The Relationship between Iranian EFL Learners' Attitudes towards English Language Learning and Their Inferencing Ability in Reading Comprehension

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Abstract—In line with recent focus on learner characteristics in L2 learning, this study was conducted to explore the relationship between Iranian EFL learners' attitudes towards English language learning and their inferencing ability in reading comprehension. Investigating the performance of these learners on inference test according to their gender and different linguistic contexts were secondary goals of the study. After the homogenizing process, a group of learners of both sexes were put in the final group. The attitude questionnaire and the inference test were administered in order to examine the learners' attitudes and inferencing ability respectively. In order to investigate the role of linguistic context, the inference test was then divided into two sub-tests of short and long passages. The results of the analyses for the collected data indicated a moderate positive correlation between the attitudes of the learners and their inferencing performance. The effect of linguistic context on inferencing turned out to be significant too. However, no significant difference was found between the mean scores of the males and females on the inference test.

Index Terms—attitude, inference, EFL learner, reading comprehension, linguistic context

I. INTRODUCTION

Second/foreign language learning has witnessed considerable changes in the last few decades and researchers are recently more concerned with effects of learner characteristics on second/foreign language learning. According to Clement, Dörnyei and Noels (1994), success in language learning is a multifaceted issue in which non-linguistic factors like learner attitude and motivation can play a crucial role. Thus, these factors can either enhance or diminish L2 learners' interest and performance in second/foreign language classrooms.

According to Ellis (1994), the learner attitude is a significant factor in the success or failure in learning a second/foreign. Thus, understanding learners' certain characteristics and the ways in which they differ from one another has been a fundamental concern in SLA research.

On the other hand, studies on reading comprehension as one of the major language skills and the improvement of reading instruction and text materials have become more important in recent years (Cain, Oakhill, & Bryant, 2004; Collins Block, Schaller, & Joy, 2004; Dewitz & Dewitz 2003; Trabasso & Bouchard, 2002; Villaume & Brabham, 2002). One useful strategy in enhancing reading comprehension is to improve L2 learners' inferencing ability. According to Garnham and Oakhill (1996), a great portion of our comprehension of the text is derived from making inferences—a central component of skilled reading. Hence, making inference assists readers in driving implicit knowledge from what is explicitly stated which results in the formation of coherent mental representation (Pillow, 2002).

In addition, a variety of variables such as language learners' educational system and classroom setting, social context, cultural background, and their gender have been regarded as essential parameters to be addressed in the investigation of attitude as well as learning differences (Ehram & Oxford, 1995; Molden, Plaks, & Dweck, 2006; Oxford & Nyikos, 1989; Sullivan & Schatz, 2009).

II. REVIEW OF LITERATURE

The Concept of Attitude

There have been many definitions and interpretations presented to describe the concept of *attitude*. When measuring the attitude, social scientists essentially infer it on the basis of individuals' reactions to the evaluatively-worded belief statements. So, one operational definition views attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinions about the referent" (Gardner, 1985, p. 9). Furthermore, Gardner (1985) refers to Allport's definition of attitude as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (1954, p. 45). Ito and Cacioppo (2007) define attitude as global and enduring tendency—either favorable or unfavorable—to react toward a stimulus or class of stimuli. With this definition, they introduce the term "implicit" and note that it has been applied to attitudes in at least three different ways: "(1) when considering the lack of awareness of the information-processing operations that underlie attitudes, (2) when the attitude itself is implicit (i.e., non-verbalizable), and (3) when the attitude is implicitly measured" (p.126).

According to Brown (2000), attitudes shape one's perception of self and others and develop early in childhood as the result of parents' and peers' attitudes, of contact with people who are different in any number of ways, and of interacting affective factors in the human experience.

In the relationship between attitude and success in foreign/second language learning, different classification of attitudes can be reflected. According to Gardner (1985), attitudes can be classified in three ways: (1) along a dimension of "specificity" and "generality" in which attitudes towards learning a particular language like English are specific in that learning English is clear-cut and definite or is general in that foreign language is a more general attitude object than only one language and it can involve various activities and not just learning, (2) in terms of their relevance to second/foreign language achievement in which some attitudes can evidently be more relevant to learning and achievement in second/foreign language learning than others, and (3) classifying attitude variables as either educational or social attitudes in which attitudes circle around the educational dimensions of second/foreign language learning such as attitudes towards the course, teacher, and the educational setting and social dimensions considering culture and social groups respectively.

Henry and Apelgren (2008) convincingly reflected second language (L2) attitudes as a direct product of the learner's identification with the language itself, culture, and the social groups and native speakers of the target language. The extent of this identification is a significant factor in the strength of the learner's attitude and motivation.

Resaerch results indicate that language learning occurs more easily when learners hold positive attitudes towards the language and language learning (Al Rifai, 2010; Chamber, 1999; Shams, 2008; Yang & Lau, 2003). Referring to studies on the relationship between attitudes and language success (Chihara & Oller, 1978; Oller, Baca & Vigil, 1978; Oller, Hudson & Liu, 1977), Brown (2000) concludes that for the most part L2 learners' positive attitudes towards self, native speakers of the target community, and the target language enhance their target language proficiency level. Negative attitudes, on the other hand, lead to decreased motivation and willingness and as a result, to unsuccessful attainment of proficiency. Brown (2000) also believes that negative attitudes can be changed with the awareness of the teacher into positive ones, often by exposing the learners to the real context of the target language and to replace these misunderstandings with an accurate understanding and awareness of the second/foreign language culture. In addition, Gardner, Smythe and Clement (1979) have conducted a large-scale study to examine the effects of attitudes on linguistic performance of L2 learners. They suggested that L2 learners need to be psychologically prepared and to be imposed to elements of the target culture. In spite of the fact that this association is quite common, not all studies support it. According to Gardner (1985), these findings cannot be attributed to factors such as intelligence or aptitude as attitudes towards second/foreign language learning are independent of these two elements.

Inference

According to Bialystok (1983), inferencing is recognized as a compensation strategy and an essential component of the process of reading comprehension which involves an interaction between textual information and prior knowledge of the reader. As Virtue and Van Den Broek (2005) put in, generating inferences as the text is read enables readers to establish a coherent mental representation of a text by choosing the appropriate antecedent among several possible antecedents.

Graesser and Clark (1985) remark that one of the most important types of inference for successful comprehension is that of bridging inference that assists readers to establish explanatory connections between a focal event and prior text or background knowledge. Anaphoric inference is a specific type of bridging inference that determines a person or an object within a sentence is identical to that in another sentence (Garrod & Sanford, 1990). Currently little is known about the processing of anaphoric inferences in the brain, but research on bridging inferences in general suggests that the right hemisphere may play a central role. Burgess and Simpson (1988) in their study found that the hemispheres may be involved in the activation of multiple antecedents. For example, when students are presented with ambiguous words, the right hemisphere displays increased facilitation for both more frequent and less frequent meanings of ambiguous words, whereas the left hemisphere only reflects increased facilitation for more frequent meanings. Likewise, when participants are encountered with sentences ending in ambiguous words, decreased facilitation for inappropriate meanings was found in the left hemisphere and not in the right one.

According to Calvo, Castill and Schmalhofer (2006), inferences can be mainly text-based and serve to combine different parts of the message, thus making a passage coherent or they can be typically knowledge-based and serve to

elaborate and expand the explicitly expressed information. Predictive inferences are one type of knowledge-based inferences which represent the possible outcomes of a stated situation (McKoon & Ratcliff, 1986). According to the minimalist hypothesis (McKoon & Ratcliff's, 1992) and based on the constructionist model (Graesser, Singer, & Trabasso, 1994), predictive inferences will be drawn online only when they are highly constrained by the context of the text with few alternative outcomes to anticipate and when the corresponding knowledge is available from long-term memory or currently activated in working memory. In addition, these inferences would not be automatic; rather, they involve post lexical processes and take time to be activated.

Markovits and Potvin (2001) point out that language learners are likely to come up with new and unknown words and vocabulary items in their interaction with a text which can be tackled through employing some compensation strategies; otherwise, the real intention of the speaker or writer may be understood wrongly or even communication may completely break down. Oxford (2002) defines compensatory strategies as techniques used "to make up for limited knowledge" of the language (p. 128) and that one such strategy is inference in which one has to draw on certain knowledge sources.

Haastrup (1991, as cited in Soria, 2001) proposed three sources of knowledge, namely, contextual, intralingual, and interlingual, that readers may rely on in making lexical inference. In his classification, contextual clues refer to the words from the immediate co-text of the new word which may help the global understanding of the whole text. For contextual cues to be effective in generating inference, Li (1988) indicates that they must be perceptually and conceptually familiar to the reader and contain the information available for the reader to find the relevant schemata in order to clarify the oncoming input in the text. Intralingual clues are, on the other hand, connected with the features of the new word in the target language and reliance on information about phonology, orthography, morphology, word class and collocations to guess the meaning. Finally, interlingual sources have to do with a language other than the target language. These cues are judgments made by learners about the existence of similarity of structures in two languages.

The importance of inferencing is emphasized in top-down reading models (Goodman, 1976; Smith, 1978 in Soria, 2001). These models underline the central role of readers who use their knowledge to read more efficiently. Morrison (1996) has investigated the interaction between bottom-up and top-down models of text processing. On the interactive view, "if sight word recognition is successful then information can be delivered to higher level skills that make associations between the incoming lexical items and hence help the lower level skills by narrowing the possible new pieces of information that would be acceptable to complete a coherent message" (Hudson, 1998, p. 48). Research results indicate that greater levels of background knowledge contribute to the efficiency of attention given to input during reading which, in turn, enable richer textual interpretations, and superior memory performance (Ellis, 2001; Graesser, et al., 1994; Kintsch, 1998; Rumelhart, 1980). According to these findings, the role of background knowledge stored in the long-term memory is largely determined by the quality of the text base that is activated during reading, which is influenced by the individual's text processing efficiency and working memory.

This study has focused on a new aspect in inferencing i.e. the relationship between learner attitude and inferencing ability. Thus, the study has attempted to answer the following research questions through testing the corresponding hypotheses;

1. Is there any significant relationship between EFL learners' attitudes towards English language learning and their inferencnig ability in reading comprehension?

2. Is there any significant difference between male and female EFL learners in terms of their inferencing ability in reading comprehension?

3. Is there any significant difference in the performance of EFL learners in short and extended linguistic contexts in terms of their inferencing ability?

The following null hypotheses were formulated in line with the above research questions;

(1): There is no significant relationship between EFL learners' attitudes towards English language learning and their inferencnig ability in reading comprehension.

(2): There is no significant difference between male and female EFL learners in terms of their inferencing ability in reading comprehension.

(3): There is no significant difference in the performance of EFL learners in short and extended linguistic contexts in terms of their inferencing ability.

III. METHODOLOGY

Participants

A group of 56 subjects were randomly selected from among undergraduate EFL students at the University of Zanjan, Iran. In order to select a homogeneous group as the participants of the study, the researcher administered the Nelson Test to determine the language proficiency level of the subjects. Based on the Z-distribution of the test, those subjects whose scores fell within one standard deviation above and below the mean were designated as the intermediate subjects who turned out to be 49 in number. Consequently, the participants of the study consisted of 49 intermediate undergraduate EFL students**.** Table 1 below presents a profile of the participants.

TABLE 1
THE PROFILE OF THE PARTICIPANTS

Participant	Sex	Age range	Total
Male	21	20-25	49
Female	28		

Instruments
The Nelson Test
The Nelson test (500C), a widely used standardized test, was used to determine the subjects' level of English language proficiency. The 500 level tests are related to the proficiency examination. The proficiency test included 50 multiple-choice items and it took the subjects 45 minutes to answer the test. The test measured the subjects' English language knowledge, focusing on grammar, vocabulary and pronunciation. The descriptive statistics of the Nelson test is given in Table 2 below.

TABLE 2
DESCRIPTIVE STATISTICS FOR THE NELSON TEST

Instrument	N	Mean	SD
Nelson Test	56	22.1607	8. 49123

Attitude Questionnaire
An attitude questionnaire including 10 items was administered to the subjects to determine their attitudes towards English language learning. It was adopted from the Gardner's (2004) Attitude/Motivation Test Battery. This Test Battery is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. It provides a reliable and valid index of the various attitudinal/motivational characteristics which researchers may wish to investigate in many different contexts. Scores on subtests represent attitudes inferred on the basis of individuals' opinions about specific items. For the purpose of this research, the Attitudes towards English Language Learning Scale was adopted from the Test Battery. No time limit was set for administration of the test. Every item was followed by six alternatives: *strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree*. For each item only one alternative could be selected. To calculate the numerical value of the test results, every scale was given a value, as follows:

strongly disagree = 1, *moderately disagree* = 2, *slightly disagree* = 3, *slightly agree* = 4, *moderately agree* = 5, and *strongly agree* = 6.

Therefore, the participants' scores were calculated by adding the numbers of the scores. The scores ranged from 10 to 60 (See appendix a).

Inference Test
The inference test was adopted from the Cambridge preparatory book for the TOEFL (2003) which was supposed to measure the students' ability to infer in both short and extended contexts. As it was mentioned in the test book, the tests of this book mirror the structure of the TOEFL, the passages had similar readability and interest levels, and the use of several passages minimized the effect of topic familiarity (Gear & Gear, 2003). The test consisted of three short passages of approximately 70 words followed by 10 questions and two extended passages of roughly 200 words followed by eight questions. Students would infer 18 inference questions as a whole. It took the subjects 30 minutes to answer the test. All the items were in the multiple-choice format (See appendix b). The Cronbach alpha reliability indexes were calculated for the instruments used in this study. As displayed in Table 3, the instruments enjoyed high reliability indexes.

TABLE 3
RELIABILITY INDICES FOR THE INSTRUMENTS

Instruments	Number of items	Cronbach alpha
		Short context: 0.710
Inference test	18	Long context: 0.712
Attitude questionnaire	10	0.878

Procedure
Several steps were followed to accomplish this research. First, the Nelson Test was administered and the participants of the study were selected through the procedure mentioned above. Next, the attitude questionnaire was distributed among the participants in order to determine their attitudes towards English language learning. The respondents were asked to rate each item on a 6-point Likert scale so as to measure their level of agreement with each statement. Higher scores indicated greater agreement with each statement. The inference test was then administered to measure the subjects' inferencing ability in reading comprehension. The participants were, then, divided into two groups of males and females to compare their mean scores on the inference test. Finally, the inference test was divided into two sub-tests of short versus long-context tests in order to investigate the inferencing performance of all the participants under the moderating effect of linguistic context.

IV. RESULTS AND ANALYSIS

Results for the Relationship between Attitude and Inferencing Ability

The Pearson correlation coefficient was carried out to explore the first research question of the study, that is, the relationship between the participants' attitudes towards English language learning (as measured by the attitude questionnaire) and their inferencing ability in reading comprehension (as measured by the inference test). The correlation index turned out to be significantly meaningful ($r = .422$, $p < .05$). This means that there is a moderate positive correlation between the two variables. The descriptive statistics and the results of the analysis are given in Tables 4 and 5 below.

TABLE 4
DESCRIPTIVE STATISTICS FOR THE INFERENCE TEST AND THE ATTITUDE QUESTIONNAIRE

Instruments	Number of items	M	SD
Inference test	49	8.8980	3.33070
Attitude questionnaire	49	52.1429	8.69626

TABLE 5
CORRELATION BETWEEN THE ATTITUDE QUESTIONNAIRE AND THE INFERENCE TEST

	Attitude questionnaire	Sig (2-tailed)
Inference test	0.422**	0.003

* Correlation is significant at the 0.05 level (2-tailed).

Independent-Samples-T-Test Results for the Moderating Effect of Gender

In order to investigate the second question of the study, the researchers conducted an independent-samples t-test analysis to compare the performances of the male and female participants on the inference test. The results of the analysis indicated no significant mean difference [$t (47) = .012$, $p < .05$]. The descriptive statistics and the results of the analysis appear in Table 6 below.

TABLE 6
DESCRIPTIVE STATISTICS AND INDEPENDENT-SAMPLES T-TEST RESULTS FOR
THE MALE AND FEMALE SUBJECTS' PERFORMANCES ON INFERENCE TEST

	Number	M	SD	T	DF	Sig
Male	21	8.9048	3.81975			
Female	28	8.8929	2.98564	0.012	47	0.990

Results of the Paired-Samples-T-Test Study

In order to answer the last research question, the researchers conducted a paired-samples t-test analysis to explore the effect of context length variable (short vs. long) on the participants' performance on the inference test. The results revealed a significant difference with higher mean score belonging to the short context [$t (48) = 4.994$, $p < .05$]. Table 7 below presents the descriptive statistics as well as the results for the analysis.

TABLE 7
DESCRIPTIVE STATISTICS AND PAIRED-SAMPLES T-TEST RESULTS FOR THE EFFECT OF CONTEXT LENGTH ON
THE SUBJECTS' PERFORMANCE ON THE INFERENCE TEST

Variables	Number	M	SD	T	DF	Sig
Short context	49	5.1224	1.85554			
Long context	49	3.7347	1.99766	4.994	48	0.000

V. DISCUSSIONS AND CONCLUSIONS

As the results of this study suggest, the learners' attitudes towards English language learning has significant relationship with their inferencing ability in reading comprehension. Accordingly, the first null hypothesis that there is no significant relationship between the EFL learners' attitudes towards English language learning and their inferencing ability in reading comprehension was rejected. This finding is consistent with the findings of previous studies (Al Rifai, 2010; Brown, 2000; Chamber, 1999; Shams, 2008; Yang & Lau, 2003) that were indicative of a close connection between language learners' attitudes and their level of success in specific aspects of language learning and second/foreign language learning as a whole. It seems that learners with positive attitudes who experience success in language learning will have enhanced level of motivation and reinforced positive attitudes whereas those with negative attitudes will have these attitudes strengthened by their lack of success (Ellis, 1994; Oxford & Nyikos, 1989).

The results, however, indicated no significant difference between the performance of males and females on the inference test. Thus, the second null-hypothesis claiming no significant difference between the performance of males and females on the inference test was supported. Owing to the generative nature of research, this cannot be viewed as an accomplished fact and further research is needed to explore the performance of language learners according to their gender.

The findings also revealed that the learners' inferencing ability differ in short and extended linguistic contexts. As a result, the third null-hypothesis claiming no significant difference between the performances of the participants in short and long contexts in terms of their inferencing ability was rejected. This is in line with Paribakht's (2005) claim that

text-related variables such as contextual factors and specially, different linguistic contexts influence accurate inferencing. It also supports Li's (1988) and Haastrup's (1991) emphasis on the importance of contextual clues which are specific to different linguistic contexts to guess the meanings when the learner does not know all the words. Hence, inferring the meaning from the text requires readers' processing of the different linguistic contexts, attending to and using variety of textual cues.

VI. IMPLICATIONS OF THE STUDY

The study findings have a direct relevance to the improvement of language teaching. Moreover, it calls for the language teachers' awareness of non-linguistic factors such as individual attitudes of their students and their attempt to satisfy the individual needs. Thus, teachers should make use of appropriate approaches to meet the demands of language learners with diverse traits and to enhance language learning outcomes. That is, instead of ignoring such factors, language teachers should identify them in order to minimize their potential effects.

The results of the study display that most of learners, irrespective of their gender, hold positive attitudes towards English language learning and stress the importance of learning English because of its productivity in the daily life as well as in academic settings. Hence, it seems crucial that language teachers promote their students' willingness to interact with real life issues through communicative approaches to language learning. Language teachers should try to foster positive attitudes that may lead to effective learning strategy use and to minimize negative attitudes that inhibit learning (Yang, 1999).

The results of the study also indicate that learners have different performances in different linguistic contexts. In the case of extended linguistic contexts, textual clues can be made more noticeable through employing different text-developing techniques. It is also expected that increasing learners' awareness of the links between the sentences and paragraphs of the text through explicit teaching of text organization and being aware of the learners' different memory capacities can assist their overall comprehension. A rewarding beginning in comprehension practice can bring about a favorable psychological effect and L2 learners would exhibit less resistance to the learning of a foreign language. Accordingly, the research results can be beneficial to both language teachers and test developers who will be able to make modifications on their approaches to both language teaching and testing and adapt their teaching and testing styles to students' specific needs.

APPENDICES

(a) Attitude Questionnaire
Dear student,
In answering these questions, you should circle one of the alternatives. Some people would circle Strongly Disagree, others would circle Strongly Agree, and still others would circle one of the alternatives in between. Which one you circled would indicate your own feelings based on everything you know and have heard. Note there is no right or wrong answer. All that is important is that you indicate your personal feeling.

Please give your immediate reactions to each of the following items. Don't waste time thinking about each statement. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feelings.
***

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

1. Learning English is really great.
2. I hate English.
3. I really enjoy learning English.
4. I would rather spend my time on subjects other than English.
5. English is a very important part of the university program.
6. Learning English is a waste of time.
7. I plan to learn as much English as possible.
8. I think that learning English is dull.
9. I love learning English.
10. When I leave university, I will give up the study of English because I am not interested in it.

(b) Reading Comprehension Inference Test
Time: 30 minutes
Answer all questions following a passage on the basis of what is implied in that passage.
The female malabar pied hornbill enters a hole in the fruit trees and molts. She and her mate seal the hollow with mud and dung, leaving a crack through which he feeds her. When the chicks hatch and her plumage returns, she breaks out, resealing the nest to guard the young, which emerge later.
1. The Malabar pied hornbill is probably a
   (A) chicken

(B) seal

(C) bird

(D) bear

2. What can be said about the Malabar pied hornbill's nest?

(A) It is lined with feathers.

(B) It is so warm that the female Malabar pied hornbill loses its plumage.

(C) The female Malabar pied hornbill breaks it up after molting.

(D) Its cracks are covered by the feathers that the female Malabar pied hornbill plucks off itself.

3. Which of the following statements can be inferred?

(A) The male is afraid of other males and, therefore, forces his mate into the nest and seals it.

(B) The female is so involved in building her nest that she doesn't realize she's locked herself inside it.

(C) The female purposely imprisons herself to lay her eggs.

(D) The female has to keep the male from hurting the babies, so she encloses herself in the nest.

4. The male Malabar pied hornbill probably

(A) feeds the eggs through a crack in the nest

(B) doesn't help the female until she has enclosed herself in the nest

(C) uses his plumage to guard the recently hatched chicks

(D) doesn't hatch the eggs by keeping them warm with his own body

Two Canadian provinces and all or parts of thirty-one states in the United States have rivers that drain into the Mississippi River. As the Mississippi River flows down to join the sea, it deposits sand, silt, and clay, building the delta seaward across Louisiana's shallow continental shelf. The delta marsh and its bays, lakes, and sounds provide shelter and nutrients for North America's most fertile marine nursery.

5. It can be inferred from the passage that

(A) Canada has only two drainage areas in its provinces

(B) There are thirty-one states in the United States

(C) The thirty-one states mentioned have no other river systems to carry silt, sand, and clay

(D) Some of the silt deposited in the Louisiana delta is from Canada

6. It is probably true that

(A) The delta system formed by the Mississippi River is very important for marine life

(B) Nurseries have been set up in the delta so that children can take part in aquatic sports in the bays, lakes, and sounds

(C) The delta marshland is an excellent area for medical people to study diseases caused by mosquitoes.

(D) The United States has established nurseries to provide shelter and food for migrating birds

7. It can be inferred from the passage that

(A) The delta is being destroyed by the Mississippi River's depositing sand, silt, and clay

(B) The geographic features of the delta are always changing

(C) The sea movement is building a delta on the continental shelf at the mouth of the Mississippi

(D) The river, delta, and sea all play an important role in building Louisiana's continental shelf

Time has been defined as a one-dimensional <u>quantity</u> used to <u>sequence</u> events, to <u>quantify</u> the <u>durations</u> of events and the <u>intervals</u> between them, and (used together with other quantities such as <u>space</u>) to quantify and <u>measure</u> the <u>motions</u> of <u>objects</u> and other changes. Time is quantified in comparative terms (such as longer, shorter, faster, quicker, and slower) or in numerical terms using units (such as seconds, minutes, hours, days). It is regarded as neither a biological nor a physical absolute but a cultural invention. Different cultures have differing perceptions about the passage of time. At opposing ends of the spectrum are the "monochronic", or linear, cultures and the "polychronic", or simultaneous, cultures. In monochronic societies, schedules and routines are primary. Monochronic societies tend to be more efficient and impartial. However, they may be blind to the humanity of their members. In polychronic societies, people take precedence over schedules. People are rarely alone, not even at home, and are usually dealing with several people at once. Time and schedules are not priorities. Time has been a major subject of <u>religion</u>, <u>philosophy</u>, and <u>science</u>, but defining it in a non-controversial manner applicable to all fields of study has consistently eluded the greatest scholars.

8. It can be inferred from the passage that

(A) People who are blind live in monochronic societies

(B) It may be frustraiting for monochronic and polychronic societies to deal with each other.

(C) Monochronic cultures are concerned with schedules and linear cultures are concerned with people

(D) In monochronic cultures, one person takes precedence over schedules, and in polychronic cultures, many people take precedence over schedules

9. It is probably true that

(A) In a polychronic society, a person will skip an appointment if a family member needs some help

(B) In a monochronic society. A person will skip an appointment for a blind friend

(C) In a polychronic society, a person will be on time for an appointment if the other person is from a monochronic society

(D) In a monochronic society, people will look for any excuse in order to skip an appointment

10. Why does the author use the terms linear and simultaneous?
   (A) To examine and compare monochronic and polychronic cultures
   (B) To introduce two more types of cultures
   (C) To define monochronic and polychronic cultures
   (D) To emphasize the different cultures

11. It can be inferred from the passage that
   (A) There are other cultures that regard time differently from the way polychronic and monochronic cultures do
   (B) There are four different ways cultures regard time: monochronic, linear, polychronic, and simultaneous
   (C) A spectrum of time is not a culture's invention or a physical absolute
   (D) Cultures invent biological and physical absolutes

An ultralight airplane looks like a lawn chair with wings, weighs no more than 254 pounds, flies up to 60 miles an hour, and carries about 5 gallons of fuel. Most ultralights are sold as kits and take about 40 hours to assemble. Flying an ultralight is so easy that a pilot with no experience can fly one and accidents are rarely fatal or even serious because the ultralight lands so slowly and gently and carries so little fuel. Some models now have parachutes attached, while others have parachute packs that pilots can wear.

12. Ultralights are powered by
   (A) An engine
   (B) Human energy
   (C) Remote control
   (D) Solar energy

13. It is probably true that
   (A) An ultralight can be purchased at the airport
   (B) People can put their own ultralights together
   (C) People who fly ultralights have no experience
   (D) Ultralight builders need to have training in aviation

14. It can be inferred from the passage that
   (A) Accident statistics are inaccurate because ultralights are not registered at airports
   (B) Fatal accidents are frequent because of the lack of experienced pilots
   (C) Ultralight pilots can walk away from most of the accidents they are in
   (D) Because of the frequency of fatal accidents, laws requiring parachutes have been enacted

Jacob Epstein's sculptures were the focus of much controversy during the sculptor's lifetime. Epstein was born in the United States of Russian-Jewish immigrants in 1880. He moved to Paris in his youth and later to England, where he eventually settled and took out British citizenship in 1907. His first major public commission, on a building in London, offended public taste because of the expressive distortion and nudity of the figures. He often produced controversial works which challenged taboos on what was appropriate subject matter for public artworks. In 1937, the Rhodesian government, which at that time owned the building, actually mutilated the sculptures to make them conform to public notions of decency. Many other of Epstein's monumental carvings received equally adverse criticism. While the general public denounced his work, many artists and critics praised it. They admired in particular the diversity of his work and noted the influence on it of primitive and ancient sculptural motifs from Africa and the Pacific. Epstein died 21 August 1959 in London and is buried in Putney Vale Cemetery. His art is displayed all over the world; highly original for its time, its influence on the younger generation of sculptors such as Henry Moore and Barbara Hepworth was significant. Today, Epstein's work has received the recognition it deserves, and Epstein is considered one of the major sculptors of the twentieth century.

15. Concerning Epstein's work, the tone of the article is
   (A) Critical
   (B) Derisive
   (C) Amusing
   (D) Admiring

16. Which of the following was most probably an important influence on Epstein's work?
   (A) Russian painting
   (B) Public tastes
   (C) The Rhodesian government
   (D) African carvings

17. Today, a newly erected Epstein sculpture would probably
   (A) Be mutilated
   (B) Conform to public opinions
   (C) Be well received
   (D) Be expressive

18. What does the author mean by the statement Many other of Epstein's monumental carvings received equally adverse criticism?
    (A) Many of Epstein's monuments have been defaced
    (B) People have taken equal offense to other critical works of art
    (C) Epstein's monuments are usually denounced for their nudity
    (D) Other sculptures of Epstein's have elicited negative comments

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