5

Syllabus-free style:

- 1) Following a step-by-step lesson plan bores me when I study. 1 2 3 4 5
- 2) I don't like to review the lessons with syllabus guidelines. 1 2 3 4 5
- 3) It doesn't bother me if the teacher changes a plan. 1 2 3 4 5
- 4) I like to think in multiple possibilities and options – multi-tasking is much more interesting. 1 2 3 4 5

Syllabus-bound style:

- 1) I don't like to discover things on my own; I'd rather

- have everything explained. 1 2 3 4 5
- 2) I like to work according to my initial plan. 1 2 3 4 5
- 3) I like working with lists of tasks from teachers. 1 2 3 4 5
- 4) I prefer to review my studying based on a syllabus plan. 1 2 3 4 5

Global style:

- 1) I can summarize information easily. 1 2 3 4 5
- 2) I see the main point very quickly when I read. 1 2 3 4 5
- 3) When I make an outline, my written outlines contain many details. 1 2 3 4 5
- 4) Too many details tend to confuse me. 1 2 3 4 5

Analytic style:

- 1) I ignore the details that do not seem relevant when I study. 1 2 3 4 5
- 2) I am good at knowing the major ideas without the details. 1 2 3 4 5
- 3) I enjoy breaking general ideas down into small pieces. 1 2 3 4 5
- 4) I prefer to look for specifics rather than generalities. 1 2 3 4 5

Appendix 4

Chinese Translation of the Learning Style Survey

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英语语言学习类别调查

-发掘你的学习类别 -轻轻松松学好英语

目的:语言学习类别调查有助于发掘你的英语语言学习类别. 在这个问卷调查里, 没有正确或者错误的回答. 这个问卷调查只不过作为一个窗口帮助你发掘你的英语语言学习长处以便于你有效地学习英语.

时间:20-40分钟.

方发:

第一部分:请填写个人简历.

第二部分:请在你同意的答案前画圈.

1 没有 2 很少 3 有时 4 经常 5
总是

第一部分:个人简历

学号

年龄

英语学习时间

系科

民族

第二部分:问卷调查

视觉类:

1. 如果我把内容写在纸上, 我能够很容易地记住内容.
2. 当我读书或听广播, 磁带, 我喜欢记笔记.
3. 当我读书的时候, 我喜欢在重点处画线.
4. 当我回忆的时后, 我头脑里总出现具体的图例或文字.

听觉类:

1. 如果我大声地读书而不是默读, 我觉得容易理解或记忆得多.
2. 我喜欢和别人一起讨论问题因为我觉得要容易理解得多.
3. 只听电视或录像的对话而不看图象要帮助我记住更多的内容.
4. 我宁可听老师读工作步骤而不愿意自己阅读.

触觉类:

1. 我能够学得好一点如果我能参与具体的课堂活动.
2. 我宁愿自己从字典里学习新单词而不是问老师或同学.
3. 当我阅读的时候, 我喜欢用手指着阅读的内容.
4. 我喜欢通过戏剧, 表演, 游戏来学习.

动觉类:

1. 当我阅读的时候, 我喜欢移动嘴唇阅读而不发出声音.
2. 我不喜欢长时期坐在桌子前学习而不移动.
3. 当我学习的时候我需要不停的休息.
4. 在我背东西的时候, 我喜欢玩笔, 卡片, 硬币或其它小东西.

合作类:

1. 我喜欢和同学一起学习.
2. 和同学一起讨论问题而不是听老师讲课或者一个人学习会帮助我更容易地理解问题.
3. 当我学习的时候, 我喜欢和同学一起讨论学习心得.
4. 我喜欢在小组里进行辩论.

个体类:

1. 我喜欢自己一个人学习.
2. 我喜欢在一个安静的地方学习而不被别人打搅.
3. 我保持我自己的意见而不容易受别人的引想.
4. 当我学习的时候我不愿意和别人一起交流, 谈话, 讨论因为我相信我自己的能力.

内向类:

1. 我喜欢保持安静当在学习中和别人有争论时.
2. 我喜欢一个人学习因为我觉得舒畅.
3. 我喜欢一个人学习因为我很害羞和别人交谈.
4. 当我和陌生人一起学习时我觉得很紧张.

外向类:

1. 我喜欢参与课堂活动而不担心丢脸.
2. 我喜欢成为小组讨论的中心人物.
3. 我喜欢成为小组讨论的领导者而不是一个参与者.
4. 我喜欢在课堂里作讲演.

灵活类:

1. 一步一步计划性的学习让我觉得枯燥.
2. 我不喜欢在教师大刚指导下复习功课.
3. 老师中途改变教学计划不会引响我的心境.
4. 当我学习的时候我喜欢多种学习可能性而不是跟从于单一的方法.

计划类:

1. 我喜欢安我的计划学习.
2. 我喜欢安老师的教学计划学习.
3. 我喜欢根拒教师大刚复习功课.
4. 我不喜欢自己准备学习方案, 我喜欢老师为我提供学习方案.

综合类:

1. 我能够很容易写总结.
2. 当我阅读的时候, 我能很快地抓住主要内容.
3. 当我写题刚的时后, 我写很多细节.
4. 阅读过多的细节让我感到很迷惑.

分析类:

1. 当我阅读的时候, 我忽略不相关的细节.
2. 没有细节我也能很快地抓住主要环节.
3. 我喜欢把总的学习内容分成几个环节来学习.
4. 当我学习的时候, 我喜欢住重相关细节而不是看大概的内容.

Appendix 5
Classroom Sheet

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Observation Sheet

Teacher:

Observer:

Date:

Time:

.....

Teacher's Action Zone:

Teacher's talk:

Classroom Interaction:

Seating:

Classroom arrangement:

Classroom atmosphere:

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