

Analytical Tools for Ideological Texts in Critical Reading Instruction

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Lee, Jong-Hee. (2004). Analytical tools for ideological texts in critical reading instruction. *English Language & Literature Teaching*, 10(3), 89-112.

This article examines the ways in which language can be exploited in the manipulation of the reader's interpretation of a text to make him/her take certain lines of thought according to the writer's persuasive intents. Such functions of language provide valid foundations to support the teaching of critical reading skills and to explore an adequate approach to discourse analysis. A pilot study was conducted to find out the extent to which the reader can be coaxed into thinking in some fashions guided by specific linguistic devices employed for ideological texts. Forty-seven subjects divided into two groups (humanities majors and natural science majors at undergraduate level) joined the two-fold questionnaire surveys intended to look at their critical reading abilities. The empirical results indicate that college students whose majors are humanities were more inclined to take a holistic approach in processing commercial advertisement texts and their abilities for critical interpretation appeared to be lower than those of the subjects whose majors are natural sciences, who showed a relatively high tendency to take an analytical approach in decoding the textual facts. As a consequence, pedagogic implications for increasing critical reading abilities have resulted in a set of analytical procedures concerning ideological texts which is linked with instructional guidelines to emphasize the importance of the reader's logical and analytical reasoning power, entirely accepted as a general prerequisite for cracking the covert language gambits.

[critical reading/discourse analysis/holistic approach/analytical approach, 비평적 독해/담화분석/전관적 접근방법/분석적 접근방법]

I. INTRODUCTION

The main purpose of this study is to explicate how the reader can be manipulated to shape certain lines of thought moulded by the routine interpretation of an ideological text that the writer has deliberately formulated with covert linguistic devices, thus to suggest a feasible approach providing effective critical reading skills. In doing this, it is necessary to look into some major issues with due weight on the ways in which language may be exploited to control the reader's patterns of thought under the general headings of critical discourse analysis and language awareness programs.

Generally, in an argumentative and ideological text, the writer tries to urge and convince the reader to accept certain specific arguments made by the writer (Mayfield, 2003, Seyler, 2003). So, while reading, by paying attention to such purposes, the reader can readily grasp the writer's intentions reflected in the text. It is also recognized that the reader may be persuaded to follow the writer's original intents by means of his specific textual constructions (Carter & McCarthy, 1994, Fairclough, 1992).

In light of this problem, the importance of critical reading strategies is recognized on both parts of teachers and students. A general type of such input data processing involves the analysis and critic of the relationships among texts, language, power, social groups and community practices. It guides the reader to ways of taking a careful look at written, visual, aural, spoken, multi-media and performance texts to question and challenge the producer's attitudes, values, beliefs and other ideological factors placed beneath the surface of the texts (Brown & Yule, 1983, Fairclough, 1989). But for the primary purpose of this article, its topic needs to be restricted to aspects of interpreting written ideological texts based on a critical stance with such essential questions as (a) in whose interest? (b) for what purpose? and (c) who benefits? In the following sections, efforts, including defining the terms, *ideology* and *analysis*, will be made to point out overt linguistic evidence of the writer's persuasive intentions embedded in some relevant texts by employing proper analytical tools, thereby presenting basic instructional methods for critical reading in classroom contexts.

II. DEFINITIONS OF IDEOLOGY AND ANALYSIS

Defining the terms essential to carry out this study is expected to lay a valid foundation for the subsequent considerations. Given the initial outlines, the two covering terms, 'ideology' and 'analysis' are significant in this article. According to discourse analysts, the meaning of *ideology* may be categorized into two general strands: on the one hand, the term is specifically used in the sense of explicit commitments to particular social movements and political positions, such as feminism and ecology (Coulthard, 1985, Widdowson 1995), and on the other, it is generally used in the sense of intentional assumptions and persuasions that are built into discursive practices serving to manipulate certain lines of thought or relations of domination within the frameworks of social mechanisms (Fairclough 1996, Stubbs, 1983). In this article, however, it would be more desirable to adopt the definition of the latter, for its meaning involves the range of issues more directly in a pursuit of effective critical reading instruction, of which the basic requirement is the reader's well-balanced analytical skills to evaluate and challenge the author's intentions supported by textual structures and contents.

Unlike the case of the term, *ideology*, the meaning of *analysis* has been controversial in the discipline of critical discourse analysis. There are also two different argumentative views on the rules and procedures of this specific discipline: one group of linguists claiming that critical discourse analysis is nothing more than an exercise in interpretation and therefore, can be invalidated as analysis, because the discourse analyst regards interpreting a text as a matter of converging on a particular meaning as having some kind of privileged validity, and attempts to justify his spontaneously preferred interpretation (Van Dijk, 1977, Widdowson, 1995). So now in this regard, we may as well look at a representative view on how the analytic work should be done in the following:

The demonstration of different interpretations and what language data might be adduced as evidence in each case, it would seek to explain just how different discourses can be derived from the same text (Widdowson, *ibid* 169)

On the contrary, the other group of linguists argue that critical discourse analysis is a matter of finding out the interactional bases and dominant effects

between both properties of texts and practices of interpretation in a particular social space, and wider social, cultural properties of that specific social domain, therefore to investigate how their overt textual features are socially, culturally and ideologically motivated (Cook, 1994, Fairclough, 1996) Therefore, we also need to understand another point of view on what components of analysis should be required as follows

It is more normal to define as analysis any reasonably systematic application of reasonably well-defined procedures to a reasonably well-defined body of data (Fairclough, *ibid* 52-53)

Consequently, the former group seems to downplay the converging effects supported by the analytical results that the critical linguists seek to achieve through critical discourse analysis The latter group appears to advocate its primary efforts focused on the explanatory connections between both ideological texts and their social effects underpinned by textual devices, and manipulation of prevalent pragmatic interpretation In parallel with the meaning of *ideology*, even though the notion of 'procedures' used by Fairclough above should be clarified for practical analytic tasks, we can also find the latter's conceptual positions more cogent in defining the term, *analysis*

III. ANALYSIS OF IDEOLOGICAL TEXTS

Quite often the ordinary readers pay little attention to rhetorical patterns and linguistic features of the written texts routinely exposed to them, unless they are not adequately trained with respect to argument theory and practices (Carter & McCarthy, 1994) Unfamiliar with logical reasoning methods, they are, in most cases, not able to demonstrate critical interpretation skills on incoming data, and more seriously, their patterns of thinking can be predominated by the writer's intentions to disguise relevant facts in search of his unfair advantages This problem seems to be typical of the consumer's misconceptions which often originate from acknowledging the surface meaning of advertisement texts for various commodities in carrying out social activities and relations based on free

market economy worldwide. A number of commercial advertisements possess such controversial factors in their linguistic features. Let us have a careful look at the following newspaper advertisement showing up in the internet website related to some leading tobacco brands in the world.

Seventy-three percent of the medical doctors surveyed said they would, if asked by a patient, recommend Lite Cigarettes with their low tar and nicotine for patients who smoke.

Obviously this brief advertisement appears to claim that quite a few doctors are encouraging the general public to smoke Lite Cigarettes. But if the reader scrutinizes the ad text by paying close attention to the details, s/he can recognize the fact that the sentential constituents are, in several respects, skillfully arranged for the manipulation of the reader's favorable impression towards Lite Cigarettes. Firstly, the ad text shows only a certain percentage of the doctors without specifying how many doctors were questioned in the actual survey. Secondly, the doctors who did respond avoided clarifying that they do recommend this brand; the advertisement text mentions apparently they would recommend it just in the case that a patient asked them about cigarette smoking. And thirdly, the final component of the advertisement text also makes a very significant contribution to its commercial profitability; the doctors are willing to make such a recommendation for those patients who have smoking habits already. From this analytical illustration, we can realize that there is a great disparity between the general impression fostered by this advertisement and what the advertisement text really says. As a result, on the part of the readers, to adequately develop critical reading skills is of great importance for their *justifiable interpretation of an ideological text*.

With these points in mind, we would need to look at another type of advertisement text found in the relevant internet website.

No other major department store offers you a low price and a 75-day warranty on parts and labor on this special edition of the XL-30 color television.

Similar to the one mentioned above, it is easily confirmed that the tone of this written text is designed to create a very large impression on the part of

the readers as potential consumers. However, the actual claim made by this ad is apparently very constrained. Firstly, the terms used in the beginning of the advertisement text are specifically restricted to a comparison of "department" stores, and "major" department stores at that. So it is hard to deny the possibility that a certain non-major department store may offer a comparable price and warranty to those of the color television stated in this ad, in addition, it may be possible that another type of retail store, for instance, an electronics store, makes a similar offer. Secondly, other kinds of stores, including departments or different stores, may offer a better deal or bargaining condition on the product, for example, a low price with a three-month warranty, and still such a claim would stand so long as no one else offered exactly a "75-day" warranty. Finally, this ad text restricts its purchasing conditions to only a "special edition" of the color television. For this simple reason, depending on what the term, *special edition*, exactly means, the claim of the advertisement may be much more narrowly confined.

Then, it is now deemed necessary to look into another example of text interpretation, which is, as a newspaper article, quite different from the advertisement texts stated above in text structures and linguistic clues supporting the writer's persuasive intent.

Quarry load-shedding problem

UNSHEETED lorries from Middlebarrow Quarry were still causing problems by shedding stones on their journey through Warton village, members of the parish council heard at their September meeting. The council's observations have been sent to the quarry management and members are hoping to see an improvement (Fairclough 1989:50)

From this newspaper article, Fairclough draws up his two conclusions that 'the power being exercised here is the power to 'disguise power, i.e. to disguise the power of quarry owners and their associates to behave antisocially with impunity' (ibid:52), and 'one should be sensitive to possible ideologically motivated obfuscation of agency, causality and responsibility' (ibid:124). Further he provides a detailed explanation for the surface construction of the media article: (a) the headline *Quarry load-shedding problem* takes the nominal form that does not indicate tense, modality and an agency, and thereby causality is

unspecified, (b) in the first sentence, *Middlebarrow Quarry* is an untypically inanimate agent of an action process, and lorries also is regarded as an inanimate agent by representing an event [stones(S) were falling(V) from the lorries(A)] as an action [lorries(S) were shedding(V) stones(O)], and so neither problem-causer nor load-shedder are clearly identified, and (c) *the quarry management*, presumed to be actual agents which cause the problem, appears in the second sentence as if any responsibility were not attributed to quarry owners—they seem to have just received the council's *observations*, and therefore the hidden power, the power to disguise power, is exercised for the favored wording and interpretation by the power-holders (quarry owners and their ilk) involved in such a written text

However, it may be argued that Fairclough's explanations mainly based on textual features seem to disregard the importance of contextual factors related to the general media discourses. It is widely recognized that almost all of newspaper headlines are designed to meet the reader's practical demands, thereby consisting of some key words selected and arranged to get the reader's initial attention to the said article and to briefly outline its entire discourse contents. With this in mind, the headline 'Quarryload-shedding problem' neatly contributes to making the whole intended message simple. Similarly, by placing the phrase 'UNSHEETED lorries from Middle-barrow Quarry' in front of the sentence, the writer tries to convey prime information – main cause and source of the problem in question—to the reader. The capitalized word 'UNSHEETED' also brings about the reader's optical stimuli, thus serving for such a purpose well. And, the second sentence provides some problem-solving details expressed in routine and reasonable ways, addressing the responsible social entity and the administrative authorities concerned as has often been the normal case in a media discourse. Here we can claim that 'practicality' is given a top priority in shaping the discourse in question, and so any traces or associations connected with power struggles and ideologically motivated obfuscation as Fairclough suggests, are not discovered in it. Therefore, it may be claimed that the intended message the article originally carries appears to convey the following ordinary facts

After hearing of the problem that unsheeted lorries from Middlebarrow Quarry still shed stones on their journey through Warton village, the parish council

has sent its observations to the quarry management, hoping to see an *improvement*

IV. METHODS AND PROCEDURES

1 Research Questions

On the basis of three brief reviews stated above, it would be valuable in terms of critical reading instruction and language pedagogy to gain cogent research findings on the following two comprehensive subjects

- (a) By what factors can the reader (or the hearer) be coaxed into thinking and behaving in certain ways influenced by the writer's (or the speaker's) concealed intentions?, and
- (b) With what modes may the teacher help students to increase their awareness and capabilities for recognizing covert ideological intents that the writer may put in a text?

As described earlier, given the primary objective placed for this study, all the relevant analyses and discussion will be focused on two specific research questions mentioned below

- 1 How can the reader be orientated to find out a set of convincing evidence for the reader's certain lines of thinking that the writer has tried to *manipulate in a text construction?* and
- 2 What implications can be drawn up from the research question(1) above for the development of effective critical reading processes?

The research questions were proposed to examine the interactional processes of textual features and their plausible pragmatic interpretation, and to connect the theoretical foundation gained from Research Question (1) with its feasible guidelines for critical language teaching given in Research Question (2).

2 Hypotheses Formation

To establish the well-designed hypotheses leading to cogent research outcomes, all the analytical data above and other useful comments given by scholars were employed carefully. These hypotheses, on the part of the learner, centers on a set of analytical procedures, intended to yield quantitative information and to examine their validity and pedagogical implications in relation to the pragmatic reactions of subjects to a body of input data provided for survey studies.

Hypotheses for Analytical Procedures

- 1 The learner looks at all of textual facts without any preconceptions relative to the text.
- 2 The learner finds out any ideological properties involved in the text with his schematic knowledge of contextual factors relative to the text, and
- 3 The reader sorts out all of textual devices supporting any ideological implications with his systemic knowledge of lexical, grammatical and structural features relative to the text.

3 Hypotheses Testing

1) Materials

Two different sets of questionnaire survey formats were provided for the subjects, one consisted of two short advertisement passages with two general multiple-choice questions intended to obtain raw materials regarding the subjects' overall impressions received from the said texts, the other consisted of two commercial advertisement passages with their open-ended questions designed to evaluate their level of critical reading skills to be used 'before' (Reading Passage-1) and shortly 'after' (Reading Passage-2) instructing the three-step analytical procedures set out in the section of hypotheses formation. The contents of these ad texts involve the general textual features of advertising discourse and their persuasive intents, of which degrees of

ideological implications reflected in the two texts were considered relatively equal to each other. This similarity was based on the level of the writer's covert intentions manifested by textual facts and contextual factors related to the main purpose of the two goods in question. In selecting the ideological texts, much attention was paid to the approximate equality of linguistic difficulties in processing the input data. Both types of the texts and subsequent open-ended questions were prepared to measure the subjects' individual critical reading abilities and acceptability levels of the writer's persuasive schemes underpinned by various linguistic gadgets.

2) Subjects

This pilot empirical study was conducted with the two separate groups of forty-seven Korean college junior students at the high intermediate level of English proficiency shown by their TOEIC (Test of English for International Communication) scores ranging from 700 to 800. The majors of twenty-three subjects in Group-A belonged to the fields of humanities, and the other twenty-four students in Group-B, as a comparable group, had natural science majors. All participants did not have prior knowledge of critical reading processes. The underlying reasons for classifying the subjects' majors into two contrastive fields were that generally humanities-majoring students tend to rely on their intuitive abilities based on their holistic viewpoints in processing the input data given, whereas natural science-majoring students are usually inclined to take their logical reasoning methods in dealing with their problem-solving tasks, in other words, the subjects' relatively high degree of analytical power is deemed to provide overall advantages for their critical interpretation which requires their in-depth attention to all the details concerned.

3) Procedures

The advertisement texts and two multiple-choice questions given in Appendix-A were designed not to evaluate the general ideological implications of the texts, but to collect basic information on the subjects' individual impressions received from the textual facts, which were classified into relevant

proportions. And, as set forth in Appendix-B, a total of forty-seven subjects participated in two separate open-ended questionnaire surveys for the evaluation of critical reading skills, prior to and shortly after providing a set of 'analytical procedures' established as provisional hypotheses, of which relevant instruction (i.e. reading passage-1 was used shortly after the subjects' problem-solving task with it) for applying such procedures to actual text analyses based on the 'open-ended questions' set out in Appendix-B were conducted in a classroom about for thirty minutes. During both of analyzing tasks, an adequate amount of problem-solving time—twenty minutes per ad text and ten minutes per question—was provided for all participants. A perfect mark of all open-ended questions given in this section was one hundred score based on ten full points assigned to each item, evaluated as five consecutive levels on a scale of even numbers between two and ten, 2, 4, 6, 8, and 10.

V. RESULTS AND DISCUSSION

1 Results

The analytical results gained from the subjects' individual answers to the multiple-choice questions set forth in Appendix-A are given in Table 1 below.

TABLE 1
Analytical Results of Multiple-Choice Question Survey

Group A (n=23)	% (Subject No)
[Question-1]	
1 Excellent	26.08 (6)
2 Good	56.52 (13)
3 Average	17.39 (4)
4 Low	0 (0)
5 Poor	0 (0)
[Question-2]	
1 Lowest and Excellent	47.82 (11)
2 Very Low and Good	34.78 (8)
3 Reasonable and Average	17.39 (4)
4 Expensive and Below Average	0 (0)
5 Most Expensive and Poor	0 (0)

Group B (n=24)	% (Subject No)
[Question-1]	
1 Excellent	12.50 (3)
2 Good	50.00 (12)
3 Average	37.50 (9)
4 Low	0 (0)
5 Poor	0 (0)
[Question-2]	
1 Lowest and Excellent	29.16 (7)
2 Very Low and Good	58.33 (14)
3 Reasonable and Average	12.50 (3)
4 Expensive and Below Average	0 (0)
5 Most Expensive and Poor	0 (0)

The two subject groups (Group A—major fields of humanities, Group B—major fields of natural sciences), despite their individual differences in English proficiency at the high-intermediate level, demonstrated a meaningful gap between the two median score results as shown in Table 2 below

TABLE 2
Numerical Results of Open-Ended Question Survey

Group A (n=23)
(Student ID Numbers & Individual Mean Scores in Reading Passage-1) 01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23 40/44/50/42/40/56/52/64/60/56/40/50/46/58/62/42/44/50/54/48/46/42/52
(Student ID Numbers & Individual Mean Scores in Reading Passage-2) 01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23 46/52/54/58/46/62/54/60/58/58/46/58/44/64/64/48/46/56/58/56/52/58/64
Total Mean Scores Passage-1, 49.47 / Passage-2, 54.86
Group B (n=24)
(Student ID Numbers & Individual Mean Scores in Reading Passage-1) 01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24 48/62/46/68/70/62/60/64/68/62/52/58/52/70/62/52/68/64/66/58/62/52/62/64
(Student ID Numbers & Individual Mean Scores in Reading Passage-2) 01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24 54/68/52/72/74/68/66/70/72/68/62/62/58/72/68/60/72/70/68/62/66/64/68/72
Total Mean Scores Passage-1, 60.50 / Passage-2, 66.16

2 Discussion

The numerical outcomes of this experimental study, as shown above, demonstrate the high probability that the reader's thought may be manipulated by the writer's intents which often employ any specific linguistic devices. According to the survey findings of multiple-choice questions, Group-A subjects, compared with what Group-B subjects have answered, seem to be more vulnerable to the author's tactics reflected in the advertisement texts. In the Question-1 survey, both groups show relatively similar tendencies to each other by falling within a "Good" category in their general impressions concerning the quality of Lite Cigarettes with the low tar and nicotine. It is, however, the majority of Group-B participants in Question-2 that have chosen the category of "Very Low and Good" with regard to the price and warranty conditions of the XL-30 color television, which is clearly differentiated from what almost a half of Group-B participants indicate their own impressions by choosing the category of "Lowest and Excellent." This dominant choice is, on the whole, recognized as what the author of the advertisement text has been most eager to obtain from the consumers in tactically designing such an ideological discourse.

Unlike the survey results obtained from multiple-choice questions, both groups of participants in the ten open-ended questions show almost equal improvement (in case of Group-A, median scores rise from 49.47 up to 54.86, in case of Group-B, median scores rise from 60.50 up to 66.16) in their critical reading abilities. This numerical advancement, as far as it is at most minimal, may be virtually ignored, given the whole effects of strategy training offered to both groups. Contrary to this equivalent furtherance, we can recognize the significance of both groups' starting points, which are classified into two different strands of mean scores—49.47 and 60.50—representing a gap of almost ten points. The facts and figures described above appear to establish the possibility that each group's original strategic approaches to critical reading process may have a meaningful impact on its level of reading performance. As a consequence, the combinatorial reviews of such two major surveys as multiple-choice and open-ended types demonstrate that Group-A subjects tend to be dependent upon a holistic approach to the processing of the given

advertisement texts; Group-B subjects generally intend to rely on an analytical approach to it

VI. CONCLUSION

Overall, this pilot study supports two meaningful propositions. (a) If not equipped with critical reading abilities, the reader can be manipulated by the writer's persuasive intents carried out by his/her specific linguistic devices, and (b) In case the reader get familiarized with adequate critical reading strategies, such techniques enable him/her to avoid the minimal probability that s/he may be coaxed into thinking in the ways guided by the writer

It is also important to point out the fact that two sets of numerical outcomes described in Tables 1 and 2 above show the positive effects of 'analytical procedures' created by systematic scrutiny of textual fabrics and contextual factors embedded in the ideological discourses. This is supported by the noteworthy results gained from two sets of empirical surveys, which demonstrates relatively substantial increases in case of both participating groups in total average scores concerning their overall critical reading abilities

In addition, these empirical findings posit the probability that the readers who possess a substantial degree of 'logical and analytical reasoning power' may be at a more advantageous position in due comparison with those who do not have such mental capacity for the equitable interpretation of ideological texts. In line with this, it is language teachers' responsibilities to enable students to gain adequate knowledge of how arguments can be validated, and nullified due to the logical fallacies that usually derive from erroneous argument structures. Therefore, based on all foregoing contemplations, we feel secure in arguing that the following three-step analytical tools for ideological texts, as pedagogical guidelines for critical reading, may work out the valid comprehension of the texts in which the writer's persuasive intents are reflected in covert ways. (a) The learner looks at all of textual facts without any preconceptions relative to the text; (b) The learner finds out any ideological properties involved in the text with his schematic knowledge of contextual factors relative to the text, and (c) The learner sorts out all of textual devices supporting any ideological

implications with his systemic knowledge of lexical, grammatical and structural features relative to the text

However, given the limited scales of the experiment processes and results, particularly the complicated issues arising from unstable barometers for gauging the written answers to open-ended questions, this study may be only a preliminary investigation of the development of critical reading skills. Hence it is to be hoped that this work has laid necessary groundwork for further research activities in exploring more effective instruction methods with regard to language awareness studies.

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APPENDIX A

A Questionnaire Survey for Evaluating Ideological Texts

(Directions) This is a questionnaire survey called "Question Type-1", designed for evaluating the effects covertly attempted by the writer of ideological texts - two actual advertisement passages - given Please choose one of the five items which is deemed closest to your own impressions received from the texts with regard to the underlined parts set forth below

Advertisement Passages

(Text-1) Seventy-three percent of the medical doctors surveyed said they would, if asked by a patient, recommend Lite Cigarettes with their low tar and nicotine for patients who smoke

(Text-2) No other major department store offers you a low price and a 75-day warranty on parts and labor on this special edition of the XL-30 color television

Type-1: Multiple-Choice Questions for Gauging Effects of Texts

01. In respect of Text-1, which of the following is most likely to be your impressions received from the text concerning the general quality of Lite Cigarettes with their low tar and nicotine?

(a) Excellent (b) Good (c) Average (d) Low (e) Poor

02. In respect of Text-2, which of the following is most likely to be your impressions received from the text concerning the price and warranty conditions of the XL-30 color television?

(a) Lowest and Excellent (b) Very Low and Good (c) Reasonable and Average (d) Expensive and Below Average (e) Most Expensive and Poor

APPENDIX B

A Questionnaire Survey for Evaluating Critical Reading Skills

(Directions) This is a questionnaire survey called "Question Type-2", designed to evaluate how you, as students learning English as a foreign language, are good at critical reading with respect to two sets of recent advertisement texts retrieved from a computer user's e-mail boxes. After reading the following two passages carefully, please give your answers briefly in writing on the basis of your own understanding and judgements. In answering the subsequent questions, to make the findings of this survey study as objective and reliable as possible, you are kindly requested to solve them without counting on any specific preconceptions in relation to your individual personalities, preferred modes of studying, current major fields of studies, deliberate contemplation of predictable survey results, etc.

Reading Passage-1

[COVER LETTER]

FORGET SPAM BLOCKERS!

Get SMART Spam Control That Always Delivers The Email You Want!

Finally, we discovered the ultimate solution that is guaranteed to stop all spam without losing any of your important email! This revolutionary advanced technology also protects you 100% against ALL email-borne viruses—both known and unknown. We didn't believe it either until we actually tried it. So you be the judge and see for yourself. You owe it to yourself to try this program, and forward this email to all your friends who hate Spam or as many people as possible.

Learn more <http://nomoregreenlight.biz/mbf>

Stop further m@il here <http://nomoregreenlight.biz/mbf.htm>

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[CONTENTS OF "LEARN MORE" SECTION]

Dear Friend,

Don't you get tired of dealing with adult material offers, endless special offers, "earn thousands weekly", and all the other junk email? Your time is valuable, so having your inbox flooded with junk messages is not only annoying, but also costly

Now you can say goodbye to all spam with "Emailbox Filter," the fast and easy way to dramatically reduce spam in your inbox. It will install directly into your system - scanning and filtering that time wasting, irritating junk email

Emailbox Filter is the ONLY Software that Filters AOL, Yahoo, MSN, Hotmail and POP3 Email Accounts. .

Easy to use, easy to install, and self-configuring, Emailbox Filter works with all POP3 email programs such as Outlook, Outlook Express, Eudora, Netscape, Incredimail, plus these popular web mail systems AOL, Hotmail, MSN and Yahoo

Scans your email and sorts spam (adult content offers, chain letters, jokes, image files, email worms and viruses, harassment and threats, email bombs, etc) to special mailboxes. This software compares incoming messages to your address book and email accounts to see if there is a positive match on what you want. Email you might want is separated from the junk for quick identification. **No other spam filtering software is as effective or easy to use!**

Comments from a few of our satisfied customers:

"My eleven-year-old daughter was receiving over one hundred spam emails a day, and a lot of them were adult! Your software shows that 83% of her mail was spam and you have not let any of it through and it is so easy to use Thanks Emailbox Filter!"

Victoria
New York, New York

"Worth every penny Thanks!"

Damon
Conifer, Colorado

"This program is wonderful! It is so easy to use that I do not even have to refer to the help menu. My time is very valuable and the time saved makes this a very cost effective investment "

Dr Mohamed Adam
Chairman, Human Rights Foundation of South Africa

"Simple, instantly effective and highly customizable, your product is so far ahead of any competitor (and believe me, I've tried them) that I'm amazed I've never come across it before Our Monday morning download an hour ago was the first for years where we didn't have to spend at least an hour picking through emails to identify legitimate public enquiries "

E Lambert, Director
York, UK

Is this a subscription with recurring fees?

Unlike other brands, you get all the benefits Emailbox Filter has to offer for

a **one-time fee** This means there's no expensive monthly or yearly subscriptionss to renew like Spam Killer or Mailwasher Pro

PRICE/Year	1st	2nd	3rd	4th	5th	
TOTAL						
[Comparison]						
Spam Killer	\$34.95	\$34.95	\$34.95	\$34.95	\$34.95	\$174.75
Emailbox Filter	\$39.00**	\$0	\$0	\$0	\$39.00**	

**** Sale price today (normally \$59)**

By choosing to buy Emailbox Filter today over Spam Killer, you'll save at least **\$135** or more! Plus you get **100% guaranteed email filtering technology** not available anywhere else, a lifetime license with **free updates**, and **free 24/7 technical support** just to name a few

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It's **really simple**, you can take advantage of our special offer with **RISK FREE 30-Day Money Back Guarantee** Don't wait until it's too late, take action to protect your system from email viruses and annoying spams right now This product will pay back for itself both in the home and enterprise within days

[Click Here To Purchase E-Mailbox Filter](#)
(Instant download after purchase)

Our secure online payment system is brilliantly easy You'll start to download the software in less than three minutes

Sincerely,

Emailbox Filter Development Team

PS Your satisfaction is 100% guaranteed Today's bargain price cannot continue forever Current prices should be regarded as temporary Purchase and Download your copy of Emailbox Filter, let it work for a while and you will

see how it works wonders

Type-2. Open-Ended Questions for Getting Written Answers

- 01 What is this text mostly about and how do you know?
02. What does the writer of the text want readers to know and believe?
03. Why has the writer portrayed the goods for sale in a particular way?
04. What are the major characteristics of the language used in this text?
05. What are the main structures and ideological features of this text?
06. Which positions, voices and interests are at play in this text?
07. How is the reader positioned in relation to the writer of this text?
- 08 Whose views and arguments are excluded or privileged in this text?
09. What view of the world and values does the writer of this text assume that the reader holds, and how do you know?
10. What knowledge does the reader need to bring to this text in order to understand and evaluate it?

Reading Passage--2

[COVER LETTER]

FINALLY! A LEGAL way to hide your license plate
Avoid getting \$150 + tickets

You will NEVER BE CAUGHT by red light cameras or speed enforcement cameras, or your money back

Never worry again about getting those big fines and points on your license that can cause you to lose your license or cause your insurance rates to skyrocket

Videos on our website show you how it was independently tested and proven 100% effective by major news networks and even various law enforcement officials

Legal in all 50 states and in countries around the world because your license plate is always visible to the human eye

Get ALL the Details Here

Market Research
8721 Santa Monica Boulevard
#1105
Los Angeles, CA 90069-4507

[CONTENTS OF "Get ALL the Details Here" SECTION]

FIGHT BACK DON'T LET THEM TAKE YOUR CASH!

Have you been caught by a red light camera yet? If yes, then you have already paid \$100? \$150? \$250? or MORE for EACH Offense!

What if I told you there is a way to AVOID these fines forever? 100% Guaranteed!

ATTENTION INTERNET BLOWOUT SALE ENDING TONIGHT AT MIDNIGHT! Save Tons on Photo-Blocker and Avoid Getting Caught by Those Photo Enforcement Cameras!

Introducing Photo-Blocker

This revolutionary new product makes your license plate COMPLETELY INVISIBLE to ALL FORMS of photo enforcement!

You will NEVER BE CAUGHT by red light cameras or speed enforcement cameras, or your money back - 100% GUARANTEED!

Don't Believe it works? Need more proof that Photo-Blocker makes your license plate COMPLETELY INVISIBLE to ALL FORMS of photo enforcement, then look below and listen what these major TV stations say

FOX News

"This product REALLY DOES WORK, as a matter of fact, it works great! I ran a red light, saw the flash, and it's been two months and still no word, well

you know what they say no news is good news! Think again Photo-Blocker, for creating such a GREAT PRODUCT!"

The New and Improved Photo-Blocker Spray:

REFLECTS photo radar flash, helping to prevent a costly ticket!

FAST spray-on formula is easily applied in minutes!

INVISIBLE to the naked eye, only you will know it is on your vehicle!

EXCLUSIVE formula! Good for up to four plates.

BETTER than license plates covers which are illegal in most states

LEGAL in all 50 states and all countries world-wide

DURABLE formula will not wash off, fade or dissolve away

Photo-Blocker has been independently tested by major news networks like FOX NEWS, CBS, NBC and was even tested by the Denver Police Department. [Click Here to watch Photo-Blocker put to the test](#)

ORDER NOW

100% Money Back Guarantee

Sincerely,

Mike J
Sales Manager

Type-2: Open-Ended Questions for Short Written Answers

01. What is this text mostly about and how do you know?
02. What does the writer of the text want readers to know and believe?
03. Why has the writer portrayed the goods for sale in a particular way?
04. What are the major characteristics of the language used in this text?
05. What are the main structures and ideological features of this text?
06. Which positions, voices and interests are at play in this text?

07. How is the reader positioned in relation to the writer of this text?
08. Whose views and arguments are excluded or privileged in this text?
09. What view of the world and values does the writer of this text assume that the reader holds, and how do you know?
10. What knowledge does the reader need to bring to this text in order to *understand and evaluate it?*

예시언어(Examples in): English

적용가능 언어(Applicable Languages): English

적용가능 수준(Applicable Levels): College

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Revised in Oct, 2004

Reviewed by Nov, 2004

Revised version received in Dec, 2004