The study of impact of learner's personal constructs in Illocutionary Acts Induction

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Abstract: In this article, an empirical study of how learner's personal constructs determine the induction of illocutionary acts is reported. The assessment program involved Oxford Placement Test (OPT), Eysenck Personality Questionnaire (EPQ), Illocutionary Acts Induction Test (IAIT) and Repertory Grid Technique (RGT) and administered upon 60 upper-intermediate EFL learners.

This study demonstrated that illocutionary acts induction determined by personal constructs and also the claim of personal construct and locutionary act are in parallelism. The findings of this study can be used by teachers, curriculum planners, students, counseling psychologists.

Keywords: Induction; Illocutionary acts; Locutionary acts; Personal constructs; Personality traits; Speech acts.

I INTRODUCTION

This study is an attempt to investigate the roles of personal constructs in illocutionary acts induction among Iranian EFL learners. "The illocutionary acts is the effect the speaker wants the utterance to have on the listener. It is the speaker's intent; a true speech act" (Austin, 1976, p.10). According to Kelly (1955), people cannot understand the world except through their own constructs. Therefore, in order to understand a person's response to events, we have to understand the constructs through which he or she has perceived those events (p. 41). Also Zwaan, Stanfield, and Yaxley (2002) state that during language comprehension people mentally represent the shapes of concrete objects denoted by count nouns. (Malt, & Wolff,. 2010, p. 218).

Interaction between learner's personal constructs and illocutionary acts leads to a new point of view at speech act and psycholinguistics analysis. "The illocutionary speech act is communicatively successful only if the speaker's illocutionary intention is recognized by the hearer. These intentions are essentially communicative because the fulfillment of illocutionary intentions consists in hearer's understanding. Not only are such intentions reflexive. Their fulfillment consists in their recognition" (Bach & Harnish, 1979, p. 15). This study will investigate how personal constructs caused individuals to be different in perception of illocutionary acts; and the probability of personal construct and locutionary meaning parallelism. The aim of this research is to investigate whether there is parallelism between locutionary act and personal construct and to what extent personal constructs effects on illocutionary acts induction.

Speech Act Theory describes the power of the language in the sense that is seen by Taylor, (1978), i.e., the power to make the world rather than to mirror it. This idea indicates that speech act theory is not relevant to the grammatical composition of sentences in a language, but it is concerned with the role in communication performed by people, particularly in their function as actual acts (p. 357). Crystal (1985), points out that speech act is a theory which deals with the analysis of the role of utterance in relation to the behavior of speaker and hearer in interpersonal communication (p. 285).

The Speech Act Theory, first proposed by Austin, is an attempt to bridge the gap between the philosophical and the sociological approaches to semantics. Its main tenet is a consideration of the social and linguistic contexts of language use. Austin himself never presented a complete developed theory of speech acts, but his lectures were gathered and published after his death in a book entitled " How to do things with words" in 1962.

The early beginning of Austin's theory is the distinction between performative and constative utterances. The performatives are those of legal doings such as getting married, bequeathing a property, naming ships, baptizing people, and so forth. Such utterances are described as doing things rather than saying utterances and which cannot be evaluated as true or false. According to J. L. Austin (1962), "a speech act can be defined as an utterance as a functional unit in communication and it should be analyzed as a locutionary act, as well as an illocutionary acts, and in certain cases a further perlocutionary act" (p.16). According to an American language philosopher J.R. Searle (1976), "speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions or making promises. Searle states that all linguistic communication involves linguistic (speech) acts. In other words, speech acts are the basic or minimal units of linguistic communication" (p.16).

Austin (1962) says that: "to say something may be to do something, or in saying something we do something" (p. 91). He (ibid.) suggests that in issuing an utterance a speaker performs three acts simultaneously, LA, IA, and PA. These three acts have to be performed simultaneously. It is not the choice of the speaker to perform one or two and leave the rest; otherwise the whole communicative process will be aborted (ibid., pp. 91-92).

Leech (1983) briefly defines locutionary act, illocutionary acts and perlocutionary act like this:

Locutionary act: performing an act of saying something.
Illocutionary act: performing an act in saying something.
Perlocutionary act: performing an act by saying something

Austin (1962) defines illocutionary acts as follow:

"The illocutionary act is the effect the speaker wants the utterance to have on the listener" (p.16). "It is the speaker's intent. A true speech act" (Searle, 1976, p. 10). Searle (1969) suggests that illocutionary acts, "consist characteristically in uttering words in sentences in certain contexts . . . with certain intentions . . ." (p. 25). Yule (1996) claims, the illocutionary acts is thus performed via the communicative force of an utterance which is also generally known as illocutionary force of the utterance. Basically, the illocutionary acts indicates how the whole utterance is to be taken in the conversation (p. 48). "Illocutionary acts (IA) is the most significant act in the hierarchy of speaking and it is absolutely essential to any discussion of speech act. It is an act performed in saying something" (Austin, 1962, p. 98). It is identified by explicit performative and it is an act which is internal to the LA. Once the LA has been performed, the IA is performed too.

Austin (1962) defines locutionary act as follow:

"Saying something (the locution) with a certain meaning in traditional sense or the basic literal meaning of the utterance which is conveyed by the particular words and structures which the utterance contains. In linguistics and the philosophy of mind, a locutionary act is the performance of an utterance" (p.16). . LA can be defined in the full sense of 'say' as a verbal or linguistic utterance. The speaker can also perform LA by using non-verbal utterances, which are identifiable to spoken language. These non-verbal utterances are identifiable prosody, spoken and written prosody. In spoken language, prosody consists of the pattern of pause, pitch level, stress tone of voice, and the like; its counterpart in the written language is punctuation and typography.

Kelly (1955) defined his notion of personal construct as follows:

"In its minimum context a construct is a way in which at least two elements are similar and contrast with a third" (p. 61). According to Kelly (1955), "people cannot understand the world except through their own constructs. Therefore, in order to understand a person's response to events, we have to understand the constructs through which he or she has perceived those events" (ibid., p. 41). Thus, a construct simultaneously differentiates and integrates. To construe is both to abstract from past events, and to provide a reference axis for anticipating future events based on that abstraction. The process of construal thus lays the ground for all subsequent logical and mathematical reasoning:

Kelly's (1955) theory provides a rich characterization of the efforts of individuals to actively anticipate and control their environment. He draws explicit parallels between the processes that guide scientific research and those involved in everyday activities. His notion of *personal scientist* assumes that all people actively seek to predict and control events by forming relevant hypotheses, and then testing them against their experience (Mischel, 1964). In Kelly's (1955) own words, "the aspirations of the scientist are essentially the aspirations of all men" (p. 43). As Einstein (1936), put it, "The whole of science is nothing more than a refinement of everyday thinking". In Kelly's (1955) view, a major goal of both individuals and social systems is anticipation. We simulate to improve the "accuracy" of our anticipation of aspects of the future that are important to us. Action is a form of active anticipation that seeks to make desirable outcomes more likely.

One of the main concerns regarding language learning has always been delivering the intended meaning of teacher during teaching process. There was little evidence in the literature of the use of induction and training courses for students, with a few exceptions (McComb 1993) although there was awareness of and the assertion of the importance of providing guidelines (Warren & Rada 1998). Induction should ensure that professional and career development has a firm foundation because it gives teachers opportunities to become successful in teaching and begin to make a real impact on school development (Bubb, 2007). Findings of this study support the belief that individuals (students) create moulds through their process of induction; if the teacher (speaker/writer) recognizes the moulds of individuals (students), s/he can transfer the intended meaning in the best way. This study will investigate whether there is any significant factors that influence illocutionary acts in Iranian EFL learners and to what extent personal construct effects on illocutionary acts and the paradigm of which factor(s) caused learners to be different in their induction. Moreover, there are two critical conditions of learning: the characteristics of the learner; and, the characteristics of the learning situation, the environment (Belkin & Gray, 1977).

Educators should therefore aim to understand the nature, origin and effect of individual differences so that the learning environment can be created to facilitate greater student learning. Personality and preferred learning style feature strongly in a student's academic achievement, bias towards particular subjects and styles of thinking (Entwistle, 1981). By paying attention to aforementioned materials, it seems that this study may be profitable to be conducted for helping teachers, students and psycholinguists in process of teaching understanding and its problems. And if so, this study may show whether personal constructs can be considered as an effective element in induction of teacher's intended meaning.

II METHODS

1. Participants

To fulfill the objectives of this study, 60 (30 males and 30 females) upper-intermediate EFL learners aged of 20-29 studying English in 5 English Language institutes in Boukan -West-Azerbaijan province - were selected for this study. It consists of students whose native language is Kurdish and their Foreign Language is English.

2. Instruments

To accomplish the objectives of this research, OPT, EPQ, RGT and IAIT were administered.

a. Oxford Placement Test (OPT)

Placement test means a test to determine a student's level of ability in one or more subjects in order to place the student with others of the same approximateability. This test is designed to find the appropriate level for students in a course or programme of study.

The OPT is one of the most widely used batteries of assessment of English worldwide learners which measures the ability of nonnative proficiency of English that published by Oxford University (see Appendix A). In order to homogenize the participants, the subjects who participated in the present study were 86 (40 males and 46 females) from 5 English Language institutes in Boukan. So, on the first session of the class, the Oxford Placement Test (OPT) was administered and after scoring the answer sheets, 19 students whose total score were below 60 considered as intermediate and therefore were omitted from the study. Among those 67 students (32 males and 35 females), 7 students who had the mete scores at each side of the acceptable ranges, in order to select homogeneous participants in terms of their English proficiency level, were intentionally omitted. Afterwards, the remaining 60 students were selected to administer the other 3 tests.

This 60-minutes test comprises two separate sections which are: Threshold or intermediate and Vantage or upper-intermediate. The 70.93% of participants got the acceptable range of upper-intermediate.

b. Eysenck Personality Questionnaire (EPQ)

In psychology, Eysenck Personality Questionnaire (EPQ) is a questionnaire to assess the personality traits of a person. It was devised by the psychologists Hans Jürgen Eysenck and his wife Sybil B. G. Eysenck. Hans Eysenck's theory is based primarily on physiology and genetics. Although he was a behaviorist who considered learned habits of great

importance, he considers personality differences as growing out of our genetic inheritance. He is, therefore, primarily interested in what is usually called temperament.

This hugely validated test consists of 90 Yes/No items. Those who fill out the EPQ, receive four different kinds of scores: the E score which is related to how much extrovert a person is and characterized by being outgoing, talkative and high on positive effect, the I score which is related to being introversion and people who are chronically over-aroused and jittery, the N score measuring the neuroticism and characterized by high levels of negative affect such as depression and anxiety, and the P score which tries to measure how psychotic a person is and characterized by being loss of contact with reality that can be manifested as schizophrenia and hallucinations. The E score is computed out of 21 since it consists of 21 items, the N score is out of 23, the P score is out of 25 and the I score is out of 21. The Yes/No answers should be given based on the usual way of acting or thinking of an individual. The researcher used the Farsi version provided and validated by Puya Azmoonyar Institute of Behavioral Sciences Research and the allotted time for the participants to answer the EPQ was 30 minutes.

At the next session of the class, the students received the Eysenck Personality Questionnaire (EPQ) which identifies the degree of a person's introversion, extroversion, neurotic and psychotic. From 60 participants who took EPQ, 21(35%) were Extroverts (15 males and 6 females), 18 (30%) were Introverts (8 males and 8 females), 19 (31.7%) were Neurotics (4 males and 15 females) and 2 (3.3%) were Psychotics (2 males). The EPQ test, the answer key and the standard rating scales are also provided in the appendices (see Appendix B).

c. Illocutionary Acts Induction Test (IAIT)

The IAIT comprised 10 questions within 8 passages of TOEFL since 1990 to 1994. Each passage assessed and specified to one or two constructs of RGT test. The passages were short and had 1 question except two of them (passages 1 and 5) that had 2 questions. All the questions were multiple choices. The participants read the passages and checked the answers. The reliability of this IAIT was checked by employing KR-21 formula. After calculations, an average reliability value of $r = 0.87$ was obtained for the test.

The passages, the answer key and the RGT were appeared in appendices (see Appendix C).

d. Repertory Grid Technique (RGT)

RGT includes two concepts: elements and constructs. The elements are the objects of people's thinking to which they relate their concepts or values. In this study there are 8 passages as elements that each one is related to one or more constructs. The constructs are the discriminations that people make to describe the elements in their personal, individual world. An essential characteristic of constructs is that they are bipolar. There are 10 constructs in each two poles of Grid. The constructs of Emergent pole and Explicit pole are bipolar in each line. The Grid rates vertically in each column for each specific passage. The rating scale is qualitative and numbering as 1 to 5. Each constructs evaluated by specific passages (see Appendix D).

The numbers of rating scale stand as:
1. Strongly agree with the left pole
2. Agree with the left pole
3. Natural
4. Agree with the right pole
5. Strongly agree with the right pole

The participants after reading each passages and checking the answer of IAIT turned back to RGT and completed the Grid. The time that dedicated to answer the passages and RGT was an hour.

To inferring and checking the reliability of constructs, the distribution normalized test -Kolmogorov-Smirnov Z test- utilized to illustrate the normality of constructs and the result indicates that the distribution of constructs in 0.01 and 0.05 levels of significance for all constructs were meaningful except Experience-Lack of experience construct.

One reason why repertory grid technique is popular is that they have three major advantages over other quantitative and qualitative techniques. These advantages are the ability to determine the relationship between constructs, ease of use,

and the absence of researcher bias. Repertory grids allow for the precise defining of concepts and the relationship between these concepts (Boyle, 2005). Of the main focuses of repertory grid is on understanding, before developing theories that can be subsequently proved or disproved (Edwards et al, 2009).

3. Procedure

As mentioned earlier, the main purpose of this study was studying constructs that play the role of differences in learner's induction. All the participants were taught using the same material and they received the same amount of instruction. But before anything an OPT homogeneity test was held to make sure that students are at the same level. So in order to achieve this goal, 86 students (40 males and 46 female) from 5 English Language institutes in Boukan selected to be administered. At the first session of the classes, the OPT administered. The OPT comprise two separate 50 questions sections which each one illustrate one level of proficiency. The first 50 questions are belonging to threshold or intermediate level and the next; associate vantage or upper -intermediate level. According to an OPT rating scale and the purpose of participant's homogeneity to gain 60 upper-intermediate subjects, the students' scores that fell between below and above 60 and 80, were acceptable and selected. The allotted time for the participants to answer the OPT was 60 minutes.

Following the administration of OPT, 60 participants being selected took Eysenck Personality Questionnaire. At the next session, 30 minutes devoted to participants in order to answer the 90 Yes/No questions of EPQ. They read the questions and checked the answer in answer sheet. EPQ revealed the personality types of participants and categorized them into 4 traits: Extrovert, Introvert, Neurotic and Psychotic. After collecting the answer sheet from participants, subsequently the IAIT and RGT were given to participants and the methodology of both tests were elucidated in details clearly. The IAIT comprised 8 TOEFL passages being selected specifically to assess specified constructs of RGT. The job was done in a way that all the materials would accurately be compatible with participant's level of language proficiency. The researcher tried to observe i+1theory when compiling and gathering materials. In another way the materials were designed to be slightly above the current level of student's knowledge and word power (Richards, 1985, p.133). Each passage involved one multiple question except passages 1 and 5 which had two. The participants started with IAIT and after answering to each passage, turned back to RGT and gave the scores to each constructs. The rating method for each passage in RGT was horizontally along the constructs. The allotted time for the participants for both IAIT and RGT were 80 minutes.

Participants scored the constructs from their point of view for each passage in RGT sheet. At the end, the collected data of those 4 tests were analyzed.

III Results and Discussion

Language is meaning. Austin (1962) argues that the IA is connected with the production of effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons (p. 98). Kelly's (1955) personal construct theory, provides a rich characterization of the efforts of individuals to actively anticipate and control their environment. He draws explicit parallels between the processes that guide scientific research and those involved in everyday activities. His notion of *personal scientist* assumes that all people actively seek to predict and control events by forming relevant hypotheses, and then testing them against their experience (Mischel, 1964). In Kelly's (1955) own words, "the aspirations of the scientist are essentially the aspirations of all men" (p. 43). According to Kelly (1955), people cannot understand the world except through their own constructs. Therefore, in order to understand a person's response to events, we have to understand the constructs through which he or she has perceived those events (p. 61). As Sperber and Wilson (1986) states, communication is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker's "meaning" from it (Pütz, M. & Sicola, L. 2010, p. 23).

Regarding the question of the study, the statistical data analysis revealed that the constructs that individuals construe, determined the induction of illocutionary acts. Moreover, based on the statistical analysis of the data which were done for the comparison between the RGT, EPQ, and IAIT, the following findings can be concluded:

a. One of the important findings of this study is the acclaim of *Personal construct* and *Locutionary act* parallelism. In analysis of Context Meaning Induction-Prepositional Meaning Induction construct, two texts of 2 and 6 were selected. The grid score of those participants who answered these texts correctly in Context Meaning Induction-Prepositional Meaning Induction construct were considered to be analyzed. The result appears in the following Tables.

Table 1. Frequency Distribution of Context Meaning Induction-Prepositional
Meaning Induction in Text 2 and Text 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	29.3	29.3	29.3
	1.50	13	31.7	31.7	61.0
	2.00	11	26.8	26.8	87.8
	3.00	1	2.4	2.4	90.2
	3.50	3	7.3	7.3	97.6
	4.00	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

The descriptive statistics are provided in the following Table.

Table 2. Descriptive Statistics of Context Meaning Induction-Prepositional
Meaning Induction in Text 2 and Text 6

N	Valid	41
	Missing	0
Mean		1.7317
Median		1.5000
Skewness		1.446
Std. Error of Skewness		.369
Minimum		1.00
Maximum		4.00

In conjoining Table 1, and Table 2, to achieve main conclusion, the mean score of 1.73, the median score of 1.50 and the positive skewness ratio of 1.44 obtained. The odd skewness of distribution to right side of histogram, as illustrated in Figure below, shed the light on this reversed hypothesis that the participants who answered text-2 and text-6 correctly and used Context Meaning Induction construct to comprehend the texts, their inductions in incorrect answers desired to Prepositional Meaning Induction construct and left side of grid pole.
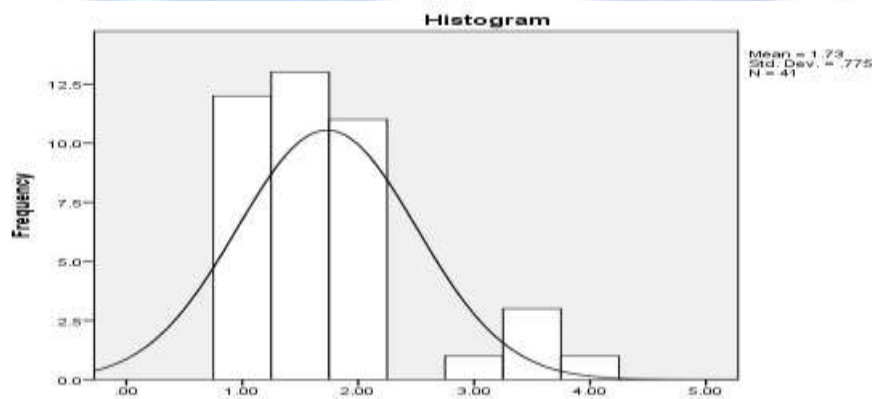
Figure 1: Descriptive Statistics of Context Meaning Induction-Prepositional Meaning Induction
in Text 2 and Text 6

Text-2 and text-6 were designed especially for evaluation of *Context Meaning Induction-Prepositional Meaning Induction* and thereupon the reversed frequency distribution of Context *Meaning Induction-Prepositional Meaning Induction* reveals that the tendency of participants were toward *Locutionary meaning* to answer the questions of thext-2 and text-6. The findings of this study were in parallelism with Searle's (1975) speech act theory of locutionary act and Kelly's (1955) personal construct theory. All the participants who answered incorrectly to the questions of thext-2 and text-6 used prepositional meaning in order to understand the meaning of the writer.

The results clearly shows the fact that if histogram (Figure 1) reversed, the positive skewness ratio change to negative and the skew odds to right side for incorrectly answered questions. The following tables include reversed

frequency distribution of Context Meaning Induction-Prepositional Meaning Induction and descriptive statistics of Context Meaning Induction-Prepositional Meaning Induction in text-2 and text-6.

Table 3. Reversed Frequency Distribution of Context Meaning Induction-Prepositional Meaning Induction

N	Valid	60
	Missing	0
Mean		3.7667
Median		4.0000
Mode		4.00
Std. Deviation		.64746
Variance		.419
Skewness		-2.837
Std. Error of Skewness		.309

Table 4. Reversed descriptive statistics of Context Meaning Induction-Prepositional Meaning Induction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.7	1.7	1.7
	2.00	4	6.7	6.7	8.3
	3.00	3	5.0	5.0	13.3
	4.00	52	86.7	86.7	100.0
	Total	60	100.0	100.0	
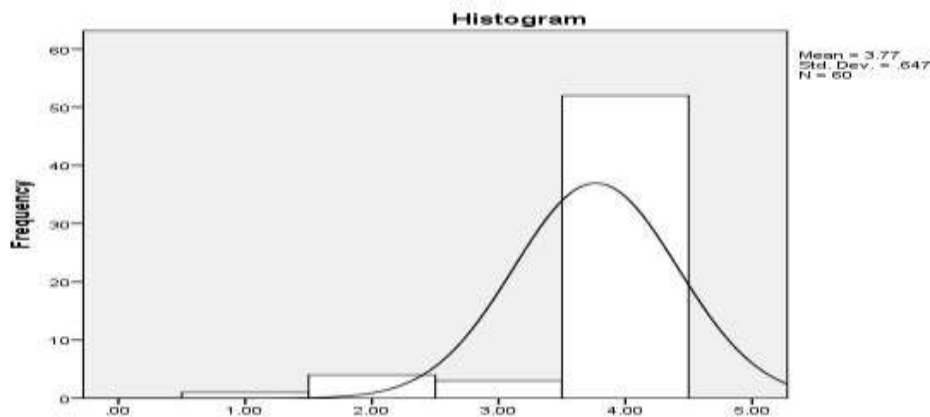
Figure 2: Reversed Descriptive Statistics of Context Meaning Induction-Prepositional Meaning Induction

Table 3 indicates the mean score of 3.76, the median score of 4.00 and the negative skewness ratio of -2.83. The incorrectly answered questions revealed that the tendency of participants for answering the questions of text-2 and text-6 were toward right side of grid pole. Clearly it can thus be concluded that the presupposed claim is the parallelism of locutionary act and personal construct thereupon it can be argued that locutionary act and personal construct are the same. The findings of this study are in line to Searle's (1975) speech act theory of locutionary act and Kelly's (1955) personal construct theory. According to Austin (1962), locutionary act means the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance and as Kelly (1955) states the people are like naive scientists who see the world through a particular lens, based on their uniquely organized systems of construction, which they use to anticipate events. It is also in line with Sadock's (1974) suggestion that: the IF of an utterance does not differ from Searle's "propositional acts" nor from Austin's LA (p. 147).

To be even more confirmed about this judgment that locutionary meaning and personal construct are the same and in parallelism, Table 11 reveals that the Pearson Correlation Coefficient of total text scores and Context Meaning Induction-Prepositional Meaning Induction construct, is -.286. Undoubtedly it is a meaningful value that proves this claim.

b. To meet the main aim of the study, one question, "Do personal constructs determine the induction of illocutionary acts?" was posed and to find a (set of) proper answer(s), was suggested. In order to analyze this question, three

descriptive analyses (RGT-EPQ, IAIT-EPQ and RGT-IAIT) were employed. At first RGT-EPQ analysis was administered. To elucidate descriptive analysis of 8 personal constructs in 4 types of participants' personality traits, the total scores that participants wrote in grid from their viewpoint for induction of texts meaning, the One-Way Analysis of Variance was utilized for each construct. Table 5 illustrates descriptive analysis of constructs in interaction with 4 types of personality traits.

Table 5. Descriptive RGT-EPQ Analysis

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
D-I	Extrovert	21	1.5714	.92582	.20203	1.1500	1.9929	1.00	5.00
	Introvert	18	1.7778	1.16597	.27482	1.1980	2.3576	1.00	4.00
	Neurotic	19	2.3684	1.60591	.36842	1.5944	3.1424	1.00	5.00
	Psychotic	2	1.5000	.70711	.50000	-4.8531	7.8531	1.00	2.00
	Total	60	1.8833	1.26346	.16311	1.5569	2.2097	1.00	5.00
A-C	Extrovert	21	1.6667	.77996	.17020	1.3116	2.0217	1.00	4.50
	Introvert	18	1.5556	.68361	.16113	1.2156	1.8955	1.00	3.00
	Neurotic	19	1.9211	1.10884	.25439	1.3866	2.4555	1.00	5.00
	Psychotic	2	1.7500	.35355	.25000	-1.4266	4.9266	1.50	2.00
	Total	60	1.7167	.86046	.11109	1.4944	1.9389	1.00	5.00
B-F	Extrovert	21	4.1270	.84641	.18470	3.7417	4.5123	1.67	5.00
	Introvert	18	3.6852	.95979	.22623	3.2079	4.1625	2.00	5.00
	Neurotic	19	3.5439	1.03166	.23668	3.0466	4.0411	1.00	5.00
	Psychotic	2	4.3333	.94281	.66667	-4.1375	12.8041	3.67	5.00
	Total	60	3.8167	.95949	.12387	3.5688	4.0645	1.00	5.00
C-P	Extrovert	21	1.5952	.58350	.12733	1.3296	1.8608	1.00	3.50
	Introvert	18	1.7500	.87867	.20710	1.3130	2.1870	1.00	4.00
	Neurotic	19	1.8947	.92164	.21144	1.4505	2.3390	1.00	4.50
	Psychotic	2	1.2500	.35355	.25000	-1.9266	4.4266	1.00	1.50
	Total	60	1.7250	.78883	.10184	1.5212	1.9288	1.00	4.50
T-T & H-L	Extrovert	21	1.3690	.52213	.11394	1.1314	1.6067	.75	2.75
	Introvert	18	1.5556	.80237	.18912	1.1565	1.9546	.75	3.75
	Neurotic	19	1.4211	.60698	.13925	1.1285	1.7136	.75	3.25
	Psychotic	2	2.8750	1.59099	1.12500	-11.4195	17.1695	1.75	4.00
	Total	60	1.4917	.71154	.09186	1.3079	1.6755	.75	4.00
G-T	Extrovert	21	2.8095	1.47882	.32270	2.1364	3.4827	1.00	5.00
	Introvert	18	2.5278	1.27732	.30107	1.8926	3.1630	1.00	5.00
	Neurotic	19	2.2368	1.27332	.29212	1.6231	2.8506	1.00	5.00
	Psychotic	2	2.2500	1.76777	1.25000	-13.6328	18.1328	1.00	3.50
	Total	60	2.5250	1.34802	.17403	2.1768	2.8732	1.00	5.00
G-S	Extrovert	21	3.7460	.91836	.20040	3.3280	4.1641	2.00	5.00
	Introvert	18	3.6481	.69048	.16275	3.3048	3.9915	2.33	5.00
	Neurotic	19	3.5965	1.04574	.23991	3.0925	4.1005	1.67	5.00
	Psychotic	2	3.6667	.00000	.00000	3.6667	3.6667	3.67	3.67
	Total	60	3.6667	.87225	.11261	3.4413	3.8920	1.67	5.00
E-L	Extrovert	21	2.2143	.73009	.15932	1.8820	2.5466	1.00	3.75
	Introvert	18	2.1111	.74371	.17529	1.7413	2.4809	1.00	4.25
	Neurotic	19	2.1842	.77209	.17713	1.8121	2.5563	1.00	3.75
	Psychotic	2	2.2500	.35355	.25000	-.9266	5.4266	2.00	2.50
	Total	60	2.1750	.72530	.09364	1.9876	2.3624	1.00	4.25

D-I: Deduction-Induction
A-C: Anticipation-Certainty
B-F: Background knowledge-Foreground knowledge
C-P: Context meaning induction-Prepositional meaning induction

T-T & H-L: Text complexity-Text simplicity & High level of proficiency-Low level of proficiency
G-T: Graphical representation-Text based representation
G-S: General literature-Specific literature
E-L: Experience-Lack of experience

The ANOVA analysis used for each construct was shown in following table.

Table 6. ANOVA – Each Constructs Analysis

		Sum of Squares	df	Mean Square	F	Sig.
D-I	Between Groups	7.008	3	2.336	1.501	.224
	Within Groups	87.175	56	1.557		
	Total	94.183	59			
A-C	Between Groups	1.316	3	.439	.580	.631
	Within Groups	42.368	56	.757		
	Total	43.683	59			
B-F	Between Groups	4.281	3	1.427	1.597	.200
	Within Groups	50.035	56	.893		
	Total	54.317	59			
C-P	Between Groups	1.364	3	.455	.720	.544
	Within Groups	35.349	56	.631		
	Total	36.713	59			
T-T & H-L	Between Groups	4.311	3	1.437	3.149	.032
	Within Groups	25.560	56	.456		
	Total	29.871	59			
G-T	Between Groups	3.429	3	1.143	.617	.607
	Within Groups	103.783	56	1.853		
	Total	107.212	59			
G-S	Between Groups	.232	3	.077	.097	.961
	Within Groups	44.657	56	.797		
	Total	44.889	59			
E-L	Between Groups	.119	3	.040	.072	.975
	Within Groups	30.919	56	.552		
	Total	31.037	59			

D-I: Deduction-Induction   T-T & H-L: Text complexity-Text simplicity & High level of proficiency-Low level of proficiency   A-C: Anticipation-Certainty   G-T: Graphical representation-Text based representation
B-F: Background knowledge-Foreground knowledge   G-S: General literature-Specific literature
C-P: Context meaning induction-Prepositional meaning induction   E-L: Experience-Lack of experience

The ANOVA analysis of 8 personal constructs in 4 types of personality traits in participants, indicates that participants with different types of personality traits in constructs of *Text complexity-Text simplicity* and *High level of proficiency-Low level of proficiency* had a meaningful relevance from the level of 0.05 significance.

Therefore, the following analysis for those constructs was accomplished.

Table 7. Descriptive Analysis of T-T & H-L Constructs in Personality Traits

Dependent Variable	(I) personality	(J) personality	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Text complexity-Text simplicity + High level of proficiency-Low level of proficiency	Extrovert	Introvert	-.18651	.21701	.826	-.7611	.3881
		Neurotic	-.05201	.21391	.995	-.6184	.5144
		Psychotic	-1.50595*	.49995	.020	-2.8298	-.1822
	Introvert	Extrovert	.18651	.21701	.826	-.3881	.7611
		Neurotic	.13450	.22221	.930	-.4539	.7229
		Psychotic	-1.31944	.50356	.053	-2.6528	.0139
	Neurotic	Extrovert	.05201	.21391	.995	-.5144	.6184
		Introvert	-.13450	.22221	.930	-.7229	.4539
		Psychotic	-1.45395*	.50223	.027	-2.7838	-.1241
	Psychotic	Extrovert	1.50595*	.49995	.020	.1822	2.8298
		Introvert	1.31944	.50356	.053	-.0139	2.6528
		Neurotic	1.45395*	.50223	.027	.1241	2.7838

Table 7, indicates that there is a meaningful difference between Introvert and Neurotic of personality traits with Psychotic in the process of induction.

Next, the IAIT-EPQ analysis was administered. To illustrate analysis methodology of IAIT with EPQ, the 4 traits personality types who answered the questions correctly, compared. To shed the light on analysis of IAIT with EPQ, the One-way Analysis of Variance was utilized which appeared in Table 9.

Table 8. Descriptive Analysis of IAIT and EPQ

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	21	4.6190	1.35927	.29662	4.0003	5.2378	2.00	8.00
2	18	4.9444	1.58938	.37462	4.1541	5.7348	3.00	8.00
3	19	4.7368	1.14708	.26316	4.1840	5.2897	3.00	7.00
4	2	7.5000	.70711	.50000	1.1469	13.8531	7.00	8.00
Total	60	4.8500	1.42407	.18385	4.4821	5.2179	2.00	8.00

The ANOVA was run for further analysis.

Table 9. ANOVA Results of IAIT and EPQ Analysis

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.569	3	5.190	2.792	.049
Within Groups	104.081	56	1.859		
Total	119.650	59			

The results of variance analysis total correct answered questions in 4 types of personality traits with score of f=2.792 in $p < 0.05$, are meaningful. It clearly means that there is a meaningful relevance between the types of personality traits and total correct answered questions.

For better understanding, the Multiple Comparisons Turkey HSD test was administered for mentioned data and the results appears in Table 10.

Table 10. Multiple Comparisons of IAIT and EPQ Analysis

(I) personality	(J) personality	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	-.32540	.43790	.879	-1.4849	.8341
	3	-.11779	.43165	.993	-1.2608	1.0252
	4	-2.88095*	1.00886	.030	-5.5523	-.2096
2	1	.32540	.43790	.879	-.8341	1.4849
	3	.20760	.44841	.967	-.9797	1.3950
	4	-2.55556*	1.01614	.068	-5.2462	.1351
3	1	.11779	.43165	.993	-1.0252	1.2608
	2	-.20760	.44841	.967	-1.3950	.9797
	4	-2.76316*	1.01347	.041	-5.4467	-.0796
4	1	2.88095*	1.00886	.030	.2096	5.5523
	2	2.55556*	1.01614	.068	-.1351	5.2462
	3	2.76316*	1.01347	.041	.0796	5.4467

In Table 10, the ordinal numbers stand as 4 types of personality traits. The Extrovert displayed as 1, Introvert displayed as 2, Neurotic displayed as 3 and Psychotic as 4.
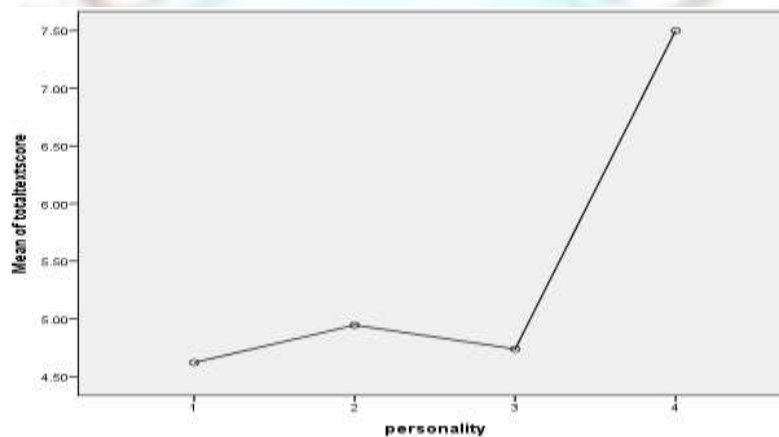

Figure 3: The Distributions Mean of Total Text Scores in 4 Types of Personality Traits

Table 10 of Multiple Comparisons of IAIT and EPQ Analysis, indicates that the total correct answered questions in 4 types of personality traits in 0.05 level of significance are meaningful. The distributions mean of total text scores in 4 types of personality traits are shown in the linear chart above.

The RGT-EPQ analysis and given data in Table 5, Table 6 and Table 7, reveals that there is a meaningful relevance between constructs that individual personally created to understand the world and their inductions. The Descriptive Analysis of IAIT and EPQ clearly confirm the fact that total correct answered questions in 4 types of personality traits from constructs point of view are meaningful (Table 9). This finding is in line with Kelly (1955), who expressed: "people cannot understand the world except through their own constructs. Therefore, in order to understand a person's response to events, we have to understand the constructs through which he or she has perceived those events" (p. 61). The results illustrated the Kelley's (1955) theory which provides a rich characterization of the efforts of individuals to actively anticipate and control their environment. Kelly's (1955) notion of *personal scientist* assumes that all people actively seek to predict and control events by forming relevant hypotheses, and then testing them against their experience (Mischel, 1964). Personality change, for Kelly (1955), is tantamount to a change in the individual's personal construct system: new construals can be added to the individual's repertoire, or construals that were previously preferred can now be avoided. When personality changes, the individual literally perceives the world differently. The conclusion of obtained results is in line with the Sperber and Wilson's (1986) comments who communication is successful not when hearers recognize the linguistic meaning of the utterance, but when they infer the speaker's "meaning" from it (Pütz, M. & Sicola, L. 2010, p. 23).

To be even more ascertained about this judgment, the RGT-IAIT analysis was administered. In order to calculate the inter-rater reliability between the constructs and correct answered questions (intended meaning of writer), the researcher used the Pearson correlation coefficient. The results showed that there was a significant correlation between constructs and correct answered questions as it is shown in Table 11.

Table 11. Inter-rater Reliability of Constructs with Total Correct Answered Questions

		totaltextscore	D-I	A-C	B-F	C-P	T-T & H-L	G-T	G-S	E-L
totaltextscore	Pearson Correlation	1	.028	.207	.062	-.286[*]	.045	.055	.045	-.151
	Sig. (2-tailed)		.833	.113	.637	.027	.734	.677	.730	.251
	N	60	60	60	60	60	60	60	60	60
D-I	Pearson Correlation	.028	1	-.015	.117	.129	.060	.305[*]	-.077	.180
	Sig. (2-tailed)	.833		.907	.372	.327	.648	.018	.559	.169
	N	60	60	60	60	60	60	60	60	60
A-C	Pearson Correlation	.207	-.015	1	-.338[**]	.014	-.028	.028	.230	-.316[*]
	Sig. (2-tailed)	.113	.907		.008	.913	.831	.831	.078	.014
	N	60	60	60	60	60	60	60	60	60
B-F	Pearson Correlation	.062	.117	-.338[**]	1	-.262[*]	.006	-.025	-.144	.372[**]
	Sig. (2-tailed)	.637	.372	.008		.043	.964	.851	.272	.003
	N	60	60	60	60	60	60	60	60	60
C-P	Pearson Correlation	-.286[*]	.129	.014	-.262[*]	1	.377[**]	.030	-.353[**]	.156
	Sig. (2-tailed)	.027	.327	.913	.043		.003	.817	.006	.234
	N	60	60	60	60	60	60	60	60	60
T-T & H-L	Pearson Correlation	.045	.060	-.028	.006	.377[**]	1	.184	-.382[**]	.413[**]
	Sig. (2-tailed)	.734	.648	.831	.964	.003		.160	.003	.001
	N	60	60	60	60	60	60	60	60	60
G-T	Pearson Correlation	.055	.305[*]	.028	-.025	.030	.184	1	.264[*]	.069
	Sig. (2-tailed)	.677	.018	.831	.851	.817	.160		.041	.600
	N	60	60	60	60	60	60	60	60	60
G-S	Pearson Correlation	.045	-.077	.230	-.144	-.353[**]	-.382[**]	.264[*]	1	-.348[**]
	Sig. (2-tailed)	.730	.559	.078	.272	.006	.003	.041		.006
	N	60	60	60	60	60	60	60	60	60
E-L	Pearson Correlation	-.151	.180	-.316[*]	.372[**]	.156	.413[**]	.069	-.348[**]	1
	Sig. (2-tailed)	.251	.169	.014	.003	.234	.001	.600	.006	
	N	60	60	60	60	60	60	60	60	60

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

**. Correlation is significant at the 0.01 level (2-tailed).

D-I: Deduction-Induction   T-T & H-L: Text complexity-Text simplicity & High level of proficiency-Low level of proficiency   A-C: Anticipation-Certainty   G-T: Graphical representation-Text based representation
B-F: Background knowledge-Foreground knowledge   G-S: General literature-Specific literature
C-P: Context meaning induction-Prepositional meaning induction   E-L: Experience-Lack of experience

The researcher used the Pearson correlation coefficient in order to calculate the inter-rater reliability between the raters (personal constructs and illocutionary acts). The result shows that there was a significant correlation between the two

raters. Therefore, this gave assurance to the researcher that personal constructs determine the induction of illocutionary acts. The personal constructs in the process of induction in participants, have a meaningful relation.

According to Kelly (1955), constructs function to guide the individual's perception and memory of events, and response to them. Personal constructs are important because these cognitive categories differ for each person (p. 84).

Findings of this study supported the belief that individuals create moulds through the process of induction; if the speaker recognizes the moulds of individuals (hearer), s/he can transfer the intended meaning in the best way. Personal constructs belongs to psychology school of thought and illocutionary acts belongs to linguistics. The methodology of this psycholinguistics study illustrates the interaction between these two schools of thought; present a new wide insight of existence relevance between them. The personal construct in psychology and locutionary act in linguistics according to posed theories of Kelly and Searle, are in parallelism.

In light of the positive results described in this research, the findings can be used by: second language teachers, online language teaching websites, material writers, students and ESP syllabus designers.

For the reason that no prior study has been accomplished in this field, this psycholinguistics innovation study cannot be fully referenced to any other scholar's work. Though this study can be referenced separately to psychology and linguistics schools of thought.

The findings of this study was in parallelism with Searle's (1975) speech act theory of locutionary act and Kelly's (1955) personal construct theory.

In psychology field the findings are in line with the studies of Kelly (1955), Fransella (1977), Jankowics (2004), Banister et al., (1994), Bannister and Mair, (1968), Boeree, C. J. (2006), Mahoncy, M. J. (1988), Pope, M. and Keen, T. (1981), and etc.

As well in the linguistics field, the results are in line with Austin (1962), Searle (1969), Sperber and Wilson (1986), Pütz, M. and Sicola, L. (2010), Sekerina, I. A. & Fernández, E. A. & Clahsen, H.(2008), Bach, K. & Harnish, R. M. (1979), and etc.

The findings of this research created a great insight as a new window to see linguistics from psychoanalysis viewpoint. So this research is a threshold to find new techniques and methods for EFL teaching process and EFL learner's process of induction.

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APENDICES

Appendix A: Oxford Placement Test (OPT)

Oxford Placement Tests   1/4

Oxford Placement Test B1

Name ....

Total B1 ..../50 Total B2 ..../50 Grand total ..../...........

Look at the examples. The correct answer is underlined.

a In warm climates people *like* / *likes* / *are liking* sitting outside in the sun.

b If it is very hot they sit *at* / *in* / *under* the shade.

Now the test will begin. Underline the correct answers from the choices in *italics*.

1   Today they *are* / *there are* / *it is* many millions of people learning English.

2   Some people *study* / *studies* / *is studying* English for a special reason.

3   They may need English for the *job* / *job* / *their job*.

4   Some of them *need* / *need to* / *are needing* speak to English people.

5   The majority of learners of English *has* / *are having* / *have* other needs.

6   Most users of English use it for *talk* / *that they can talk* / *to talk* to people who aren't English.

7   *It is* / *There is* / *There are* hardly any parts of the world where English is never spoken.

8   *Most of* / *The most* / *Most* people have heard some English at some time.

9   Very few people haven't heard *some* / *the* / *any* English spoken at all.

10   English is undoubtedly *the most* / *the more* / *a most* widely-used language in the world.

11   For many years the Guinness Book of Records has been one of the most popular books of / *in* / *under* the United Kingdom.

12   *It has been* / *was* / *is* first published in 1955.

13   Since then it *is* / *was* / *has been* a regular bestseller.

14   Most of the records in it *are changing* / *have changed* / *changed* many times in recent years.

15   In 1954, the year the first Guinness Book of Records was being compiled, the world mile record *could be* / *was being* / *was* broken more than twice.

16   The year before that, in 1953, it *had stood* / *used to stand* / *still was standing* at over four minutes.

17   But in 1954 the four-minute barrier *could* / *was to* / *should* be broken several times.

18   Roger Bannister's famous run was the first time anyone *has* / *had* / *would* ever run so fast.

19   If Dr Bannister *had not been* / *would not have been* / *would not be* the first to run the mile in under four minutes he would not be so well known.

20   The record has been held by a great *number* / *deal* / *many* of runners since then.

The history of *computer* / *the computer* / *a computer* is really

a *quite* / *quite a* / *quite* long one. A computer is essentially an

efficient means of processing *informations* / *an information* / *information*.

For thousand of years *a man* / *man* / *the man* has been using different types of instruments to overcome the problems caused by unwieldy number of systems.

Early mathematicians had *difficulty to use* / *difficulties to use* / *difficulty in using* the number systems of their societies but succeeded

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Oxford Placement Tests

to develop / in developing / into developing personal number

systems in *what / where / which* to carry out their calculations. The decimal number system, which we

are used to working / used to work / have been used to working

with *for / since / during* a long time now, and which is

such / such a / so common basis of calculation today, has not

ever / still / always been as widely used

like / that / as it is now.

Both number systems dependent *from / of / on* the notion of zero were developed in some ancient societies in parallel with mechanical aids to calculation. As long ago as 500 B.C. – in other words

for some 25 centuries / some 25 centuries earlier / some 25 centuries ago –

the abacus *were being / was being / has been* used in China. This aid to calculation, and the counting tables used by the Babylonians and the Greeks, were the real forerunners of the 'mainframes' and 'micros' that are so

familiar today, of *what / which / these* we call a 'computer'. Over the centuries between the invention the abacus and the production of the first electronic digital computer in 1943 a vast number of different tools and machines for

calculating *have been / were / has been* developed. Logarithms and 'bones' were both invented in the 17th century. Before that, the mathematicians and

inventors *could develop / have developed / had developed*

many other types of aid but with much *fewer / little / less* success. The first slide rule was produced in 1621 and the first mass-produced multiplying aid

that same / this same / the next century, just

few / a few / not many years later. In 1642 the French philosopher, Pascal, produced a mechanical calculator which could do all

what / which / that basic adding machines do today, but he

could not *have / make / let* it manufactured accurately enough

to make it reliable. It was *a long time / long time / long* before manufacturing techniques improved and not until early in the 19th century

came the Arithmometer / the Arithmometer came / did the Arithmometer come

on the scene *like / as / for* the first commercially successful

calculator. Its producers *could / should / couldn't* hardly have imagined that by

the 1980s technology *had advanced / will advance / would have advanced* so far that an instrument the size of a wristwatch would be many times more powerful. True computers

are only existing since / have only existed for / have only been existing for forty years but the 1980s have seen a computer explosion. By the time we

will reach / will have reached / reach the end of the decade, all our lives will be directly affected by computers.

Oxford Placement Test B2

One evening Sandra's fiancé, John, tells *her he's going / he'd go / he goes* out for a drink with his friends	1
and she decides *she likes / she'll like / she'd like* to go to the college disco rather than stay in	2
on her own / by her own / by her self. After a while she meets	3
Bob, an old boyfriend of *her / them / hers* and a friend of John's.	4
At first she's glad of his company, but then his attentions become rather too *few / little / much* and she's	5
no more / no longer / not any more enjoying herself.	6
Bob Come on! *Shall / Won't / Wouldn't* you have another drink?	7
It won't take a minute *to get / for getting / get* you one.	8
Sandra No, really, *I'd / I / I've* had enough.	9
Bob I'm sure it would make you *feel / to feel / feeling* better.	10
Sandra No, honestly, *I'm feeling myself / I feel myself / I'm feeling* fine.	11
Bob Well, *how about a / what's about a / why not to* dance?	12
There's no *point / sense / need* to be so unfriendly just because	13
you get / you're getting / you're to be got married.	14
You *should / could / might* as well enjoy yourself while you can.	15
Sandra Actually, Bob, I think *I / I'll / I'd* better be going now.	16
It'll get / It's getting / It gets on.	17
Bob What? Leave now? It's not *hardly / scarcely / really* got going yet.	18
Surely you *don't have to go / have not to go / needn't have gone* just yet, do you? Is it because of me?	19
Sandra No, it's not that, but I really ought to go home. I've got *some homeworks / a homework / some homework* to do.	20
I should have done it last week but *I've forgotten / I'd forgotten / I forgot*	21
I needn't / mustn't / mightn't stay any longer or	22
I'll never get / I never get / I'd never got it done.	23
Bob You could do it in the morning if *you'll get / you'd get / you got* up	24
early. There's not much point *you try / to try / in trying* to start now.	25
You *may / can / could* as well enjoy yourself now, then get a good night's rest and do it tomorrow. Come on, let's have a dance.	26
Sandra Look! *I've / I / I'd* already said I've got to go	27
and *I'll / I / I'd* mean it.	28
I *shall / should go / should have gone* ages ago, in fact	29
I had rather / I'd have rather / I'd have preferred not to come at all.	30
I really wish I *wouldn't have / didn't / hadn't* now.	31
Bob You *might / would / may* have told me you were in such a lousy mood. I wouldn't have bothered trying to be friendly.	32
Sandra Come on, Bob! It's time *I left / I'll leave / I leave* and that's all there is to it.	33
Bob In that case *I'll tell / I tell / I'm telling* you what I could do. I could	34

Oxford Placement Tests

4/4

offer you a lift. *It'll / It'd / This will* be a lot quicker than a bus.	35
Sandra Oh yes! By the time *we'd go / we'd been / we go* round all the	36
country lanes. Not on your life! *I'll / I / I'd* rather walk. Goodnight!	37
Bob What a night! If only *I'd / I'd have / I've* known in the first place that she doesn't want anything to do with me any more!	38
Well, it's the first time *I've been / I'm going / I go* to a disco for ages, and	39
after tonight *it'd been / it's be / it'll be* the last. Never again! Or at least not till next week!	40
Peter's due back tomorrow, *wasn't he / hasn't he / isn't he?*	41
It's been ages since we last saw him, *didn't we / hasn't it / isn't it?*	42
I don't believe you'd met before that, *hadn't you / wouldn't you / had you?*	43
We'd no idea he was coming, *had we / did we / hadn't we?*	44
I guess he's hardly likely to go out there again, *do I / isn't he / is he?*	45
Nobody has dinner there in the morning, *have they / has he / do they?*	46
I guess you'd rather we didn't eat too late tomorrow, *did we / would you / shouldn't you?*	47
So you think he can get away with not going back till next year, *could he / can't he / do you?*	48
I'd better give this a final read through before I hand it over, *shouldn't I / wouldn't I / hadn't I?*	49
You'd no idea it was going to be so hard, *hadn't you / had you / did you?*	50

Appendix B: Eysenck Personality Questionnaire (EPQ)

EPQ-90

با سلام

عبارات زیر را با دقت بخوانید و با انتخاب یکی از گزینه‌های بلی یا خیر در پاسخنامه با علامت ضربدر(×)

پاسخ دهید.

۱ – آیا شما سرگرمی‌های متنوع دارید؟

۲ – آیا پیش از انجام هر کاری درباره آن، با تأمل فکر می‌کنید؟

۳ – آیا اغلب خلق و خوی شما متغیر است؟

۴ – آیا تاکنون برای کاری که واقعاً می‌دانستید، فرد دیگری انجام داده، پاداش گرفته‌اید؟

۵ – آیا فرد پرحرفی هستید؟

۶ – آیا بدهکار بودن، شما را ناراحت می‌کند؟

۷ – آیا اتفاق افتاده بدون دلیل احساس بدبختی کنید؟

۸ – آیا هرگز طمع کرده‌اید، بیشتر از آنچه که حق شماست از چیزی سهمی ببرید؟

۹ – آیا شبها در خانه خود را به‌دقت قفل می‌کنید؟

۱۰ – آیا نسبتاً بانشاط و سرزنده هستید؟

۱۱ – آیا وقتی مشاهده کنید کودک یا حیوانی رنج می‌برد، خیلی ناراحت می‌شوید؟

۱۲ – آیا اغلب در مورد کارهایی که نباید می‌کردید و حرفهایی که نباید می‌زدید، نگران هستید؟

۱۳ – اگر تعهد کنید کاری را انجام دهید، هر چقدر هم زحمت داشته باشد، باز هم تعهد خود را حفظ می‌کنید؟

۱۴ – آیا می‌توانید در یک مهمانی شاد شرکت کرده و لذت ببرید؟

۱۵ – آیا شما شخص زودرنجی هستید؟

۱۶ – آیا تاکنون کسی را برای خطایی که می‌دانستید مقصر واقعی شما هستید، سرزنش کرده‌اید؟

۱۷ – آیا از ملاقات افراد جدید، لذت می‌برید؟

۱۸ – آیا باور دارید که طرح‌های "بیمه"، مفید هستند؟

۱۹ – آیا احساسات شما به آسانی جریحه‌دار می‌شوند؟

۲۰ – آیا تمام عادتهای شما، خوب و مطلوب هستند؟

۲۱ – آیا معمولاً در موقعیت‌های اجتماعی، حضور غیرفعال دارید؟

۲۲ – آیا داروهایی را که ممکن است اثرات عجیب و خطرناکی داشته باشند، مصرف می‌کنید؟

۲۳ – آیا اغلب احساس بیزاری می‌کنید؟

۲۴ – آیا تاکنون چیزی (حتی یک سنجاق یا دکمه) را که متعلق به شخص دیگری است، برداشته‌اید؟

۲۵ – آیا علاقه زیاد به گردش رفتن دارید؟

۲۶ – آیا از آزردن افرادی که دوستشان دارید، لذت می‌برید؟

۲۷ – آیا اغلب از احساس گناه ناراحت هستید؟

۲۸ – آیا در مورد موضوعی که اطلاعی از آن ندارید، صحبت می‌کنید؟

۲۹ – آیا مطالعه را به ملاقات با مردم ترجیح می‌دهید؟

۳۰ – آیا دشمنانی دارید که بخواهند به شما صدمه بزنند؟

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۳۱ – آیا خودتان را یک فرد عصبی می‌دانید؟

۳۲ – آیا دوستان زیادی دارید؟

۳۳ – آیا از شوخی‌های عملی، که بعضی وقت‌ها واقعاً می‌توانند به مردم صدمه بزنند، لذت می‌برید؟

۳۴ – آیا فرد نگرانی هستید؟

۳۵ – آیا در دوران کودکی، کارهایی را که به شما می‌گفتند، فوراً و بدون غُرزدن انجام می‌دادید؟

۳۶ – آیا خود را فرد بی‌قیدی می‌دانید؟

۳۷ – آیا خوش‌رفتاری و پاکیزگی برای شما خیلی اهمیت دارد؟

۳۸ – آیا در مورد حوادث بد، که امکان دارد اتفاق بیفتد، نگران هستید؟

۳۹ – آیا تاکنون چیزی که متعلق به شخص دیگری است شکسته یا گم کرده‌اید؟

۴۰ – آیا معمولاً در پیدا کردن دوستان تازه پیش‌قدم هستید؟

۴۱ – آیا خود را شخصی تنیده یا بسیار عصبی می‌دانید؟

۴۲ – آیا وقتی با دیگران هستید، اغلب ساکت می‌مانید؟

۴۳ – آیا فکر می‌کنید ازدواج به روش سنتی، قدیمی شده و باید کنار گذاشته شود؟

۴۴ – آیا بعضی وقت‌ها کمی خودستایی می‌کنید؟

۴۵ – آیا می‌توانید به آسانی به یک مهمانی نسبتاً کسل‌کننده، جان ببخشید؟

۴۶ – آیا مردمی که با کندی رانندگی می‌کنند، باعث آزار و اذیت شما می‌شوند؟

۴۷ – آیا در مورد سلامتی خود نگران هستید؟

۴۸ – آیا هرگز حرف زشت یا بدی به کسی گفته‌اید؟

۴۹ – آیا دوست دارید برای دوستان خود لطیفه و داستان‌های خنده‌دار تعریف کنید؟

۵۰ – آیا اکثر کارها برای شما یکسان هستند؟

۵۱ – آیا در کودکی، هرگز نسبت به والدین خود گستاخی کرده‌اید؟

۵۲ – آیا معاشرت با مردم را دوست دارید؟

۵۳ – اگر آگاه شوید که در کارتان اشتباهاتی وجود دارد، نگران می‌شوید؟

۵۴ – آیا از بی‌خوابی رنج می‌برید؟

۵۵ – آیا همیشه قبل از غذا، دست‌های خود را می‌شویید؟

۵۶ – آیا در گفتگو با مردم، معمولاً حاضرجواب هستید؟

۵۷ – آیا دوست دارید در قرارهای خود، قبل از وقت حاضر شوید؟

۵۸ – آیا غالباً بدون هیچ دلیل، احساس بی‌حوصلگی و خستگی می‌کنید؟

۵۹ – آیا هرگز در بازی تقلب کرده‌اید؟

۶۰ – آیا دوست دارید کارهایی را که سرعت عمل لازم دارند، انجام دهید؟

۶۱ – آیا مادرتان زن خوبی است (یا بوده است)؟

۶۲ – آیا اغلب فکر می‌کنید که زندگی خیلی کسل‌کننده است؟

۶۳ – آیا هرگز کسی را گول زده‌اید؟

۶۴ – آیا اغلب فعالیت‌هایی بیشتر از آنچه وقت در اختیار دارید، به عهده می‌گیرید؟

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۶۵ - آیا عده‌ای سعی می‌کنند از شما دوری گزینند؟

۶۶ - آیا زیاد نگران وضع ظاهرتان هستید؟

۶۷ - آیا فکر می‌کنید مردم، در تأمین آینده‌شان با پس‌انداز و بیمه، زیادی وقت صرف می‌کنند؟

۶۸ - آیا تاکنون آرزو کرده‌اید که کاش مرده بودید؟

۶۹ - اگر مطمئن بودید که پیدایتان نمی‌کنند، از پرداخت مالیات، شانه خالی می‌کردید؟

۷۰ - آیا می‌توانید یک مهمانی راه بیاندازید؟

۷۱ - آیا سعی می‌کنید نسبت به مردم بی‌ادب نباشید؟

۷۲ - آیا بعد از یک تجربه گیج‌کننده، مدت زیادی در نگرانی به سر می‌برید؟

۷۳ - آیا هرگز بر عقیده خود پافشاری کرده‌اید؟

۷۴ - آیا اغلب برای سوار شدنِ قطار (اتوبوس، هواپیما)، در آخرین لحظات می‌رسید؟

۷۵ - آیا از ناراحتی عصبی رنج می‌برید؟

۷۶ - آیا دوستی‌های شما به آسانی و بدون این‌که تقصیر از شما باشد، گسسته می‌شوند؟

۷۷ - آیا اغلب احساس تنهایی می‌کنید؟

۷۸ - آیا همیشه به آنچه می‌گویید، عمل می‌کنید؟

۷۹ - آیا گاهی دوست دارید حیوانات را اذیت کنید؟

۸۰ - آیا زمانی‌که مردم در شما و کاری که انجام می‌دهید، کوتاهی کنند، زود ناراحت می‌شوید؟

۸۱ - آیا هرگز برای رسیدن به سر کار یا وعده ملاقات دیر کرده‌اید؟

۸۲ - آیا هیجان و شلوغی زیاد در اطرافتان را دوست دارید؟

۸۳ - آیا دوست دارید افراد دیگر، از شما بترسند؟

۸۴ - آیا گاهی پرانرژی و گاهی بی‌حال هستید؟

۸۵ - آیا بعضی وقت‌ها، کارهای امروز را به فردا می‌اندازید؟

۸۶ - آیا دیگران فکر می‌کنند شما فرد بانشاط و سرزنده‌ای هستید؟

۸۷ - آیا مردم زیاد به شما دروغ می‌گویند؟

۸۸ - آیا نسبت به بعضی مسائل، حساس هستید؟

۸۹ - آیا همیشه اشتباهی را که مرتکب شده‌اید، می‌پذیرید؟

۹۰ - آیا از گرفتار شدن یک حیوان در دام، زیاد تأسف می‌خورید؟

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پاسخنامه

نام و نام‌خانوادگی: تحصیلات: سن: تاریخ:

خیر	بلی	ردیف	خیر	بلی	ردیف	خیر	بلی	ردیف	خیر	بلی	ردیف
		۶۱			۳۱			۱			
		۶۲			۳۲			۲			
		۶۳			۳۳			۳			
		۶۴			۳۴			۴			
		۶۵			۳۵			۵			
		۶۶			۳۶			۶			
		۶۷			۳۷			۷			
		۶۸			۳۸			۸			
		۶۹			۳۹			۹			
		۷۰			۴۰			۱۰			
		۷۱			۴۱			۱۱			
		۷۲			۴۲			۱۲			
		۷۳			۴۳			۱۳			
		۷۴			۴۴			۱۴			
		۷۵			۴۵			۱۵			
		۷۶			۴۶			۱۶			
		۷۷			۴۷			۱۷			
		۷۸			۴۸			۱۸			
		۷۹			۴۹			۱۹			
		۸۰			۵۰			۲۰			
		۸۱			۵۱			۲۱			
		۸۲			۵۲			۲۲			
		۸۳			۵۳			۲۳			
		۸۴			۵۴			۲۴			
		۸۵			۵۵			۲۵			
		۸۶			۵۶			۲۶			
		۸۷			۵۷			۲۷			
		۸۸			۵۸			۲۸			
		۸۹			۵۹			۲۹			
		۹۰			۶۰			۳۰			
	I=			P=			N=			E=	

Appendix C: Illocutionary Acts Induction Test (IAIT)

Passage 1

Taking natural objects such as rocks, bones, clouds and flowers for subject matter. Georgia Q'keeffe reduced them to their simplest form, often by employing a close-up view or some other unusual vantage point. With such techniques, including the use of thin paint and clear colors to emphasize a feeling of mystical silence and space, she achieved an abstract simplicity in her paintings. O'keeffe spent a summer in New Mexico in 1929 and the bleak landscape and broad skies of the desert so appealed to her that she later settled there permanently. Cow's skulls and other bare bones found in the desert were frequent motifs in her paintings. Other common subjects included flowers, the sky, and the horizon lines of the desert. After O'keeffe's three-month trip around the world by plane in 1959, the sky "paved with clouds" as seen from an airplane also became one of her favorite motifs and the subject of her largest work, a 24-foot mural that she began in 1966.

1. In the first sentence of the passage, the author explains O'Keeffe's

(A) popularity with art critics despite her unusual choice of subject matter

(B) reasons for painting one kind of object rather than another

(C) skillful use of photography in selecting her subject. Matter

(D) efforts to portray the objects she painted in their simplest form

2. Which of the following aspects of the desert landscape is NOT mentioned by the author as one that attracted O'Keeffe's attention?

(A) Bones   (B) Sand(C) The sky   (D) Flowers

Passage 2

In terrestrial affairs we think of "big" as being complicated; a city is more intricate than a village, an ocean more complicated than a puddle. For the universe, the reverse seems to be the case bigger is simpler Galaxies have some puzzling features, but on the whole, they are scarcely more complicated than the stars that compose them Beyond the galaxies, in the hierarchy of the cosmos, there are clusters of galaxies; these clusters are loosely bound by the gravity of their largest members and tend to look very much the same in all directions. Simplest of all is the universe at large, it is far less complicated than the Earth, one of its most trivial members. The universe consists of billions of galaxies flying apart as if from an explosion that set it in motion, it is not lopsided, nor does it rotate. The more thoroughly scientists investigate the universe, the more clearly its simplicity shines through.

3. What is the main point made in the passage?

(A) The Earth is more complicated than the solar system

(B) The universe is filled with puzzling materials.

(C) The universe is a relatively simple phenomenon.

(D) Galaxy clusters are an illusion.

Passage 3

By the late nineteenth century, the focus for the engineers and builders of tunnels was beginning to shift from Europe to the United States and especially New York, where the rivers encircling Manhattan captured the imagination of tunnelers and challenged their ingenuity. The first to accept the challenge was a somewhat mysterious Californian named DeWitt Clinton Haskin, who turned up in New York in the 1870's with a proposal to tunnel through the silt under the Hudson River between Manhattan and Jersey City.

Haskin eventually abandoned the risky project. But a company organized by William McAdoo resumed the attack in 1902, working from both directions. McAdoo's men were forced to blast when they ran into an unexpected ledge of rock, but with this obstacle surmounted. the two headings met in 1904 and McAdoo donned oilskins to become the Hudson's first underwater bank - to - bank pedestrian. World's Work magazine proudly reported in 1906 that New York could now be described as a body of land surrounded by tunnels Three one - way shafts beneath the Hudson and two under the Harlem River were already holed through; three more Hudson tubes were being built. Eight separate tunnels were under construction beneath the East River.

4. Where in the passage does the author refer to the first person to walk beneath the Hudson River?

(A) Lines 1 – 3   (B) Lines 4 – 6

(C) Lines 8 – 11   (D) Lines 14 – 15

Passage 4

There are about two dozen species of seahorses, all of which are aquatic. Their tails are prehensile and very agile, but don't propel them fast enough to catch the living food they need. Therefore, seahorses have evolved another method of catching their prey. They used extremely strong suction that whips animals such as brine shrimp into their open mouths. Seahorses have eyes that move independently of each other, which enable them to spot potential food, and predators, more easily. The seahorse's genus name is Hippocampus, which translates as "horse caterpillar".

5. In line 6 the word "which" refers to:

A) Potential food

B) Hippocampus

C) Horse caterpillar

D) A translation

Passage 5

Thomas Alva Edison, the symbolic proprietor of the burgeoning electrical industry, stressed a preference for plain figuring over scientific formulas. "Oh, these mathematicians make me tired!" he once gibed. "When you ask them to work out a sum they take a piece of paper, cover it with rows of A's, B's, and X's, Y's, . . . scatter a mess of flyspecks over them, and give you an answer that's all wrong." Nonetheless, while Edison's approach to invention was often cut-and-try, it was highly systematic. His laboratory at Menlo Park, New Jersey, was equipped with a rich variety of scientific instruments. Edison also employed some scientists, including the mathematical physicist Francis R. Upton. But Americans of the day, with no small encouragement from the inventor himself, typically thought of Edison as the practical, unschooled inventor who needed no science. And it was true that neither mathematical nor scientific training necessarily made ordinary mortals a match for Edison's kind of genius.

6. Which of the following is closest in meaning to the phrase "Americans of the day" as it is used in line 8?

(A) Americans who were respected inventors of Edison's time

(B) Americans who lived during Edison's time

(C) Americans who worked with Edison on a daily basis

(D) Americans who were disrespected and didn't use Edison's electrical inventions

7. The author describes other scientists and mathematicians as "ordinary mortals"(last line) to indicate that

(A) their abilities were inferior to Edison's

(B) Edison desired to be more like them

(C) competition among scientists was common

(D) Edison was deeply interested in mythology

Passage 6

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words. It has been reckoned that the average high school graduate in the United States has a reading vocabulary of 80.000 words, which includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children.

8. According to the passage, what is impressive about the way children learn vocabulary.

(A) They learn words before they learn grammar

(B) They learn even very long words.

(C) They learn words very quickly.

(D) They learn the most words in high school.

Passage 7

The origins of the horse go back to eohippus the "dawn horse" of me Eocene only 10 to 20 inches tall. Like its relatives the ancient tapir and rhinoceros, eohippus had four toes on its front feet, three on the rear, and teeth adapted to a forest diet of soft leaves. Eohippus died out about 5.1 million years ago in both North America and Europe.

Late ancestral horse types moved from their forest niche out on to the grassy plains. Their teeth act to accommodate to hard siliceous grass. No longer could these protohorses slip away through thick forest when danger threatened. Escape now demanded speed and endurance Limbs crew longer. Extra toes became vestiges that were not visible externally

9. The paragraph following the passage most probably discusses

(A) other changes that the rhinoceros has undergone

(B) more reasons for the extinction of eohippus

(C) further development of early horse types.
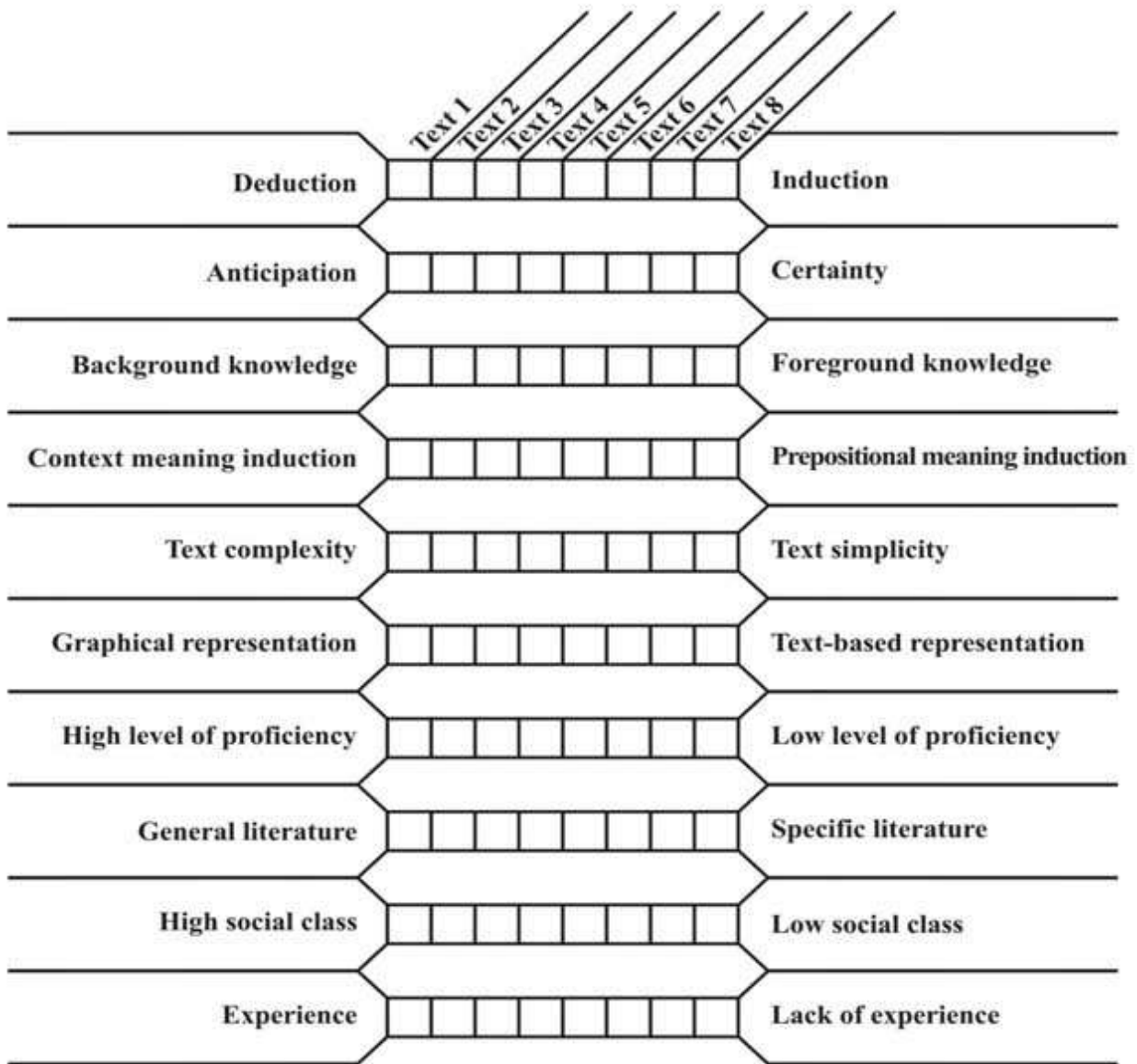
(D) the diet of eohippus.

Passage 8

The agricultural revolution in the nineteenth century involved two things: the invention of labor-saving machinery and. the development of scientific agriculture. Labor - saying machinery, naturally appeared, first where labor was scarce. "In Europe," said, Thomas Jefferson, the object is to make the most of: their land, labor being abundant; here it is to make the most of our labor, land being abundant. It was in America, therefore, that the great advances in nineteenth - century agricultural machinery first came. At the opening of the century, with the exception of a crude plow farmers could have carried practically all of the existing agricultural implement on their backs; by 1860, most of the machinery in use today had been designed in an early form. The most important of the early inventions was the iron plow. As early as 1790 Charies Newbold of New Jersey had been working on the cast of iron plow and spent his entire fortune in introducing his invention. The farmers, however, would have none of it, claiming that the iron poisoned the soil and made the weeds grow. Nevertheless, many people devoted their attention to the plow, until in 1869 James Oliver of South Bend, Indiana, turned out the first chilled-steel plow.

10. What point is the author making by stating that farmers could carry nearly all their tools On their backs?

(A) Farmers had few tools before the agricultural revolution.

(B) Americans were traditionally self - reliant.

(C) Life on the farm was extremely difficult.

(D) New tools were designed to be portable.

Appendix D: Repertory Grid Technique (RGT)

Topic: Writer's intended meaning induction (IA induction)

	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	
Deduction									Induction
Anticipation									Certainty
Background knowledge									Foreground knowledge
Context meaning induction									Prepositional meaning induction
Text complexity									Text simplicity
Graphical representation									Text-based representation
High level of proficiency									Low level of proficiency
General literature									Specific literature
High social class									Low social class
Experience									Lack of experience

Rating scale:

1. Strongly agree with the left pole
2. Agree with the left pole
3. Neutral
4. Agree with the right pole
5. Strongly agree with the right pole

Appendix E: OPT Rating Scale

oxfordenglishtesting.com

The Oxford Placement Test: The Meaning of OPT Scores

Introduction

"The Oxford Placement Test is a tool designed to measure test takers' ability to function communicatively at different levels of English language proficiency according to the Common European Framework of Reference (CEFR)"

The OPT system reports each student's status on a continuous numerical scale:

Level	Score range
< A1	0
A1	1 – 20
A2	20 – 40
B1	40 – 60
B2	60 – 80
C1	80 – 100
C2	> 100

The Common European Framework divides learners into three broad divisions that can be divided into six levels:

A Basic User

    A1 Breakthrough or beginner
    A2 Waystage or elementary

B Independent User

    B1 Threshold or intermediate
    B2 Vantage or upper intermediate

C Proficient User

    C1 Effective Operational Proficiency or advanced
    C2 Mastery or proficiency

The Oxford Placement Test

Oxford Placement Tests - Answer Key

Answer Key

B1		B2	
1	like	1	he's going
2	study	2	she'd like
3	their job	3	on her own
4	need to	4	hers
5	have	5	much
6	to talk	6	no longer
7	There are	7	Won't
8	Most	8	to get
9	any	9	I've
10	the most	10	feel
11	in	11	I'm feeling
12	was	12	how about a
13	has been	13	need
14	have changed	14	you're getting
15	was	15	might
16	had stood	16	I'd
17	was to	17	It's getting
18	had	18	really
19	had not been	19	don't have to go
20	number	20	some homework
21	the computer	21	forgot
22	quite a	22	mustn't
23	information	23	I'll never get
24	man	24	you got
25	difficulty in using	25	in trying
26	in developing	26	may
27	which	27	I've
28	have been used to working	28	I
29	for	29	should have gone
30	such	30	I'd have rather

Oxford Placement Tests - Answer Key   5/5

#	Answer	#	Answer
31	always	31	hadn't
32	as	32	might
33	on	33	I left
34	some 25 centuries ago	34	I'll tell
35	was being	35	It'd
36	what	36	we'd been
37	were	37	I'd
38	had developed	38	I'd
39	less	39	I've been
40	that same	40	it'll be
41	a few	41	isn't he?
42	that	42	hasn't it?
43	have	43	had you?
44	a long time	44	had we?
45	did the Arithmometer come	45	is he?
46	as	46	do they?
47	could	47	would you?
48	would have advanced	48	do you?
49	have only existed for	49	hadn't I
50	reach	50	had you?

Appendix F: EPQ Rating Scale

شیوه نمره‌گذاری آزمون آیزنک

برای هر یک از مواد پرسشنامه دو گزینه‌ی "بلی" و "خیر" وجود دارد. در بعضی ماده‌ها گزینه‌ی بلی نمره یک و خیر نمره‌ی صفر دارد؛ در باقیماده‌ها، نمره‌ی گزینه‌ها بر عکس است. هر یک از مؤلفه‌های برون‌گرایی، روان‌آزرده‌گرایی، روان‌پریشی‌گرایی و درون‌گرایی به ترتیب ۲۱، ۲۳، ۲۵ و ۲۱ عبارت دارند. برای هر یک از مواد پرسشنامه دو گزینه‌ی "بلی" و "خیر" وجود دارد برای هر ماده با علامت + "بلی" (۱) نمره و "خیر" (۰) نمره؛ و برای هر ماده با علامت – "بلی" (۰) نمره و "خیر" (۱) نمره دارد.

مولفة برون‌گرایی: ۱+ ، ۵+ ، ۱۰+ ، ۱۴+ ، ۱۷+ ، ۲۱+ ، ۲۵+ ، ۲۹- ، ۳۲+ ، ۳۶+ ، ۴۰+ ، ۴۲- ، ۴۵+ ، ۴۹+ ، ۵۲+ ، ۵۶+ ، ۶۰+ ، ۶۴+ ، ۷۰+ ، ۸۲+ و ۸۶+.

مولفة روان‌آزرده‌گرایی: ۳+ ، ۷+ ، ۱۲+ ، ۱۵+ ، ۱۹+ ، ۲۳+ ، ۲۷+ ، ۳۱+ ، ۳۴+ ، ۳۸+ ، ۴۱+ ، ۴۷+ ، ۵۴+ ، ۵۸+ ، ۶۲+ ، ۶۶+ ، ۶۸+ ، ۷۲+ ، ۷۵+ ، ۷۷+ ، ۸۰+ ، ۸۴+ و ۸۸+.

مولفة روان‌گسسته‌گرایی: ۲- ، ۶- ، ۹- ، ۱۱- ، ۱۸- ، ۲۲+ ، ۲۶+ ، ۳۰+ ، ۳۳+ ، ۳۷- ، ۴۳+ ، ۴۶+ ، ۵۰+ ، ۵۳- ، ۵۷- ، ۶۱- ، ۶۵+ ، ۶۷+ ، ۷۱+ ، ۷۴+ ، ۷۶+ ، ۷۹+ ، ۸۳+ ، ۸۷+ و ۹۰-.

مولفة درون‌گرایی: ۴- ، ۸- ، ۱۳+ ، ۱۶+ ، ۲۰+ ، ۲۴- ، ۲۸- ، ۳۵+ ، ۳۹- ، ۴۴- ، ۴۸- ، ۵۱- ، ۵۵+ ، ۵۹- ، ۶۳- ، ۶۹- ، ۷۳- ، ۷۸+ ، ۸۱- ، ۸۵- و ۸۹+.

برای استفاده از هنجار می‌توان از نرم زنان و مردان ۱۶ سال به بالای ایرانی از جدول زیر استفاده کنید.

میانگین و انحراف استاندارد شخصیتی آیزنک برای زنان و مردان ۱۶ سال به بالای ایرانی

انحراف استاندارد				میانگین				تعداد نمونه	سن	جنس
I	N	E	P	I	N	E	P			
۲/۳۵	۲/۲	۱/۶۴	۱/۵۸	۱۱/۰۲	۱۴/۷	۱۱/۶	۵/۱۵	۶۵۲	۱۶	
۱/۹۸	۲/۰۲	۱/۸۱	۱/۳۷	۱۱/۹۲	۱۵/۱۷	۱۲/۲۳	۵/۰۵	۷۰۳	۱۷	
۲/۱۴	۲	۱/۸۱	۱/۳۸	۱۱/۹۴	۱۵/۶۶	۱۲/۳	۵/۳۹	۵۴۳	۱۸	
۲/۰۸	۲/۰۲	۱/۸۲	۱/۵۲	۱۲	۱۶/۱۳	۱۲/۵	۵/۳۴	۲۹۸	۱۹	♀
۱/۹۸	۲/۳۵	۱/۸	۱/۳۵	۱۲/۹۷	۱۴/۹۹	۹/۸۹	۵/۰۳۸	۴۸۲	۲۹-۲۶	
۸/۸۱	۵/۳۱	۱/۵۵	۲/۶۵	۱۳/۶۵	۱۳/۷۹	۱۳/۷۴	۴/۷	۱۲۲	۳۹-۳۶	
۳/۶۵	۴/۵	۲/۳۷	۲/۷۱	۱۳/۸۵	۱۳/۸۵	۱۲/۰۵	۴/۸۸	۶۸	۴۹-۴۶	
۳/۸۲	۵/۷	۳/۹۴	۳/۲۴	۱۴/۷	۱۳/۱۶	۱۱/۲۶	۵/۱۳	۳۰	۵۹-۵۵	
۲/۰۴	۲/۰۳	۱/۶۴	۱/۷۵	۱۱/۷۶	۱۳/۷۱	۱۳/۴۹	۶/۵۵	۳۳۹	۱۶	
۲/۹	۲/۳۱	۱/۶۶	۱/۵	۱۱/۷	۱۲/۹۸	۱۲/۹۵	۶/۴۳	۳۶۸	۱۷	
۲/۱۸	۲/۳	۱/۶	۲/۷۸	۱۲/۲۸	۱۳/۴۱	۱۲/۲۶	۶/۰۲	۲۸۷	۱۸	
۱/۹۵	۲/۲۳	۱/۲۷	۱/۴۸	۱۱/۷	۱۳/۶	۱۲/۲۱	۶	۲۳۸	۱۹	♂
۱/۹۹	۲/۱۵	۱/۵۳	۱/۹۸	۱۱/۶۸	۱۲/۱۶	۱۱/۷۲	۵/۶۱	۶۰۸	۲۹-۲۶	
۱/۸۷	۱/۷۸	۱/۴۳	۲/۱۳	۱۲/۰۲	۱۱/۷	۱۱/۹۴	۷/۷	۱۶۸	۳۹-۳۶	
۲/۲۸	۱/۸۲	۱/۴۵	۲/۰۳	۱۱/۲۴	۱۱/۴	۱۱	۸/۹	۸۳	۴۹-۴۶	
۱/۵۸	۱/۷۹	۰/۴۰۳	۱/۷۷	۱۰/۵	۱۲/۵۱	۱۰/۱۱	۵/۳	۳۴	۵۹-۵۵	

Appendix G: IAIT Rating Scale

IAIT Rating Scale
Illocutionary Acts Induction Tests from TOEFL passages:

Passage 1: *TOEFL test* - January 1994

Passage 2: *TOEFL test* - January 1990

Passage 3: *TOEFL test* - January 1991

Passage 4: *TOEFL test* - May 1992

Passage 5: *TOEFL test* - January 1994

Passage 6: *TOEFL test* - October 1991

Passage 7: *TOEFL test* - January 1990

Passage 8: *TOEFL test* - October 1991

Answer key:

1.D   2.B   3.C   4.C   5.B   6.B   7.B   8.C   9.C   10.A