SOME PROBLEMS IN TEACHING TECHNICAL READING IN ENGLISH FOR THE SOCIAL SCIENCES AND COMMERCE

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INTRODUCTION

Teaching English for the Social Sciences and Commerce in Sri Lanka in classes conducted at institutions of tertiary education and in pre-experience or in-service courses for newly recruited or employed adult officers leads to some of the following problems. Firstly, the register of language used in the Social Sciences and Commerce, even within one subject area, generally selects a more diversified combination of linguistic features than the registers of Law, Science or Technology. White (1975) speaks of a "constellation of features" characterising registers: "............It was obvious that what made one register distinctive in comparison with another was a unique constellation of features rather than any single characteristic"[1]. However, it is not possible to define the "unique constellation of features" characterising (say) the register of Sociology, because far more than in Mathematics (say), the language shifts from one combination of features to another, and draws on a much wider total range of features. In range, except at the most obvious level of lexis, the set of features that needs to be taught, approaches the range attempted in "General English" courses. Thus, the economy achieved by the "English for Specific Purposes" (ESP)--oriented courses usual for tertiary institutions and in-service courses in not possible for courses for the Social Sciences.

Secondly, the average social scientist has a largely mother tongue educational background even at tertiary level. Unlike his counterpart from Faculties of Law, Science, Agriculture, Architecture, Engineering, Dental Science, Veterinary Science etc. the social scientist has generally followed all university lectures and tutorials in his mother tongue, and perhaps, not even used English for much reference reading. "In Arts Faculties,......the target requirement since the inception of English Language Teaching (ELT) programmes in universities has been stated as the ability to read and understand reference texts. But the current situation after 26 years of such programmes is that subject lecturers have largely obviated this need by preparing detailed lectures in which the required reference is included."[2]

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1. White (1975), quoted in Robinson (1980) p. 18.
2. Fernando (1986)

Consequently, the social scientist has had virtually no need, and certainly little opportunity for the use of English outside an English classroom. As a result, when he comes in, after recruitment to a post, for pre-experience or in-service training in English, there is a yawing gap between his beginning and target competence in English.

BEGINNING COMPETENCE

The average undergraduate in Sri Lanka enters university with between 7 to 9 years of English learning in schools behind him. School English programmes are (a) General English courses (b) geared to achieving that amount of target competence as is possible to achieve after the specified period of teaching in the given teaching context. Thus the level of knowledge aspired to and gained is relatively low. In addition, what is learnt is taken in under relaxed conditions, within a congenial home-village or home-town environment. For the majority of rural school-children, English is a Foreign Language, unseen and unheard outside the classroom, which does not occur in any of the main Domains of language use of Family, Friendship, Education, Employment or Public Life[3]. It is therefore totally divorced from real life, invested with a fairy-tale quality.

The average Social Science and Commerce undergraduate[4] therefore, comes in with low competence in English, little exposure to it outside an English classroom, and regarding it as something outside the range of real-life activity. In the university, he does not as suggested above feel an urgent need for English. Again, he can function in the domains of Family, Friendship, Education, Employment and Public life more or less without English. In the domains of Education and Public Life, English does raise its head from time to time, and when it does, unlike in the school environment where English belonged to the realm of fairy tale, it has now an ugly head. It is now taught in a non-home-town environment, and the ultimate target competence is far higher than can usually be achieved within the 3 or 4 year university course.

TARGET COMPETENCE

What is the ultimate target competence for students of Social Science and Commerce ? "The real needs of the Arts student surface after graduation, when he obtains employment suitable to his qualifications. Such employment calls for persons capable of reading academic and technical writing in English, writing reports of a similar nature, attending meetings, seminars and conferences conducted in the English medium, listening intelligently and making relevant contributions............the target communicative competence

3. "Domain of language use" is defined in Fishman (1971). The main domains of Family, Friendship, Education, Employment and Public Life are also discussed there.

4. In 1985, only 40% of Arts entrants to the University of Colombo came from the urban districts of Colombo, Gampaha and Kalutara, in contrast to 85% of Science entrants. It is mainly Arts students therefore who have learnt English in schools under the conditions described here.

is the ability to be an efficient administrator in Sri Lanka. Efficient administrators must switch smoothly from the mother tongue to English in an environment where many reading, writing, listening and speaking tasks are carried out in English, and in which the ability to be at ease in English is still a symbol of status, power, intelligence and breadth of vision."[5] As pointed out in Fernando (1986), Science and Technology students have as target competence the ability to start following lectures in the English medium. They generally proceed a great deal further than this initial target point, but this further journey is buttressed throught by the constant use of English in the domains of Education (university lectures), Employment (practical activities) and even Friendship (in the university).

The Arts student however aims at a "high level of target competence which he will not start using for some years, may be not even then"[6] in an environment devoid of opportunity for practice of skills outside English classrooms. The status of English for him is therefore ambiguous. Is it a Foreign Language or Second Language? It is still divorced from real life, but now no longer within his range. The attitude to learning English too is ambiguous. Is it relaxed or urgent?

By the time students of Social Science and Commerce gain adequate employment (and not all do), English is very much a part of the domains of Employment and Public Life,. It is required for many reading, writing, listening and speaking tasks. It is specially connected with the idea of promotion, career development and study abroad, symbols of power and prestige. English is now a Second Language. It is closely connected to the prestigious, formal, outer domains of language use. It is very much a part of real life, and the learning context is urgent and threatening rather than relaxed and fairy tale. For the student of Social Science and Commerce therefore English changes roles confusingly, sometimes ambiguously (see Table 1). In the final stage, the student of Social Science and Commerce must jump with inadequate earlier preparation and support, the yawning gap between his beginning and target competence.

BRIDGING THE GAP

Many English classes are conducted for this category of persons at tertiary institutions and as pre-experience and in-service courses. The objective of this paper is to suggest a way in which lesson material for such classes can be constructed in order to bridge this gap. In Fernando (1986), I suggest that "A possible solution lies in using teaching materials within the range of the learner rather than designed to induce target competence; and THEN expanding very slowly at the Learner's pace to material at the target level; presenting this in non-intimidating chunks and building up a familiarity that will make the gigantic target tasks at least approachable, if never fully possible"

5. Fernando (1986)
6. ibid.

TECHNICAL READING IN ENGLISH FOR THE SOCIAL SCIENCES AND COMMERCE

Demanding, high-level technical reading is part of the gigantic target tasks. How does one apply the principles outlined above to teaching technical reading in English for the Social Sciences and Commerce? How does one present target-level material in non-intimidating chunks?

AUTHENTIC DATA FOR READING MATERIAL

Robinson (1980) in her discussion of English for Specific Purposes (ESP), discusses the use of "authentic data" in ESP lesson materials. "............to present a student on a language course with a sample of the language use he is expected to cope with at the **end** of his course, and to expect him to grapple with it (as seems to be advocated by many proponents of the use of authentic materials) is to misuse authenticity. If the student cannot fully understand the language he is exposed to, if communication fails because of the student's imperfect knowledge of the language, then, according to Widdowson, the language in question is not authentic at all.

Widdowson thus advocates the construction by materials writers of reading texts which are within the competence of the students concerned...... but the problem still remains of how to bridge the gap between such constructed texts- even if graded in terms of difficulty-and the frequently untypical idiosyncratic texts of the real world. Jumping in at the deep end is not the answer, but neither is the wearing of water wings forever."[7]

In the sample lesson material discussed below, a simplified version of authentic data was used as reading material, but it was kept at a level not much lower than the original. Rather than letting the student grapple with this, lessons preceding the reading built up gradually the ability to cope with the material. Lessons following the reading exercised this ability further, in order to bridge the final gap.

A SAMPLE OF RELEVANT READING MATERIAL

The sample of lesson material I discuss below was written for an English Language Text for Cadets in the Sri Lanka Administrative Service (SLAS) who were following English classes in a course conducted for them by the Sri Lanka Institute of Development Administration (SLIDA).[8] The material was written by Clara Amerasinghe, Nalini Mahesan, Kantha Jayasooriya and myself, all of the Department of English, University of Colombo.[9]

7. Widdowson (1976), quoted in Robinson (1980), pp. 36-7.
8. My acknowledgements are due to SLIDA for the funding of this proiect, and their kind permission to discuss project material in this paper.
9. Amerasinghe, Mahesan, Jayasooriya and Fernando (1986).

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The group for whom the materials were written were recruits to the SLAS through the Open Competitive or Limited Competitive Examinations. They were following a one-year Induction Training Programme leading to the award of the "Certificate in Public Administration" by SLIDA. Their course included components in Management and Organisation, Research and Planning Techniques, Economic and Social Policy, District Level Training and Development Administration,. Much of the authentic data studied in preparing lesson material was therefore drawn from the area of Public Management and Administration, and several reading passages have been prepared by adapting, simplifying and synthesising readings from the text **Public Management** edited by Neil Fernando, a publication of SLIDA.[10]

THE PRESENTATION OF A PASSAGE FOR TECHNICAL READING IN ENGLISH

In Amerasinghe et al. (1986) Book 1 Lesson 1 "People", a simplified version of an authentic text from **Public Management,** which students are required to read for their subject studies, is presented for reading.[11] However this task, which in itself is a simplified one, is broken down into further chunks (hopefully non-intimidating) both before and after the reading lesson. In these "chunks", the required language activity is not always reading, but a variety of activities involving the skills of listening, speaking and writing as well. Thus familiarity with the technical vocabulary of the reading assignment and the concepts it involves is built up in a variety of skill areas.

The theme of the reading passage, "A Good Manager", is first introduced through a Listening Comprehension lesson. This consists of two dialogues recorded on cassette and accompanied by exercises for listening comprehension[12]. Both dialogues deal with people rather than concepts, two colleagues who discuss their common boss and their duties in office. The dialogues do not discuss the concept of "a good manager". But they provide two concrete examples of managers and their relationships with their subordinates. In addition. the language used is conversational. The structures and vocabulary are relatively simple and non-technical, not of very much higher level than what students have encountered in General English courses at school.

Two points are achieved. Students begin to think about manager - subordinate relationships in simple English and at an individualised level. They get listening comprehension practice in the type of conversation they may very well hear in their ultimate exposure to English.

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10. Neil Fernando (1980).
11. Appendix A gives the adatsation presented in the lesson material.
    Appendix B gives the first 2 paragraphs of the authentic data for comparison.
12. Appendix C gives the text of the first of the recorded dialogues used for this lesson, and the exercises that accompany it.

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In the next lesson, technical vocabulary connected with the theme as well as other sophisticated vocabulary to be encountered in the reading passage is built up.[13] A third lesson is devoted to communicative activities and pairwork. This gives students opportunities for language use with peers. One of the exercises in this lesson continues with the theme introduced earlier, and catches up technical vocabulary introduced in the vocabulary lesson, e.g. "needs, physiological, security, social, ego, self-actualisation", introduces two further terms "lesser needs" and "higher needs"; and puts these to use in pairwork.[14]

Subject-matter is thus presented in manageable chunks. The student does not encounter too many new technical terms or concepts together. A second device used is individualising or giving concreteness to abstract principles and academic concepts. Generalisations, abstract principles and academic concepts are first presented through individualised examples, as in the Dialogues for listening comprehension. These provide a framework or "chunk" on which to build up further ("chunks" of) abstract academic knowledge. The third device employed is the use of repetition or re-cycling of material. The terms introduced in the vocabulary lesson are re-cycled in the pairwork, with opportunity for further practical application of the terms. This device is used to develop familiarity with the theme.

The repetition however does not involve working through a tedious series of set exercise types, but is diversified over several skill areas and types of communicative activities. This hopefully prevents the familiarity aimed at from breeding the proverbial contempt, since one problem with subject-oriented language courses is the fact that they could become tedious and burdensome. "...........students are bored by dealing with what they know already."[15] "This is one of the standard features of ESP courses: they are so deadly serious, so earnestly work-oriented - so dull."[16] "Davis (1977) urges us not to forget general 'language-learning vitality' gained from such things as extra-curricular activities. O'Neill (1977) also urges us to remember the element of fun.................."[17]

It is only in the fourth lesson that the simplified reading passage "A Good, Manager" is presented.[18] In this passage abstract concepts are very evident e.g. "In a manager's interaction with his subordinates, he needs to be aware

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13. Appendix D gives the text of the vocabulary lesson.
14. Appendix E gives the text of the exercises for pairwork.
15. Robinson (1980), p. 26.
16. Crafts (1976), quoted in Robinson (1980), p. 27.
17. Robinson (1980), p. 27.
18. See Appendix A.

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of the latter's needs", "A manager must try to motivate his subordinates by satisfying their most important need". But by now students are familiar with some of the new technical terms, and concepts. The characters of the dialogues in the listening comprehension lesson turn up in the two illustrative examples, and their familiarity reduces the "unseenness" of the technical passage. Thus, the student is more ready at this point to face technical reading in his subject area. The structures and vocabulary in the passage reveal the gap between beginning and target competence, but this gap has been bridged to some measure by the preceding breaking down, repetition and re-cycling of material. Words like "interaction, interpersonal relationship" and complex sentences like "We remember a significant incident where a certain manager assigned new tasks to two of his subordinates, Piyasena and Palitha" are now easier to approach because the student has already met Piyasena, Palitha, their "new tasks" and "a certain manager" in simpler clothes; and "interaction" and "relationship" have been discussed in relation to better known items like "relate" and "action".

Complex structures and harder technical terms are given further exercise in the lesson after the reading passage.[19] The next lesson re-cycles all the knowledge gained up to now with an "element of fun" in a group activity.[20] It is only at this stage that students move on to the final activity, a lesson comprising questions in reading comprehension.[21]

CONCLUSION

Thus, teaching technical reading in English for the Social Sciences and Commerce in classes conducted at tertiary institutions and in pre-experience or in-service courses in Sri Lanka presents several problems. One way of handling these problems may be to begin within the initial competence of students and build up non-intimidating "chunks" in several skill areas, which link up into something approaching target competence. The sample of lesson material discussed here illustrates how this might be done.

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19. Appendix F gives the text of these practice exercises.
20. Appendix G gives the instructions to the teacher for this group activity.
21. Appendix H gives the text of the questions for reading comprehension.

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TABLE I

The Role of English for Students of Social Science and Commerce

IN SCHOOL

Function of English	Foreign Language
Domains of Use	None
Learning Environment	1. Home-town or Home-village
	2. Relaxed
	3. Within range
	4. Fairy-tale

IN UNIVERSITY

Function of English	Foreign Language/Second Language (situation not clear)
Domains of Use	Education (marginally; situation not clear)
	Public life (marginally; situation not clear)
Learning Environment	1. Outside Home-town, usually city
	2. Relaxed/Urgent (situation not clear)
	3. Outside range
	4. Unreal

IN EMPLOYMENT

Function of English	Second Language
Domains of Use	Education, Employment, Public Life (especially higher levels of these)
Learning Environment	1. Outside Home-town, usually city
	2. Urgent
	3. Outside range
	4. Real

A GOOD MANAGER

In a manager's interaction with his subordinates, he needs to be aware of the latter's needs. A subordinate will have many needs, and among these there may be one which attracts his attention much more than the others at a given time. Hence it is necessary for a manager to maintain a close interpersonal relationship with his subordinates, and he needs to do this as a continuous process rather than by fits and starts.

Sometimes, among our subordinates we may have one who idles. We often describe such a person as lazy or indifferent. Using such labels does not solve the problem. First we must try to analyse the cause or stimulus for such behaviour, and secondly, we must identify the type of goal that person is trying to achieve. Perhaps this subordinate has a very strong social need. Perhaps this need is not satisfied because his colleagues do not move as freely with him as he wishes. Perhaps his present boss ignores him whereas his previous boss treated him as a friend.

We remember a significant incident where a certain manager assigned new tasks to two of his subordinates, Piyasena and Palitha. He used to check almost daily with them about the progress they had made. Piyasena was happy that his boss did so. But Palitha was annoyed, and told one of his colleagues "I don't understand why the boss pries and probes every morning into what I am doing". Piyasena clearly had a strong social need, and the boss's questions satisfied his need. On the other hand, Palitha's social need was probably fairly well satisfied and therefore a further satisfaction of this need did not act as an effective motivator. Probably he had a very strong ego need: he probably liked to be independent, and wanted the prestige that would come to him if he did a job entirely on his own.

So, in a manager's interaction with his subordinates, he must assess their needs, and arrange his interaction to suit these needs. He must try to motivate them by satisfying their most important need. A person's lesser needs are his physiological, security and social needs. A manager can motivate a person by satisfying these needs only up to a point. Thereafter the satisfaction of these needs ceases to be a positive motivator. After this, we can motivate an employee positively only by satisfying his higher needs, which are his ego needs and self-actualisation needs.

A point about social needs. In Sri Lanka, we feel social needs more strongly than in the West. Our strong family ties, and our interest in community activities are a sign of this. Therefore Sri Lankans can make more use of the social needs of subordinates to motivate subordinates than

in the West. This is particularly relevant to the manager who lives in an ivory tower cut off from the common man and his employees lower down the ladder. What about ego needs? People often feel that most jobs today are routine ones which do not give any opportunity for the satisfaction of ego needs. A certain boss in a private organisation noticed one morning that there was a breakdown in the office telephone system. A particular subordinate of his was very efficient at attending to this type of job. So the boss asked Jayantha Silva to see to the problem. Jayantha's normal tasks in the office were very routine ones, and this particular assignment was not part of his normal duties. He contacted a friend of his in the Department of Telecommunications, and got the telephone system set right in a few hours. The communication between the boss and Jayantha ended there. Recognition of Jayantha's efficiency was overlooked. The boss did not take an opportunity he had for satisfying his subordinate's ego needs, even in a small way, by complimenting him on his efficiency,. In fact, Jayantha was so demotivated on this occasion, that he decided that he would never take the same trouble again.

Thus, a manager needs to cultivate an attitude of genuine concern for his employees as men, and not merely as workers. In the cases of both Palitha and Jayantha Silva, the managers would have been more effective motivators if they had the correct attitudes. A manager who manipulates his employees does not achieve positive results in the long run, even if he adopts certain measures to get his employees to perform better. On the other hand, a manager who genuinely motivates his subordinates may adopt the same measures and get positive results.

(Adapted from "The Managerial Process" by R. N. Withana, G. Wijesinghe and A. P. Hapudeniya in *Public Management*, ed. Neil Fernando, SLIDA, Sri Lanka 1980)

APPENDIX B

In a manager's interaction with his subordinates, he needs to be aware of the latter's needs. A subordinate will have many needs, and among these there may be one which attracts his attention much more than the others at a given time. Hence it is necessary that a manager should maintain a close interpersonal relationship with his subordinates, and he needs to do this as a continuous process rather than by fits and starts.

Sometimes, among our subordinates we may have one who idles. Such a person we have often described as lazy or indifferent. Fixing such labels does not solve the problem. The question is, have we tried to analyse the cause or stimulus which occasioned such behaviour and secondly, have we

identified the type of goal which that person is seeking to achieve. Perhaps, that subordinate has a very strong social need; maybe, this need is not satisfied because his colleagues do not move as freely with him as he would have wished; it may also be that his boss gives him a cold shoulder whereas his previous boss treated him as a friend.

(first two paragraphs of the authentic text on which the reading passage in Appendix A is based)

APPENDIX C

TEXT OF DIALOGUE 1

Palitha : How do you like your new duties, Piyasena ?

Piyasena : You mean keeping records of the foreign companies we deal with ?

Palitha : Yes. And didn't the boss tell you to file the letters separately and attend to the correspondence independently ?

Piyasena : Yes, Palitha, I'm enjoying the work. The boss is a good chap. and he really works to promote good relationships among his workers.

Palitha : Well, I don't know about that. He wanted me to organise the new Horticulture Project. But he won't let me get on with the job. He tries to do it all himself.

Piyasena : Well, he supervises my work a lot. And I like that. He really knows his work. And he gives me a lot of tips about how to work faster.

Palitha : Well, I know how to set about a project. I don't need the boss to show me. He just likes to feel he's running the show. As I come in he says. "Good morning, Palitha. Have you done this? Have you done that?" I'm sick of his questions. I like to handle a job on my own.

Piyasena : Well. If he didn't ask me about my work, I'd feel neglected.

Palitha : If he were a good boss, he would know whom to supervise and whom to leave alone. I'd always go to him if I needed his help, wouldn't I?

EXERCISES

I. Listen twice to Dialogue 1 on the cassette. Now read the statements below and mark "T" against true statements, and "F" against false statements.

1. Palitha and Piyasena are colleagues.

2. Both Piyasena and Palitha are working on new assignments.

3. Palitha approves of his boss's attitude towards his workers.

4. Piyasena does not think the boss should supervise his workers so much. He thinks he should supervise them only when they need his help.

5. The boss feels that both Palitha and Piyasena need constant supervision.

II. Listen to the dialogue again. Circle the letter in front of the most suitable set of words to complete each of the incomplete statements below.

1. Palitha is (a) nervous   (b) happy   (c) self-confident.

2. One of Piyasena's duties is to (a) supervise Palitha (b) organise a Horticulture project (c) attend to correspondence.

3. Working conditions in this office are ideal for (a) Palitha (b) Piyasena (c) Palitha and Piyasena.

4. Palitha feels that his boss is (a) helpful (d) interfering (c) friendly.

5. Palitha likes to work (a) independently (b) in a team with his colleague (c) together with his boss.

III. Listen to the dialogue again. As you listen, fill in the blanks in the following text.
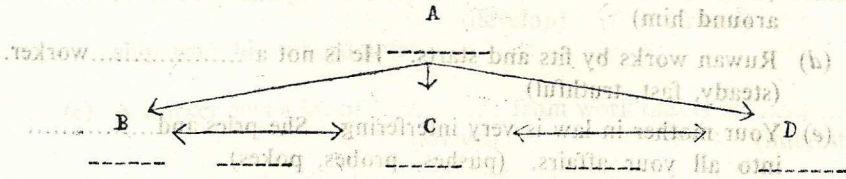
How do you like your .... duties, Piyasena? You mean keeping records of the foreign companies we .... with ? Yes, and .... the boss tell you to .... the letters separately and attend to the correspondence .... ? (and so on.)
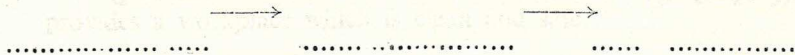
WORD BANK

I. Use the following terms to fill in the blanks in the diagrams given below them.

(a) colleague, subordinate, manager

A

B   C   D

(b) behaviour, cause or stimulus, goal

II. Human beings have different types of needs. The terms for some main types of these needs are given below in Column A. Examples of these types are given in Column B. Match each example in Column B to the correct type in Column A.

III. Fill in the numbered blanks in the Table below. The meaning of the word you should fill in is given in some cases.

Nouns	Verbs	Adjectives	Adverbs
(1)	relate		
	continue	(2)	
(3)	behave		
(4)	satisfy		
(5)	motivate		
(the thing which motivates)	(6) (opposite in meaning to "motivate")		
	action		
(7) ("action" between several people)			
(8)		efficient	
(9)	communicate		
(10)	recognise		

IV. Circle the letter in front of the most suitable word or set of words to complete each of the incomplete sentences below.

(a) Although this method of studying will help you to remember the facts for your exam tomorrow, ... it will not increase your knowledge. (long term, in the long run, long distance)

(b) The salesgirl who was lazy and .... had sold very few items by the end of the day. (same, different, indifferent)

(c) Our manager lives in an ivory tower and does not .... (like any criticism, know any poor people, know what is happening around him)

(d) Ruwan works by fits and starts. He is not a .... worker. (steady, fast, truthful)

(e) Your mother in law is very interfering. She pries and .... into all your affairs. (pushes, probes, pokes)

APPENDIX E

TWO HEADS ARE BETTER THAN ONE

1. Employees have lesser needs and higher needs. Lesser needs are physiological, security and social needs. The higher needs are ego needs and self actualisation needs. Discuss with your partner each of the following people below, and decide which of these needs they are likely to have.

(a) Mr. Ariyapala is an orphan. He lives alone and has very few friends and relations.

(b) Mr. Bandara has a wife and six children and is employed on a casual basis. On days he is not given work he has no money to bring home food for his children.

(c) Mr. Colonne earns Rs. 4,000. He is 25 years old and a bachelor. He lives with his parents in a rich home and is engaged to be married. His fiancee's father is a very powerful man. Mr. Colonne is a smart young man and has a challenging job.

(d) Mrs. Ivy Costa is an intelligent, efficient, well-qualified lady. She does a routine job in a government department. She does not get much opportunity to make the most of her capabilities.

(e) Mr. Bogoda is a self-made man. He likes to work independently and resents any guidance or supervision. He expects prominence all the time, and laughs at the achievements of others.

PRACTICE IT

I. Fill in the blanks in the following sentences with appropriate forms of the words given within brackets below the blank.

(a) A worker should be rewarded not only with a fair salary, but also through .... of ....contribution.
      (recognise)   (he)

(b) A good manager usually ....a ....relation-
                              (develop)   (friend)
ship with his subordinates.

(c) A worker gets a lot of .... from work that is ....
                      (satisfy)   (interest)

(d) The .... of a worker is good when his ....
      (perform)   (employ)
provides a workplace which is clean and safe.

(e) A good manager shows .... to a subordinate with a
                          (consider)
.... problem.
      (person)

II. Replace the italicised noun in the following sentences with the nouns given within brackets beside the sentences. Now make any changes that are necessary in the rest of the sentence.

(a) *A good manager* is aware of the needs of his subordinates. (A bad manager)

(b) *Good managers* maintain close interpersonal relationships with their subordinates. (Bad managers)

(c) *Sri Lankans* feel social needs very strongly. (Westerners)

(d) *Most jobs* do not give opportunities for the satisfaction of ego needs. (Few jobs)

(e) *A manager who manipulates his employees* does not achieve positive results. (A manager who shows genuine concern for his employees)

III. Frame questions to which the italicised phrases in the following sentences are appropriate answers.

(a) *Because Mr. Amarasena lives in an ivory tower,* there is little interaction between him and his subordinates.

(b) A good manager tries to satisfy *the higher as well as the lesser needs of his workers.*

(c) Effective management builds *trust and mutual understanding between an employer and his employees.*

APPENDIX G

Cut out slips of paper with each of the following statements. Distribute one to each student. Now ask students to move around and question each other in English in order to find their opposite. They should return to you when they finish to check that they are correct.

1. Your boss ignores you completely.
2. Your boss pays you a lot of attention.
3. Your boss interferes with your work.
4. Your boss supervises your work only if necessary.
5. You are indifferent to your work.
6. You are very interested in your work.
7. Your boss pretends to be concerned about your welfare.
8. Your boss is genuinely concerned about your welfare.
9. Your boss lives in an ivory tower cut off from his subordinates.
10. Your boss is in close contact with his subordinates.
11. Your boss appreciates your hard work.
12. The boss hardly notices the trouble you take over your work.
13. Your boss always takes a personal interest in you.
14. Your boss takes an interest in you by fits and starts.
15. Your boss immediately labels a subordinate as lazy or indifferent.
16. Your boss analyses the reasons for a person's laziness or indifference.

APPENDIX H

READ AND ANSWER

Read the passage about "A Good Manager" again, and answer the following questions.

1. Why, according to this passage, should a manager have a close relationship with his subordinates ?
2. What steps should a manager take to help a subordinate who is lazy or indifferent ?
3. What does the writer show us through the example of Palitha and Piyasena ?
4. What is the best way to motivate a subordinate ?
5. What are higher and lesser needs ? Which of these needs should be satisfied first ?
6. Why does the writer say social needs are very important in Sri Lanka ?
7. How would you have acted if you were Jayantha Silva's boss ?
8. What attitude should a manager cultivate to get positive results ?