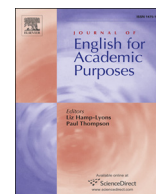




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# Genre awareness and academic lecture comprehension: The impact of teaching importance markers



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## ABSTRACT

This paper explores the impact of teaching importance marking expressions on EFL learners' comprehension of main points in English academic lectures. The participants of the study were 100 EFL learners (53 males and 47 females) studying medicine at a major university in Iran. Half of the participants were assigned to the experimental group and the other half were put in the control group. The learners in the experimental group received explicit instruction in importance markers within 15 one-hour sessions, whereas the students in the control group participated only in the classes of their regular major-related courses, one of which was a course on English for the students of medicine. A test of the comprehension of important points in English academic lectures was developed and used as a post-test to measure the students' comprehension of important points. The results of *t*-test showed that knowledge of how importance marking is done in English academic lectures improves the EFL learners' comprehension of the main points of lectures. This was taken to mean that genre awareness or an understanding of the discourse structure of academic lectures improves the students' comprehension of the main points of lectures.

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## 1. Introduction

Academic lecturing has become the primary approach to teaching at the university (e.g., Ellington, 2000; Suviniitty, 2010). Widespread use of the academic lecture by university instructors has even made some scholars believe that “for most university students, understanding lectures is critical to academic success” (Olsen & Huckin, 1990, p. 33).

It must be borne in mind, however, that lecturing is more than just presenting information. “It is misleading to assume that the lecturer ‘packs’ the lecture with information and the listener ‘unpacks’ it in a complementary fashion. The processes by which the lecture is converted to memorable intake are largely inferential, and cannot be modelled solely by reference to the speaker” (Rost, 1994, pp. 93–94, cited in Lynch, 2011).

Despite the importance of the academic lecture, comprehending lectures poses a considerable challenge to students (e.g., Flowerdew & Miller, 1992; Flowerdew, 1994; Olsen & Huckin, 1990; Thompson, 1994). This difficulty concerns advanced level EFL/ESL learners as well (e.g., Allison & Tauroza, 1995; Flowerdew & Miller, 1997). “A problem common to many students in advanced listening comprehension and note-taking classes is that, in spite of apparent fluency, they still have difficulties understanding the points made in lectures”, as Lebauer (1984, p. 41) points out. Speech rate, lack of control over the lecturer,

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insufficient lexical and structural knowledge of English, and a lack of the relevant cultural and background knowledge have made comprehending lectures challenging (e.g., Chaudron & Richards, 1986; Deroy, 2015; Duszak, 1997; Flowerdew, 1994; Goh, 2000; Lynch, 2011; Nesi, 2001). Olsen and Huckin (1990), however, attribute this difficulty to the learners' failure to use the knowledge of the overall organization of the lecture.

The overall organization or structure of discourse is indicated by certain expressions called 'discourse structuring' (Crawford Camiciottoli, 2004). By organizing the discourse, these expressions help the learner develop a mental representation of macrostructure of the contents of lecture (e.g., 'Today we are going to talk about stigmergy'. 'The point to bear in mind is ....'). These expressions have also been called 'macro-markers' (Chaudron & Richards, 1986), 'organization markers' (Jung, 2003a), 'discourse signaling cues' (Jung, 2003b), and 'contextualization markers' (Jung, 2006).

One crucial aspect of discourse structure is to distinguish between important points and irrelevant information of the lecture (e.g., 'You need to remember that ....', 'The point is ....'). The expressions which "overtly mark the importance, relevance, or significance of points that are presented verbally or visually" (Deroy, 2015, p. 2) are referred to as 'importance or relevance markers' (Crawford Camiciottoli, 2007, 2004; Deroy, 2015; Hunston, 1994). Discourse organizational statements convey importance by evaluation of relevance (Hunston, 2004). According to Hunston (1994), relevance markers evaluate the discourse, have an important discourse organizational role, and are metadiscursive in nature.

It is now widely recognized that discourse structuring or organization expressions facilitate the students' comprehension, note-taking and recall of lectures (e.g., DeCarrico & Nattinger, 1988; Flowerdew & Tauroza, 1995; Jung, 2003a, b; 2006; Khuwaileh, 1999; Olsen & Huckin, 1990; Tauroza & Allison, 1994; Thompson, 2003; Williams, 1992). Nevertheless, our understanding of the effects of discourse organization markers, in general, and importance markers, in particular, on the students' comprehension of academic lectures is limited and the findings of previous research are mixed and inconsistent (e.g., Chaudron & Richards, 1986; Dunkel & Davis, 1994, pp. 55–74; Jung, 2003a, b; 2006; Pérez & Macia, 2002). What follows is a review of these studies.

In a study on organization markers (e.g., 'I am going to talk briefly about more complex norms such as rituals', 'Let me give you an example of a norm in different cultures', and 'That's all we'll talk about today'), Jung (2003a) investigated the effect of these discourse structuring expressions on Korean ESL learners' comprehension of important points in lectures. A population of 16 Korean high intermediate- and advanced-level ESL learners (9 females and 7 males) at a major U.S. university took part in the study. The participants were divided into two groups—marker and nonmarker. The marker group was exposed to a 10-minute version of a lecture in social psychology with organization markers included, whereas the nonmarker group listened to an 8-minute version of the same lecture with the organization markers excluded from the lecture. Afterwards, the participants in each group were exposed to a summary task in which they were supposed to summarize important points of the lecture. Results of the study showed that inclusion of organization markers in a lecture leads to the better comprehension of important points in the lecture.

The impact of contextualization markers (e.g., 'There are four stages of this culture shock', 'To sum up so far', and 'Let me repeat it') on the L2 listening comprehension of students has also been studied by Jung. Jung (2003b, 2006) investigated the effect of these markers on the L2 listening comprehension of 80 Korean learners of English through a qualitative analysis. The participants were divided into four treatment groups. Half of the participants were assigned to the marker group and the other half were assigned to the nonmarker group. The participants in the marker group were exposed to a lecture with contextualization markers embedded in it, whereas the participants of the nonmarker group listened to the same lecture with contextualization markers excluded from it. Half of the participants in the marker group were asked to perform summary tasks while the other half were supposed to perform recall tasks. The same was done for participants in the nonmarker group. On the whole, the results of qualitative and statistical analyses pointed to the facilitative role of contextualization markers in L2 listening comprehension.

The effect of metadiscourse on the learners' comprehension of lectures has been studied by Pérez and Macia (2002). 37 engineering university students participated in the study. The subjects were divided into two groups. One group received a scripted lecture containing metadiscourse and the other group was exposed to the same lecture without metadiscourse expressions. The subjects were asked to take notes of the lecture. The participants were also requested to answer a questionnaire which asked them to reflect on their comprehension of the lecture. Analysis of the notes of learners showed that the presence of metadiscourse helps only learners with a low level of English language proficiency. Results of the questionnaire indicated that the learners exposed to the lecture containing metadiscourse perceive themselves to have better comprehended the overall structure of the lecture.

In contrast to Jung (2003a, b; 2006) and Pérez and Macia (2002), Chaudron and Richards (1986) and Dunkel and Davis (1994, pp. 55–74) did not observe facilitative effects for discourse organization markers on L2 listening comprehension. In a study on the role of macro and micro markers in the learners' listening comprehension, Chaudron and Richards found beneficial effects for macro markers. This, however, was not true for micro markers. Pause fillers and expressions that signaled the relationship between different sentences (e.g., 'Well!', 'Okay!') did not have beneficial effects on the students' listening comprehension. This may be related to the difference between macro and micro markers. Contrary to macro markers, micro markers, as the name suggests, do not present the overall organization of the passage.

In another study on the impact of organization markers on the learners' listening comprehension, Dunkel and Davis (1994, pp. 55–74) found them not beneficial to the students' comprehension of lectures. Contrast between the findings of Dunkel and Davis and those of others may be related to the fact that Dunkel and Davis simply counted the ideas that the learners recalled as their assessment procedure.

The inconclusiveness of the findings of above studies makes it necessary to investigate the effect of discourse organization markers on academic lecture comprehension further. More importantly, the above studies have investigated the effect of the presence or absence of discourse organizational statements in lectures on the learners' comprehension. These studies have not explored the students' genre awareness or metacognitive awareness of academic lectures.

Metacognitive awareness and its relationship to different skills have been the focus of many studies (e.g., Goh & Hu, 2013; Hirose & Sasaki, 2000). Goh and Hu (2013) investigated the relationship between metacognitive awareness and listening comprehension of 113 Chinese EFL learners. The Metacognitive Awareness Listening Questionnaire (MALQ) was used to raise the students' metacognitive awareness of their perceived use of strategies, and perceptions of difficulty and anxiety while listening to the listening component of an IELTS official sample test. Goh and Hu found a significant positive relationship between the students' metacognitive awareness and their listening comprehension scores.

Hirose and Sasaki (2000) explored the impact of explicit instruction on L2 meta-knowledge and L2 journal writing on the writing of 83 Japanese EFL university students. One group received explicit instruction on meta-knowledge only, whereas the other group was taught about both meta-knowledge and journal writing. Hirose and Sasaki found that teaching meta-knowledge and journal writing together improves the students' facility in the mechanics of their L2 writing.

As metacognitive awareness of the discourse features of a peculiar genre may lead to better understanding of that genre, it would be interesting to see whether awareness of importance markers as discourse structuring features of academic lectures leads to the students' better comprehension of lectures. This study specifically seeks to explore the effect of instruction in importance markers on their ability to distinguish between important and unimportant information of English academic lectures.

## 2. Material and methods

The study took place at a major medical university in Iran where the medium of instruction is mainly Persian and the students are not exposed to English regularly. The textbooks that are used in the class, lecturing, and assignment are all in Persian. The use of English is mainly limited to courses focusing on English for the students of medicine. These courses focus on the students' English reading and comprehension skills. The study was conducted during the fall semester of 2015.

### 2.1. Research design

A quasi-experimental (comparison group, pretest-posttest) approach was followed in the study. Two groups—one experimental and one control group—participated in the study. The experimental group received explicit instruction in importance markers. The control group, however, only attended the classes of their regular major-related courses, one of which was a course on English for the students of medicine. The following research question and hypothesis were addressed in the study:

Does teaching importance markers significantly facilitate EFL learners' comprehension of important points in academic lectures?

H<sub>0</sub>: Teaching importance markers does not facilitate EFL learners' comprehension of important points in academic lectures significantly.

### 2.2. Participants

A group of 100 Iranian university students studying medicine at a major Iranian university were selected for the study. This population included 53 male and 47 female EFL learners. The age of the students varied from 18 to 22.

### 2.3. Instruments

A piloted PET for adult learners, the piloted listening comprehension section of the PET, and a test of lecture comprehension were used as instruments in this study. PET has two versions, one for adult learners and one for school-aged learners. This test incorporates all the four language skills. It takes 130 min to complete. The Reading and Writing sections account for 50% of the mark, while the Listening and Speaking sections form 25% and 25% of the total mark, respectively. The PET and the listening comprehension section of the PET which were piloted with 10 students were used as a pretest to make sure that the difference between the participants in their general English proficiency and listening comprehension was not significant. The reliability estimates (Cronbach alpha) of the PET and the listening comprehension section of the PET were found to be 0.89 and 0.80, respectively.

A test of lecture comprehension (Appendix A) was designed for the study. The test included 10 four-choice items and they took 30 min to complete. Scoring the test was done by adding the scores of all the items, with each item accounting for 1 score. The test score thus ranged from 0 to 10. The items assessed the students' comprehension of important points of a lecture. The lecture was an authentic audiotaped English academic lecture on a subject that is not related to the field of students, presented by a native speaker of English university lecturer. All the importance markers produced in the lecture were spontaneous and representative of spoken English. The test served as a posttest to explore the effect of teaching importance markers on the learners' comprehension of important points in academic lectures. Piloting the test with 10 EFL

learners led to a Cronbach alpha of 0.73. Regarding face and construct validity, expert opinions of two professors in the field were sought and they confirmed that the lecture satisfied validity requirements.

#### 2.4. Procedure

The participants were first pretested on a piloted PET and listening comprehension section of the PET. Only learners whose scores fell within one standard deviation above and below the mean were selected.

Subsequently, the participants were randomly assigned to one experimental and one control group. The learners in the experimental group received 15 one-hour sessions of explicit instruction on how important points are highlighted in English academic lectures by the lecturer. Altogether, the treatment involved three stages. First, authentic examples of importance markers which had been extracted from the 160 English academic lectures of the British Academic Spoken English (BASE) corpus in an earlier study of the Zare (submitted for publication) were presented to the students (Appendix B). In this phase, the participants learned that importance is highlighted in English academic lectures by the use of adjectives (e.g., 'discourse of the motherland this is a *vital* term'), adverbs (e.g., 'without going into too much detail, *essentially* what the theory predicts'), nouns (e.g., 'so I think the *message* here is that Jimmie Durham says there are'), verbs (e.g., 'all you need to *know* is what the expected value of X is'), and a combination of these (e.g., 'but the *important thing* to remember is that Spenser 's princess'). This phase of the instruction took most of the time of the sessions and was predominant. Second, the learners were provided with transcripts of English lectures from the BASE corpus and were asked to detect importance markers and the relevant pieces of important information. Third, the treatment involved listening to authentic English academic lectures and specifying the important pieces of information. The language of instruction throughout the three phases was Persian. However, the examples, transcripts, and lectures were all in English.

The participants in the control group attended only the classes of their regular major-related courses. One of these was a course on English for the students of medicine. This course involved instruction on the English reading and comprehension skills of medical students. Consequently, after completion of the treatment, the posttest was administered to the participants of both groups.

#### 2.5. Statistical analysis

In order to analyze the effectiveness of teaching importance markers on the students' comprehension of important points in English academic lectures, an independent-samples *t*-test was run using the Statistical Package for Social Sciences (SPSS) software. The instruction in importance markers was taken as the independent variable and the performance of the learners on the test of lecture comprehension was considered as the dependent variable. The independent-samples *t*-test compared the mean scores of the two groups on the test of lecture comprehension.

### 3. Results and discussion

This study was an attempt to explore the effect of explicit instruction in importance markers on the learners' comprehension of main points in academic lectures. Table 1 presents the results of descriptive statistics for the learners' performance on the test of comprehension of main points in academic lectures.

As Table 1 shows, the experimental group ( $N = 50$ ) scored higher with a mean of 5.36 and SD of 3.08. By comparison the control group ( $N = 50$ ) scored at a mean of 2.52,  $SD = 1.74$ . The experimental and control group distributions were sufficiently normal for the purposes of conducting an independent samples *t*-test. Therefore, an independent-samples *t*-test was run on SPSS. Table 2 presents the results of independent-samples *t*-test.

As Table 2 shows, the 'Sig. (2-tailed)' value for medical students was found to be 0.000087. Therefore, the difference between control and experimental groups was found to be significant ( $p < 0.05$ ). Accordingly, the results of the study did not provide statistical support for the null hypothesis. That is, teaching importance markers significantly facilitates EFL learners' comprehension of important points in academic lectures.

The results of this study indicate that an understanding of how important points of lectures are marked plays a significant role in the EFL learners' comprehension of important points in academic lectures. The finding that the participants in the experimental group comprehended the main points of academic lectures significantly better than the subjects in the control group mirrors the results of previous research (e.g., Flowerdew & Tauroza, 1995; Jung, 2003a, b; 2006; Williams, 1992). Jung (2003a) explored the effect of organization markers on Korean ESL learners' comprehension of important points in lectures and found the presence of organization markers in a lecture beneficial to the learners' comprehension of important points. It

**Table 1**  
Descriptive statistics.

	Group	N	Mean	Std. deviation	Std. error mean
Posttest Score	Control group	50	2.5296	1.74363	0.27231
	Experimental group	50	5.3696	3.08659	0.45509

**Table 2**  
Independent-samples *t*-test.

		Levene's Test for Equality of variances		<i>t</i> -test for equality of means					95% Confidence interval of the difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean difference	Std. Error difference	Lower	Upper
Scores	Equal variances assumed	54.169	0.000	-5.602	98	0.000087	-2.84000	0.50693	-3.84599	-1.83401
	Equal variances not assumed			-5.602	75.857	0.000065	-2.84000	0.50693	-3.84967	-1.83033

is important to note, however, that the facilitative role of organization markers in lecture comprehension in Jung's study is relevant to the presence of these markers in the lecture, whereas the beneficial effects of the knowledge of importance markers on the students' comprehension of the main points of academic lectures in this study concerns the learner' understanding and awareness of these markers. In other words, it is the students' understanding of how important points are marked that contributed to their better comprehension in this study. In Jung's study, however, it is the presence or absence of organization markers in the lecture that contributes to the learners' comprehension of main points. Awareness of importance marking is considered an aspect of the learner in this study, while for Jung's study, the presence of organization markers is a feature of the lecture. It is also important to point out that the learners' comprehension of important points in Jung's study is mediated by their ability in performing summary tasks. In this study, however, the pretest and posttest took the form of multiple-choice items.

Jung (2003b, 2006) investigated the role of contextualization markers in the learners' comprehension of main points and perceived listening comprehension and found them beneficial to the learners' perceived listening comprehension and comprehension of main points. What is important to note is that Jung used summary and recall tasks to tap the students' comprehension of lectures, whereas we used multiple-choice items. More importantly, similar to Jung (2003a), in Jung (2003b, 2006), contextualization markers are a feature of the lecture, whereas in this study, an understanding of importance markers is a feature of the learners.

As Jung (2003b) highlights, "text comprehensibility is a relative concept, involving both listener and text variables" (p. 572). In Jung (2003a, b, 2006), the text variable has been in focus. Here, however, the listener variable—his/her understanding of importance marking—is important.

The results of this study are also similar to those of Pérez and Macia (2002) who investigated the effect of the presence of metadiscourse in lectures on the learners' comprehension of lectures. Although Pérez and Macia found the presence of metadiscourse in lectures advantageous to the learners' comprehension of lectures, it is important to note that the beneficial effects of metadiscursive expressions were mediated by the learner's level of English language proficiency, as they observed that the presence of metadiscourse helps only learners with a low level of English language proficiency. In the present study, however, English language proficiency level was controlled for and all the learners had an intermediate level of English language proficiency.

On the other hand, the results of the present study seem to run counter to those of Chaudron and Richards (1986) and Dunkel and Davis (1994, pp. 55–74). Dunkel and Davis investigated the role of organization markers in the learners' listening comprehension and did not find them advantageous to their comprehension of lectures. The source of difference between the findings of Dunkel and Davis and those of this study may be related to the learners' level of English language proficiency. Whereas Dunkel and Davis did not control for the effect of the learners' English listening comprehension, we took into consideration both the learners' general English proficiency and their listening comprehension ability in including them in the study. Additionally, as Jung (2003b) points out, assessment procedure may be an issue in contributing to difference between the findings. Dunkel and Davis simply counted the ideas that the learners recalled. As Alderson (2000, cited in Jung, 2003b) points out, "simply counting idea units which had been accurately recalled risks giving a distorted picture of [listeners'] understanding" (p. 232). "To gain a better picture of listeners' text comprehension, researchers should employ a differentially weighted scoring scheme (i.e., differentiation of high-from low-level information in comprehension scoring)", Jung (2003b, p. 572) notes. In our study, we investigated the learners' comprehension of important points in academic lectures.

It is also important to note that the difference between the findings of this study and those of Chaudron and Richards may be due to the nature of markers. Chaudron and Richards investigated the effects of macro and micro markers on the learners' listening comprehension and found beneficial effects for macro markers. The results of Chaudron and Richards, however, did not provide support for the facilitative role of micro markers in listening comprehension. To Chaudron and Richards, macro markers were expressions that marked the relationship between different parts of the discourse (e.g., 'What we are going to talk about is ....'). Micro markers, on the other hand, were pause fillers and expressions that signaled the relationship between different sentences. Chaudron and Richards' macro markers are more similar to our importance markers (e.g., 'What

you need to remember is ....') than their micro markers. Therefore, the results of Chaudron and Richards can be interpreted to be the same as the results of the current study.

#### 4. Conclusion

The purpose of the present study was to investigate the effect of teaching importance markers on the students' comprehension of main points in academic lectures. Taking into consideration the fact that the participants of the study were only a small sample of EFL learners from one discipline, and they cannot be claimed to be representative of the much larger population of EFL learners, any generalization is essentially tentative. Yet, the results of the study suggest that teaching how importance is marked in lectures plays a significant role in helping learners to comprehend the main points in lectures. This lends support to the findings of researchers such as Goh and Hu (2013) and Hirose and Sasaki (2000), that metacognitive awareness is related to improved listening comprehension and writing, respectively. It can be concluded that an understanding of importance markers or the expressions that attract the attention of the students to the main parts of the lecture facilitates the students' comprehension of main points in academic lectures. Though scant, this finding can be used to advise EFL/ESL teachers and learners on the comprehension of academic lectures. Material writers may incorporate the importance markers used in this study in their instructional materials on academic lecture comprehension. EFL/ESL teachers can raise the students' awareness of these markers.

Further research, however, is necessary for a clear picture of the effect of knowledge of importance markers on academic lecture comprehension. Future studies need to take into consideration (a) text factors such as text type, length, difficulty, and discipline; (b) listener variables such as English language proficiency level, background knowledge, and learning styles; (c) treatment variables such as explicit/implicit instruction; and (d) assessment parameters such as task type, and immediate/delayed measurement.

#### Appendix A

##### A Test of Important Points in English Academic Lectures

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_  
Major: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

دستورالعمل: پس از گوش دادن به سخنرانی، گزینه‌ای که نکته یا مطلب مهم متن را بیان می‌کند در برگ پاسخنامه علامت بزنید.

Instruction: Listen to the lecture and mark the important point from among the four choices in the answer sheet.

- i. we tend to think of trade negotiations being a bargaining process but remember the theory of international trade tells us that far from giving something away when you lower your barriers to trade mm on the contrary you gain by this and that's what the theory of comparative advantage tells you that's not intuitively obvious to people that by lowering your barriers to trade you're not giving something away you're gaining you're raising the welfare of the country you're increasing your production possibilities you're increasing real income so lowering barriers to trade unilaterally is a welfare increasing process for the country concerned they don't need to get something in exchange in order to benefit from trade
  - (1) Which one of the following is considered important in this part of the lecture?
    - a) raising the welfare of the country
    - b) increasing production possibilities
    - c) lowering barriers to trade is a welfare increasing process
    - d) the theory of international trade
- ii. there are sophisticated international banks who are s-, scouring the world looking for good rates of return for their clients' money if you're a small developing country there might be a problem if you're just too small for them to be bothered with you know anything less than a few billion dollars worth of investment they might not be interested in but on the whole we've got sufficiently sophisticated international capital markets these days for investment and the flow of investment not to be terribly important as a benefit from multinationals obviously it is still important but one of the key points unfortunately about the flow of foreign direct investment is that it's heavily concentrated in a relatively few countries few developing or transitional economy
  - (2) Which one of the following is considered important in this part of the lecture?
    - a) flow of foreign direct investment is heavily concentrated in relatively few countries
    - b) sophisticated international banks look for good rates of return for their clients' money
    - c) small developing countries have problems finding good opportunities for investment
    - d) both a and b

- iii. one of the key factors which has greatly increased the productivity of the British motor industry for example has been the fact of Japanese companies coming in, whether it's Honda working on in Swindon or Nissan working up in Newcastle on both on greenfield sites they were then sourcing they had to source within the European Union in order to meet rules of origins which is another area that a key element in their ability to export in Europe there had to be a European content in production otherwise they wouldn't have been allowed to establish themselves so they had to source from Europe they particularly sourced from the U-K but then they looked at some of the U-K suppliers and held their hands up in horror at their working practices and the technology that we're using and the skills of their labour force and so they brought in a whole lot of engineers from Japan and put them into these suppliers to bring them up to best practice and that's what you find in developing countries as well that they will increasingly source their supplies from the local economy 'cause it's profitable to do so
- (3) Which one of the following is considered important in this part of the lecture?
- Japanese companies coming into the UK
  - Japanese companies sourcing within the European Union
  - Japanese companies locating their factories within their own country
  - both a and b
- iv. developing countries increasingly source their supplies from the local economy 'cause it's profitable to do so all right it's efficient to do so particularly using as I say modern technologies and just in time production you increasingly source from the local economy but you've got to train the suppliers especially in a developing country how to meet your requirements in terms of quality and design and everything else so you disseminate knowledge in that way inevitably by doing that so that's probably the most important potential benefit from a multinational
- (4) Which one of the following is considered important in this part of the lecture?
- disseminating knowledge
  - modern technology
  - local economy
  - developing countries
- v. they point that in a small market transnational particularly import substituting one can achieve a monopoly position rather than just stimulate local competition in the way that we described before at least for the second point they can crowd out actual potential local producers again by their sheer size simply based on their reputation and their marketing power and their overall efficiency
- (5) Which one of the following is considered important in this part of the lecture?
- transnationals can increase their marketing power and efficiency
  - transnationals can crowd out actual potential local producers
  - transnationals stimulate local competition
  - both b and c
- vi. the third point profits may well be repatriated and not reinvested in the economy I mean obviously the propensity of a transnational corporation to invest in the local economy will be lower than the propensity to invest a wholly owned local company because they have all these investment opportunities throughout the world and they're maximizing the global profits of the corporation so propensity to reinvest may well be lower
- (6) Which one of the following is considered important in this part of the lecture?
- transnationals are highly likely to invest in the local economy
  - the profits are more likely to be repatriated than reinvested in the economy
  - transnationals have many business opportunities throughout the world
  - transnationals are more willing to increase the local profits of their corporation
- vii. fourthly inappropriate products and technologies inappropriate products or like the dried milk case of Nestlé is the most as I say a notorious example but it may not be quite as notorious as that it may simply be that given their marketing power they're able to you know distort patterns of taste and preferences towards sophisticated goods whereas the more appropriate product may be a cheaper less sophisticated good but not with all the all the design features that they have
- (7) Which one of the following is considered important in this part of the lecture?
- the dried milk case of Nestlé is the most notorious example of inappropriate products
  - the marketing power and design features of the products of these companies make them salient
  - transnational companies are able to produce sophisticated goods
  - transnationals are able to distort patterns of taste and preferences towards sophisticated goods
- viii. they're global sourcing of supplies they're selling in global markets they're maximizing the global profits of the group mm and whereas a local producer will have a more limited framework in which they're maximizing their profits and that leads to the next point in particular people allege that transnational corporations are footloose now by footloose they mean they're here today and they're gone tomorrow all right you know you set up your assembly plant for say in Malaysia for assembling electronic goods whatever it happens to be but then Malaysia begins to develop and real wages rise and so you pack up shop and you go off to China because China's now got a much more open door policy and wage rates are a third those in Malaysia and in when wage rates rise in China well you go off to Africa okay so footloose then because they're transnational corporations they have complete knowledge of where exactly is the most efficient and

the cheapest location for their production mm and they can utilize this information to switch production from one country to another

- (8) Which one of the following is considered important in this part of the lecture?
- wage rates in China are a third of those in Malaysia
  - China has a much more open door policy than Malaysia
  - transnational companies are footloose
  - transnationals sell goods in global markets
- ix. Sunkel sees the modern transnational as he puts it here leading to international integration but national disintegration well I just throw that out as another broader perspective than perhaps the more narrower one that we look on as economists well I'll stop at that point obviously what I want you to think of is going through these costs and benefits and the activities of and the competitive advantage of multinationals is ultimately an empirical question okay that's really what I want you to go away with rather than that multinationals are the salvation of developing countries which perhaps is what the World Bank would tend to suggest or maybe Sunkel's view that they lead to national disintegration and you shouldn't have anything to do with them
- (9) Which one of the following is considered important in this part of the lecture?
- modern multinational corporations lead to national integration but international disintegration
  - Sunkel is in favor of modern transnational corporations
  - modern multinational companies cause international integration but national disintegration
  - both a and b
- x. what I want you to do as economists is the usual objective cost-benefit approach of course there'll be cost but there are also potential benefits and looking at what the determinants of those costs and benefits are likely to be in any particular situation and therefore what you would also look for in the empirical evidence what would be the sort of testable hypotheses that you would put up if you were looking at whether the activities of transnationals or particular transnationals in a developing country what were those effects likely to be what would be the hypothesis that you would set up in order to test whether they were a benefit or a cost to the host developing country and what I've given you there are key aspects look at the activities of transnationals look at linkages with the local economy and apply them to the examples that I've given you over the page there if you'd like to think about that and then we'll have a look at that next week
- (10) Which one of the following is considered important in this part of the lecture?
- the activities of transnationals
  - the linkages of transnationals with local economy
  - applying the activities and linkages of transnationals with local economy
  - a, b, and c

## Appendix B

### Importance markers

Importance marking using adjectives such as basic, big, critical, crucial, essential, go home, important, interesting, main, major, considerable, fundamental, significant, take home, of interest, vital, whole, worth

- pslct022 sketching can't tell you that so that's the basic example that's really all there is to
- pslct023 said I 'm going to introduce some of the basic principles of tensile
- sslct001 adjustment now structural adjustment is a big topic so let 's take 10 min for a
- sslct001 involved in structural adjustment it's a very big topic but let me give you three elements
- ahlct015 different kinds of texts you may come across critical texts you may come across so I
- pslct038 define s survival times there are three critical elements so for the definitions of I'm
- pslct027 a.m. doing oh the waves yes sorry missed a crucial slide here well it's better ne you now
- pslct029 us on to the last factor which is really crucial here is the contributions
- pslct033 level of sophistication that I think is essential to succeed in this course you do
- sslct019 or its website but you don't it's not essential nobody's going to ask you that in
- lslct026 okay so these are the things I want you to go home with and hopefully remembered
- ahlct015 never been there and there are probably two important aspects of that one
- lslct027 your ability to make vitamin D so what 's important I 've just told you that the activity
- lslct019 purpose of the study this is tremendously important
- sslct009 that diagram [[voiced pause]] and it is important that you understand the mechanics
- sslct027 have gained from their experience it's interesting to notice by the way that the two
- ahlct026 they looked at history because that's our main concern here is the historiography of all

- (18) pslct036 now and then [[voiced pause]] that's the main topic for next week really and what i 'm  
 (19) ahlct008 my coat here but basically there are three major issues that I want to talk about next week  
 (20) sslct035 things sure the headings under each of those major headings might be slightly different to  
 (21) lsct031 gastroenterology and this is one of the fundamental things to understand about this way  
 (22) sslct011 week to you [[voiced pause]] but some very significant lessons in the design of this  
 (23) lsct003 structures and if nothing else that's a sort of take home message that every protein in you  
 (24) lsct027 renal disease so these are the things to take home this is revision calcium homeostasis  
 (25) lsct003 amino acids is here and particularly of interest to us because again if you 're  
 (26) sslct002 things as you'll find out this data is vital there are various schools of thought on  
 (27) ahlct007 discourse of the motherland this is a vital term if one 's going to be looking at  
 (28) ahlct015 I'm just trying to suggest that there's a whole what we tend to talk about maybe six films  
 (29) ahlct032 scholarly enough himself but it's worth mentioning that in spite of this  
 (30) ahlct015 also of course is drama to music and it's worth knowing that Verdi who I suppose is

Importance marking using adverbs such as essentially, importantly, in essence

- (31) pslct012 exit without going into too much detail essentially what [[voiced pause]] the theory  
 (32) sslct002 questions you 're going to ask there are essentially three broad methods of or broad schools  
 (33) lsct036 corona viruses and rhinoviruses and more importantly it adapts to the challenge of infection  
 (34) sslct035 you 're succeeding and probably even more importantly to tell you where you 're not doing well  
 (35) lsct011 we 're doing here but what we 're doing in essence is counting the number of responding T-cells  
 (36) sslct026 up to seven general practitioners so in essence they are providers but they will have as

Importance marking using nouns such as bit, bottom line, exam, idea, message, moral, question, thing, point

- (37) pslct037 [[voiced pause]] it satisfies that's the easy bit the important bit is that [[voiced pause]] if it's an algebraic  
 (38) ahlct037 knowledge is derived from experience and the bottom line of this is that is this that what we  
 (39) ahlct037 science of man and so on and so forth but the bottom line of this is from what impression is this  
 (40) slct032 nephropathy is it just because you have an exam on the subject okay come on increases anybody  
 (41) lsct032 to know a lot about because it's in your exam but not just not because it's biologically  
 (42) lsct033 day or you can just remember it for the exam so it's not a good way of learning  
 (43) pslct011 it's something we can sort of ask exam questions on sometimes and i want to look  
 (44) sslct025 encapsulate the [[voiced pause]] the exam question which you often get or see we  
 (45) lsct014 it is something that you can be examined on and that we have ex [[voiced  
 (46) pslct005 now this is quite this is a very important idea here which I which I want to stress  
 (47) sslct030 just take a brief look in the main idea here is that we really have a variety of  
 (48) ahlct006 its centre within Britain itself so the message today is that though we have problems in  
 (49) lsct002 measures can be and if there is one message that i want to get across in this  
 (50) pslct036 integers so [[voiced pause]] so the so the moral of this example is the point that  
 (51) ahlct022 that in many ways is kind of the key question for this whole course i think [[voiced  
 (52) ahlct022 formulation of it and these are really the questions i want to send you away thinking about  
 (53) ahlct010 and symbolism in general and one of the things i 'm trying to get you to see is that allegory  
 (54) ahlct002 shape in classical scholarship the second thing is that if you look at  
 (55) pslct025 roots [[voiced pause]] the only important thing is that once you 've chosen your universe  
 (56) ahlct008 forms correct in inverted commas and the point is that because of this language Huck has  
 (57) ahlct017 're all still awake my final m my final point [[voiced pause]] this morning concerns  
 (58) ahlct023 trajectory of the course i think the key point about Thompson is his rejection of structuralism  
 (59) ahlct036 this and it stems partly from the first point i raised at the beginning of the lecture

Importance marking using verbs such as be interested in, root in mind, bear in mind, keep in mind, have in mind, hold in mind, focus attention on, bring attention to, draw attention to, emphasize, examine, pay attention to, forget, go away with, impress on, learn, make a/the point, merit consideration, note, notice, place emphasis, point out, register, reinforce, remember, stress, take away, take home, take note of, understand, write down, memorize, realize, know

- (60) lsct001 interactions times env but really what we 're interested in is this part okay but these other things  
 (61) sslct003 's not just language teaching but we 're interested here in language teaching because language  
 (62) sslct009 countries partly 'cause that's what we 're interested in but also because again you 'll read  
 (63) ahlct002 perfectly familiar to us still we should bear in mind the ambiguities of the time and these are  
 (64) ahlct003 History and one that you should root in your mind as being important for Thucydides ' view  
 (65) ahlct005 dangers within it that we need to bear in mind when we look at Agricola as a historical

- (66) ahlct005 historical figure the first thing to bear in mind is that this particular work was written  
 (67) ahlct009 notice this text for as well so keep in mind that it 's going to have something to do  
 (68) sslct011 to cover now i also want you to have in mind as we go through today 's session this  
 (69) sslct011 you need just to have in the back of your mind [[voiced pause]] i 've shown you a diagram  
 (70) sslct011 something which you need to hold in your mind changing market conditions your pic market  
 (71) ahlct007 think right now i want you to focus your attention on the first couple of decades after  
 (72) ahlct015 trouble to read it can i just draw your attention to two changes from last term one is the  
 (73) lslct022 it would be useful to bring it to your attention the underprivileged [[voiced  
 (74) pslct034 understand so i 'd like to ask you to pay attention to both [[voiced pause]] ways of dealing  
 (75) ahlct032 are three particular things I'd like to emphasize about that firstly of course simply that  
 (76) pslct003 a protic solvent which i should emphasize is no use here at all so i 'll  
 (77) lslct026 electrolytes and then of course finally don't forget you got your urinary excretion and it 's  
 (78) lslct036 the blood circulation but we must never forget the lymphatic system which i shall be talking  
 (79) pslct009 about that but what i want you to go away with is the fact that when you write the a  
 (80) ahlct010 that go beyond and something that i want to impress on you very strongly is that all the things  
 (81) lslct005 at one end than another please do learn this and as i 've pointed out several times  
 (82) lslct010 day and again that's a thing you have to learn when you ca n't have what you want immediately  
 (83) ahlct013 literary styles [[cough]] but the general point i want to make is that and it applies both  
 (84) ahlct017 there are some things here which i think do merit consideration  
 (85) ahlct016 is look at how that jazz music plays but note that what the films do and that 's why  
 (86) ahlct031 seventeenth century now first we should note the signifiers what are the signifiers  
 (87) ahlct010 long bright burnisht backe declares and notice there how suddenly the metal has turned  
 (88) lslct037 stage one other than to say that you must notice that what happens at the end of stage one  
 (89) pslct037 from a different emphasis i 've put more emphasis on character tables so you can make sense  
 (90) ahlct020 heading living paradoxes because it the emphasis i 'd like to place is that people just  
 (91) pslct022 point out about those two again just to reinforce what i said last time whether you  
 (92) ahlct008 there 's one more polarity which you need to register it 's crucial because it lies at the very  
 (93) ahlct025 but what it i think is important here to register is that for much of the late nineteenth  
 (94) lslct017 that it 's nearly lunchtime but just to reinforce let 's show you what smoking does to  
 (95) ahlct002 attitude rather surprising in this period remember that Greece does n't exist at this time  
 (96) ahlct007 after independence and what i would like to stress was this element of continuity i think  
 (97) ahlct015 lecture and screening the other change to take note of is the deadline for the long essay [[cough]]  
 (98) ahlct022 mixed up i think it's important to understand what Carr is saying and what he is  
 (99) ahlct010 culture we are expected to be able to understand this and of course allegory itself is  
 (100) pslct007 a.m. trying to get it all on one side here write down the ones at variant one then just adding  
 (101) pslct022 was no sense in which we expect you to memorize that formula for exam conditions or anything  
 (102) lslct009 parochial or is it a universal i want you to realize that it 's not simply did it happen several  
 (103) lslct032 variation very good so by now you should realize that all normal ranges are a load of rubbish  
 (104) ahlct010 these are definitely things that you need to know if you do n't know about them then we need  
 (105) ahlct024 religious upbringing and that's important to know as well as that the political events of  
 (106) lslct019 is what i 'm talking about we have to know properly what are the consequences of that  
 (107) lslct034 [[voiced pause]] and i 'm going to expand on that in a minute [[voiced pause]]  
 (108) ahlct008 race is something which needs looking at in detail and i 'll be coming back to that question  
 (109) sslct034 explain but i 'll just explain a little further why in a free market exchange and in

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