

THE CLOZE PROCEDURE AS A MEASURE OF
OVERALL ESL PROFICIENCY AT
THE SECONDARY FIVE LEVEL

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ABSTRACT

This study considers the question of whether cloze tests can be substituted for more complex tests of ESL proficiency. The study was conducted at the secondary five level in a French high school in Quebec. A French and English cloze test were administered to 68 francophone students. The results from the English cloze test were correlated with teacher assessments of ESL proficiency. Correlations compare favorably with those found in the literature, supporting the view that cloze tests are a viable alternative to more extensive testing procedures for measuring overall second language proficiency. The two basic scoring methods (cloze-exact and cloze-acceptable) were employed. Correlations between the methods were high, suggesting a strong correspondence between the two. The conclusions of the study have implications for ESL teachers and educators involved in testing in a classroom situation.

RESUME

La présente étude porte sur la possibilité que les tests de closure puissent remplacer des tests plus complexes mesurant la connaissance de l'anglais langue seconde. L'étude a été menée au niveau V dans une école secondaire du Québec. Soixante-huit étudiants francophones ont subi un test de closure en français et en anglais. Des corrélations furent établies entre les résultats du test anglais et l'évaluation par les professeurs de la connaissance de ces étudiants de l'anglais langue seconde. Ces corrélations se comparent favorablement à celles qu'on retrouve dans la littérature. Elles viennent appuyer la théorie selon laquelle les tests de closure constituent une solution viable par rapport à des formules de tests plus élaborées pour mesurer la maîtrise globale d'une langue seconde. Les deux méthodes de base de notation (réponses exactes et réponses acceptables) ont été utilisées. Les corrélations entre les deux méthodes sont élevées, ce qui suppose une forte correspondance entre les deux. Les conclusions de l'étude auront une portée sur le travail des professeurs d'anglais langue seconde et des éducateurs qui administrent des tests en milieu scolaire.

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INTRODUCTION

In recent years an increasing amount of attention has been given to the cloze procedure as an evaluation measure in different areas. Originally designed as a tool to help determine the readability (i.e., difficulty) of a reading passage, the technique is now being used as a measuring instrument for reading comprehension of native and nonnative language speakers. Currently, there is growing evidence as to the value of the cloze test as a measurement of global or overall language proficiency in second language learners.

This monograph looks at the cloze procedure in its capacity as an evaluative measure for overall second language proficiency in a public Quebec high school at the secondary five level. In Chapter 1, an in-depth review of the literature is presented on the cloze procedure. The remainder of the monograph deals with a study pertaining to the effectiveness of the cloze test as a measure of global English as a Second Language (ESL) proficiency. The major question investigated is whether cloze tests can be substituted for more complex testing procedures in the ESL classroom. The purpose and design of the study are described in Chapter 2. The major findings are presented and discussed in Chapter 3. Chapter 4 briefly summarizes the study and presents some concluding remarks.

CHAPTER 1

REVIEW OF THE LITERATURE

The objective of this chapter is to review the literature concerning the use of the cloze procedure as an evaluative tool. The emphasis is placed on its capacity as a measure for overall second and foreign language proficiency. The chapter is divided into three sections. The first section deals with background information on the cloze technique's origin and nature. The many considerations in the construction and scoring of cloze tests are discussed in the second section. Finally, the literature directly related to cloze tests as a second and foreign language proficiency measure is reviewed in the last section.

Origin and Nature of the Cloze Test

The term cloze procedure or cloze technique comes from William L. Taylor in 1953 and is used with the notion of Gestalt "closure" in mind. According to Gestalt psychology, humans have the natural tendency to fill in gaps in patterns. Taylor uses the word "cloze" to refer to a type of test originally designed to establish levels of difficulty (i.e., readability) for English reading passages. In this test every nth word is deleted from a prose passage. The person's

task is to fill in these blanks with words that fit into the text both semantically and syntactically. Taylor sees the restoration of a mutilated text as a special kind of "closure" (i.e., people's tendency to complete broken patterns) and, therefore, applies the term "cloze" to the new type of testing procedure.

Oller (1979) states that research has shown that the cloze technique works much better than any previously developed readability formula designed to judge the difficulty of texts. Specific criteria have been suggested for determining what a given cloze score means with respect to native and nonnative students' understanding of a particular passage. Bormuth (1967), reporting on his work with native English speakers, states that cloze scores between 38% and 43% show a passage is sufficiently comprehensible to a student and can be used for instructional purposes. Anderson (1971) worked with non-native English speakers using the cloze procedure for readability purposes in English passages. He suggests the following: a cloze score of 53% or above corresponds to the "independent level of reading" for a particular student; a score between 44% and 53% means the material is suitable for instructional purposes; and a score less than 44% means the material should best not be used because it falls at the "frustrational level." Unfortunately no comparison of native English speakers to non-native speakers is made by Anderson (Oller, 1979).

Besides its original use as a test for readability, the cloze procedure has been extended into testing students' linguistic competence. It is a well established measure for estimating reading comprehension (Oller, 1979). Davies (1975) shows how it can be a sensitive evaluation tool in English reading ability for both native and nonnative speakers.

A use of the cloze procedure which is currently receiving the most attention is its application as a measure of overall or global language proficiency in second and foreign languages. Spolsky et al. (1968) refer to overall language proficiency as "the ability to function in natural language situations" (p. 80). In other words it is the facility with which a person can cope with communication needs of a given task, or in a given situation. Canale and Swain (1979) discuss overall language proficiency in terms of a global language competence. They state that a person who is proficient in a language will possess a general competence which can be broken down into three components: grammatical competence (i.e., knowledge of lexical items and rules of morphology, syntax, sentence grammar semantics, and phonology); sociolinguistic competence (i.e., knowledge of the sociocultural rules of language use and rules of discourse); and strategic competence (i.e., verbal and non-verbal strategies that may be called into action to compensate for breakdown in communication due to performance variables or to insufficient competence). Alderson (1981) puts it

another way by saying proficiency in a language is something that native speakers have and nonnative speakers usually do not have.

With the increasing interest in the cloze test as an overall language proficiency measure, specific questions involving its nature are being considered. Inquiries into what do cloze tests actually measure, can be found throughout the literature. Oller (1973) discusses this question in detail. He feels cloze tests are measuring the factor which he calls "a grammar of expectancy" (p. 113). He argues that this is the chief mechanism underlying the skills of thinking, understanding, speaking, reading, and writing. On a cloze test, a student is required to complete a sequence on the basis of a complete message. He/she formulates hypotheses or expectations about the information that is to follow by sampling the information available. By further sampling subsequent sequences, the student confirms or disconfirms these hypotheses. If they are disconfirmed, the student rejects or revises the expectation, forming a new hypothesis (Oller, 1973). Hanzeli (1977) agrees with this in saying that it is the above mentioned underlying competence which cloze tests attempt to measure. Aitken (1977) concludes that a good general comprehension test of reading would be a good overall language test. He categorizes a cloze test (either for first or second language speakers) as such a test. When

discussing the skills of nonnative English speakers learning English, he emphasizes that the differences between their conception of English redundancy and the actual rules of English redundancy become apparent on such tests. A cloze test can therefore serve as an index of overall second language proficiency.

In line with this thinking, Oller (1979) classifies the cloze technique as a pragmatic language testing procedure and sees it as a method for measuring the learner's internalized system of grammatical knowledge, that is, the learner's underlying language competence. He defines a pragmatic test as a procedure or task which requires the student to process sequences of elements in a language that conform to the normal contextual constraints of that language. Oller maintains that pragmatic tests are concerned with the relationship between linguistic and extralinguistic contexts--how people communicate information about facts and feelings to other people and just how they express these things to themselves through the use of language. He emphasizes that pragmatic testing seems to provide the most promise as a reliable, valid, and practical approach to the measurement of language ability.

Alderson (1979) administered a series of cloze tests to both native and nonnative English speakers in an attempt to see if certain methodological variables (i.e., text difficulty, scoring procedure, and deletion frequency) have an effect on

test results. He wanted to see whether different cloze tests produce different results. It was found that manipulating these variables did cause a change in test results. Changing the deletion frequency produced a different test. Alderson (1979) states this particular test is "measuring different abilities, unpredictably" (p. 255). He goes on to say that changing the difficulty of the text appeared to result in different levels of ESL proficiency and that changing the scoring procedure did result in different validities of the cloze test. Therefore, all these changes can result in different measures of language proficiency. Alderson adds that they are all simply measuring different degrees of overall language proficiency.

An integral part of the question as to what do cloze tests actually measure is the inquiry into the relationship between language proficiency and intelligence. If cloze tests measure overall language proficiency, then to what extent does the student's intelligence affect the results on such tests? Are cloze tests measuring intelligence as well as language proficiency? Flahive (1980) discusses the problem of separating the "g" factor (i.e., the general factor of intelligence) from reading comprehension. He concludes that tests involving reading comprehension (e.g., cloze tests) are testing not only language proficiency but also intelligence. He suggests that further research be done with language testing techniques

to provide "a clearer picture of where language proficiency ends and intelligence begins" (Flahive, 1980, p. 38).

Oller (1979) also discusses the relationship of intelligence to the use and learning of language. He stresses the importance of testing the educational tests to try and determine what exactly these tests are testing, and to see how much a role individual intelligence plays in such a situation. In reviewing the literature, he finds that many of the educational tests (including the cloze test) seem to be measures of language proficiency more than anything else. Acknowledging that intelligence is to some extent a part of these measures, he introduces an interesting point that has implications for education. Different assumptions seem to be made concerning individuals' language proficiency and their intelligence. On the one hand, people assume that their language proficiency can be modified through instruction and use of the language. On the other hand, however, these same people are less willing to make such an assumption about their intelligence.

Cummins (1979) deals with the relationship between intelligence and language proficiency by dividing language proficiency (whether first or second) into two parts: (1) basic interpersonal communicative skills--BICS, and (2) cognitive/academic language proficiency--CALP. He maintains that everyone, with the exception of severely retarded and autistic people, can acquire BICS regardless of IQ or academic aptitude. On the other hand, however, CALP is strongly related to IQ. Based

on the implications from the above discussion, it is possible that the ability to do a cloze test reflects academic language proficiency. Specific research needs to be done in this area.

Considerations in the Construction and Scoring of the Cloze Test

Variations in procedure concerning the construction and scoring of cloze tests can be found throughout the literature. In this section these procedures are discussed in two separate parts: (1) construction of cloze tests, which includes selection of text, word deletion frequency, and different types of test formats; and (2) scoring of cloze tests.

Construction - If teachers and testers are to use cloze tests, it is necessary they have some guidance in selecting appropriate passages. Alderson (1979) explains how this initial step (i.e., selection of text) in preparing a cloze test can present problems. He goes on to say that the difficulty of the text may affect the validity of the test. He questions whether the same results would always be obtained on a cloze test, regardless of the difficulty of the text used. He states that even though some texts are more difficult than others, it has been demonstrated for some purposes (e.g., testing ESL proficiency of foreign students at the university level) that the level of difficulty of the text does not greatly affect the spread of scores that will be

produced. Oller (1979) believes that difficulty level is an important variable and suggests that teachers and testers be sensitive to the level of skill of the students tested when choosing cloze passages.

In reviewing the literature, it is apparent that researchers have selected material for cloze passages in a variety of ways. Unfortunately few details about actual procedures used are given. In 1971, Oller and Conrad chose a passage called "What is a College?" to be used for a cloze test with a group of foreign students just entering the University of California in Los Angeles. They based their decision on the fact that this particular passage had a Flesch readability index of 45. According to Flesch, 45 is considered appropriate reading material for first and second year university students. Hanzeli (1977) who did research at the University of Washington with students learning French, is very vague in explaining his procedure for text selection. He simply mentions that several trial tests were administered to establish an appropriate text level. For their study involving English speaking elementary children learning French in an immersion education program, Lapkin and Swain (1977) state their cloze passages were short stories prepared by a specialist in elementary education and children's literature, familiar with grade five French immersion and regular English classrooms. Brière et al. (1978), who used the cloze procedure in four different

languages being learned by English speaking university students, simply explain that passages of approximately 500 words were selected in each foreign language. They were chosen to reflect a second semester level of reading difficulty. No explanation as to how they were chosen is given. Streiff (1978) worked with bilingual Hopi and English speaking elementary children. She states that the written cloze passages she used were selected from library books which had the appropriate readability level for each grade. She does not provide any readability figures nor does she explain which readability scale was used. Alderson (1979) provides us with a bit more information when discussing his procedure in selecting a passage for nonnative speakers of English in England. In order to decide on various texts, Alderson first used a series of readability formulas (i.e., Fog, Dale-Chall, Flesch, and Smog) to classify a group of passages as easy, medium, and difficult. These passages had been chosen from the area of fiction. He then consulted a panel of teachers of English as a foreign language, asking them to classify the same passages. Their classifications agreed with the series of readability formulas. Caulfield and Smith (1981) conducted one of the few studies with students at the high school level. Their research involved grade ten males who had just completed a Level II Spanish course. Caulfield and Smith used the cloze procedure to obtain a global measure of the students' Spanish

level proficiency. For their selection of material, they simply chose a passage from one of the Level II textbooks.

After reviewing the above literature, it appears there is no one consistent way to select the material for a cloze test. Various authors do attempt to provide some useful guidelines. For text selection, Aitken (1977) stresses the importance of choosing a passage as close to the "criterion language style as possible" (p. 60). Teachers and testers must be sensitive to the purpose of the test and the goals of the students. Content difficulty and language difficulty need to be taken into account. Stump (1978) points out that a passage selected must be of interest to the population for which it is intended. The text needs to be simple enough to read and the content interesting enough to meet the needs of the students. Such information may provide general guidelines, but if one considers Alderson's (1979) question of whether the same results would always be obtained on a cloze test regardless of the text used, then perhaps one should take text difficulty into account when selecting a passage for a cloze test. Alderson (1979) concludes that more research needs to be done in the area of text selection for cloze tests. He explains that research has suggested that difficult texts result in better correlations with proficiency and criterion measures.

Once the text has been selected for a cloze test, the next step is to decide on the word deletion frequency. The standard way of deleting words in a cloze procedure is called the "fixed-ratio method" because it deletes $1/n$ th of the words in the passage. Oller (1979) stresses that there are benefits in using this method. Depending on the purpose of the test, the results can provide information in three different areas: (1) they serve as a kind of overall index of the students' ability to process the prose in a text; (2) the average score of a group of students on several passages may be an indication of the comprehensibility of each text to the group of students involved; and (3) the constraints within any text may be studied by comparing scores on individual items. He further states that the "fixed-ratio method" can show how cloze tests are a product of the redundancy of natural language. If this method is applied to several different texts, the grammatical breakdown (e.g., nouns, pronouns, verbs, etc.) for deleted words will be similar. The closure or filling in of blanks is possible because of the redundancy of discourse and the internalized expectancy system that speakers of a language possess.

In reviewing the literature, one writer (Alderson, 1979) concludes that most researchers delete anywhere from every fifth word to every twelfth word. As reported by Oller (1979), research suggests limits for word deletion due to textual

constraints. It is suggested that cloze tests deleting words anywhere from each fifth to tenth word can be considered effective. After reviewing previous studies, Alderson (1979) reports that providing more than ten to twelve words of text has no effect on the results. He also concludes that providing less than five words of text does not provide enough information for the students to work with. Consequently, this has a substantial effect on results. From his own findings, he concludes that increasing the deletion frequency to beyond every fifth word has no effect on the difficulty of filling in the blanks.

Oller (1979) discusses a slight variation of this method which is very commonly used. If while deleting every nth word of a text, the nth word happens to be a proper noun, date, or statistical figure, some teachers and testers just skip over this word and delete the next one. From there, the counting continues as before. He claims that the justification given for this method is that the cloze procedure is not seeking to test the knowledge of factual information. Taylor (1953) supports this in saying that the cloze procedure is not intended to deal with specific meaning. Instead it is to be used to demonstrate the relationship between language patterns of the original writer of the text and those of the readers who are trying to reconstruct the passage. Oller (1979) questions whether a test created by the

above mentioned method would generate the usual reliability and validity found in a cloze test created by the original word deletion method.

Besides the "fixed-ratio method," there is another type of procedure used for deleting words in a cloze test. It is called the "variable-ratio method." Words are not deleted on a counting basis, but according to word categories. For example, a tester could delete only words that are verbs, adjectives, or prepositions. Oller and Inal (1971) report on a study done using a cloze test of English prepositions. The procedure used deleted every other preposition in the text, including prepositions acting as verb particles or adverbs.

After looking at deletion procedures, it is informative to return to note what Alderson (1979) states on this topic. He claims that changing the deletion frequency of a cloze test produces a different test, in that the words deleted are not the same. Each test, he explains, needs to be validated in its own right and modified accordingly. He wonders how a test can be modified (if this is the case) without interfering with the random selection of items. He concludes that possibly the principle of randomness should be abandoned and a rational selection of deletions should be adopted, this selection being based on a theory of the nature of language and language processing. He believes that the emphasis

of the cloze procedure has now shifted from determining the difficulty of a text to producing tests of reading comprehension and language proficiency. With the new focus being placed on the language processor rather than the language being processed, perhaps the principle of randomness is no longer important.

In reviewing the literature, it appears that 50 blanks are considered sufficient for a cloze test (Lange & Clausen, 1981). Caulfield and Smith (1981) explain this by claiming that such a number assures a random sample of lexical items which in turn exhibits a wide range of contextual constraints. Thus, if 50 cloze items are used, the length of the text will depend on which word deletion method is applied. Some teachers and testers leave sentences intact at the beginning and/or end for comprehension purposes. Klare et al. (1972) suggest that this is not necessary, although there is no harm in doing it. They state a student's overall processing of a text will be affected by normal contextual constraints regardless of whether a part of the prose is mutilated or not.

In using the cloze procedure with children, Lapkin and Swain (1977) suggest that less than 50 cloze items be used. This is due to such characteristics as short attention span and short immediate memory span found in children. In reporting on their use of cloze tests with grade five students in a French immersion program, they claim satisfactory results

with 30 blanks. Streiff (1978) discusses her experiment, in a bilingual community of northern Arizona, with Hopi and English speaking children. A written cloze test was administered as one measure of language proficiency. Cloze tests for grades one and two consisted of only 25 blanks. For grades three through six, there were 50 blanks.

Up to this point the cloze procedure has been discussed in terms of its original format, that is, a written exercise where a text is chosen and words deleted. The student's task is to fill in the blank spaces with words that fit both semantically and syntactically. According to Oller (1979), this format remains the most common, although variations such as multiple-choice cloze and oral cloze have been developed and experimented with.

When using a multiple-choice format the initial steps are similar to the original cloze. A text is chosen and a word deletion method applied. At this point the procedure changes in that each blank space is replaced with a selection of possible answers. The student's task is to choose a word from the list provided which he/she feels best fits the text. Hinoftis and Snow (1980) report on their study which explored the question as to whether a multiple-choice test would work as well as a written "open-ended" cloze test (i.e., original cloze test format) in measuring global proficiency in students of English as a second language. They wanted to

see whether scores on a multiple-choice version of a cloze test correlated as strongly with a measure of ESL proficiency as scores on an open-ended version of the same test. They point out that in a multiple-choice cloze test a student is required to recognize a word to complete a text, whereas in an open-ended cloze test, a student must recall a word from memory (i.e., generate an alternative). With this in mind, they proceeded to administer cloze tests including both the multiple-choice and open-ended formats and an ESL placement test to a group of 66 incoming foreign students at the Center for English as a Second Language (CESL) at Southern Illinois University. The placement test used was the CESL Placement battery. Using cloze-exact scoring, open-ended cloze tests correlated with the CESL Placement battery total at .71. Using cloze-acceptable they correlated at .74. Multiple-choice scores correlated with the placement exam total at .63. Hinoftis and Snow report that this difference favors the use of open-ended cloze tests, even though it is not statistically significant at the .05 level. They conclude that these two kinds of cloze tests provide similar information and that the multiple-choice format could be a promising evaluation tool for ESL proficiency. It may be preferred over the open-ended cloze format due to the ease of scoring.

The second alternative in cloze testing is the oral cloze format. Oller (1979) considers this a pragmatic test of productive oral communication. He points out that oral cloze tests are often used in research, but only recently have they been applied to language proficiency. These tests are constructed in a very similar way to written cloze tests described above, however, they are administered orally usually with the use of a tape recorder. Oller (1979) reports that there are fundamental similarities between these two cloze formats even if the decisions in an oral cloze test must be made only on the basis of preceding context and without reference to the material to follow. Streiff (1978), working with bilingual Hopi and English speaking children in northern Arizona, used both oral and written cloze tests. She found significant correlations between the two procedures (.71 when scoring by the exact word method and .73 when scoring by the acceptable word method). These results lead Streiff to suggest that written cloze can be substituted for oral cloze tests as a measure of oral language proficiency in bilingual populations.

Scoring - The method used to score the cloze procedure has received considerable attention in the literature. Oller (1979) states that there are two general categories for scoring cloze tests: the exact word method and the acceptable

word method. The former accepts only the original word of the text as a correct response. The latter accepts any word that is both syntactically and semantically appropriate to the context. Some researchers have gone further and have varied the acceptable word method by making it more refined. They have created different ratings for different degrees of appropriateness.

In reviewing the literature, it can be seen that a variety of procedures have been used. Stubbs and Tucker (1974) administered cloze tests to nonnative English speaking students entering the American University of Beirut. The test was scored twice using the two basic methods mentioned above (i.e., exact response and acceptable response). Specific criteria were defined in order to determine contextually acceptable responses. The results state that the students were able to respond with the exact word 31% of the time and with an acceptable word 44% of the time. The two scoring methods correlated at .97. Stubbs and Tucker conclude that the two methods are interchangeable. In their study with grade four immersion students, Swain, Lapkin, and Barik (1976) report a similar high correlation (.96) between the two methods. In 1977, Hanzeli wanted to determine the most effective scoring method for a cloze test. Students learning French at the University of Washington were the participants in the experiment. He concludes that the two scoring methods are basically

interchangeable; however, in determining which one to use, teachers and testers must keep in mind their original purpose for testing. He recommends that the exact word method be used if a straight measure of overall language proficiency is required. If, however, the students' interlanguage is to be analyzed, he suggests the acceptable word method is more effective. Hinofotis (1980) studied incoming nonnative English speaking students at the Center for English as a Second Language at Southern Illinois University. Cloze tests were administered and scored with the two methods discussed above. He concludes that the two are not equally reliable. Even though the two methods showed a correlation of .97, he states that the acceptable word method reveals more accurate information about the students' ESL ability than the exact word method, especially at more advanced levels. Alderson (1981) reports on his study designed to investigate certain methodological variables in a cloze test. One of the variables investigated was the scoring procedure. He worked with non-native English speaking students studying in England at the university level and with native English speakers at the secondary level. Various cloze tests were administered to these students and then scored by five different scoring procedures:

- (1) the exact word procedure, where only replacement of the word deleted was allowed
- (2) the semantically acceptable procedure (SEMAC), where any semantically acceptable word in a given gap was allowed
- (3) the grammatically correct procedure (GRCO), where any replacement that was grammatically correct, even if semantically unacceptable, was allowed
- (4) the identical form class procedure (IDFC), which allowed any replacement which came from exactly the same form class as the deletion
- (5) the acceptable form class procedure (ACFC), where any replacement from an acceptable form class was allowed provided that it filled the same grammatical function as the deletion

(Alderson, 1981, p. 63)

His conclusions state that changes in scoring procedure also result in different validities of the cloze test and that the best validity correlations are achieved by the semantically acceptable procedure (SEMAC).

In reviewing the current literature, it is not really clear which method is preferred. The element of subjectivity is totally eliminated when using the exact word method. To be correct, a word must be the same as the original word deleted from the text. Using this method, tests can be scored much more quickly, which may be an important consideration to teachers testing large numbers of students (Hinofotis, 1980). On the other hand, Oller (1972) points out that in his work with nonnative speakers of English, the less

restrictive acceptable word method might be fairer and still retain its status as a reliable scoring method when correlated with other types of language tests. In using the acceptable word method, an element of subjectivity on the part of the rater does enter into the scoring process.

Hanzeli (1977) conducted an inter-rater study on the correcting of cloze tests by the acceptable word method. He found a high consistency between different raters correcting the same tests. All correlations between scores of different raters were .94 or higher, a highly significant result. He concludes that only one rater using the acceptable word method is needed to produce reliable scores.

In an attempt to sum up the issue on scoring method, Oller (1979) states that the intent for giving the cloze test (i.e., the objective) should be the determining factor in choosing a scoring procedure. He says that either the exact word or acceptable word methods should be sufficient, because, except for special research purposes, there is probably little to be gained by using a complex weighting scale for degrees of appropriateness. He adds that all of the scoring methods investigated produce high correlations and that the change in scores that results from a lenient scoring procedure is simply a change in the mean score (the rank order of scores generally remains the same). If just the overall score is to be used, Oller suggests the exact word method. If, on

the other hand, information concerning specific performance on particular test items or in particular student protocols is the purpose for giving the test, then the acceptable word method should be employed.

The Cloze Test as a Language Proficiency Measure

Much work has been done using cloze tests as a measure of global or overall second language proficiency. Research continues to report findings that support this particular application. Does this mean that cloze tests could be used as possible alternatives to standardized tests or formal teacher-made tests which in combination are designed to measure overall language proficiency? With this question in mind, specific studies will be reviewed below.

The majority of studies reported in the literature deal with college and university level students. This research can be divided into two groups: (1) studies dealing with native English speakers and the assessment of their foreign language proficiency, and (2) studies dealing with nonnative English speakers and the assessment of their proficiency in English. Examples of both groups are discussed below.

Studies concerning the use of cloze tests with native English speakers to measure their foreign language proficiency are found throughout the literature. In 1975, Teitelbaum et al. studied native English speakers learning Spanish at

the University of New Mexico. The cloze test was one measure used to evaluate global foreign language proficiency. Brière et al. (1978) proceeded with an investigation using cloze tests to measure native English speakers' achievement in four different languages: German, Japanese, Russian, and Spanish. The results of the cloze tests discriminated first, second, and third semester university students in the expected order. Brière et al. conclude that the cloze procedure appears to be a valuable measurement of foreign language proficiency. Hanzeli (1977) did research at the University of Washington with 107 students of French at three different levels. Cloze tests were administered and the results correlated with two variables: length of prior study of the language and the grades of the students. In addition, a statistical analysis of the 80 cloze items was carried out to establish test reliability. Hanzeli states that his results confirm the validity and reliability of the cloze test. His conclusions support previous studies claiming that cloze tests are indicators of general language proficiency. Lange and Clausen (1981) used the cloze test with students learning German at the University of Minnesota. They proceeded with the assumption that a cloze test is a promising test of integrative skills and a reliable way to measure overall foreign language proficiency. They experimented with different methods of constructing and scoring cloze tests for students learning

German as a foreign language. They conclude that a random cloze format and an acceptable scoring procedure seem most effective with this group.

Research dealing with the use of cloze tests with non-native English speakers at the college and university levels is also found throughout the literature. In 1968, Darnell administered a cloze test as well as the Test of English as a Foreign Language (TOEFL) to a group of foreign students at the University of Colorado. The correlation obtained between the two tests was .83. Darnell used a somewhat complex scoring procedure which he called "clozentrophy." Oller (1972), using the exact word and acceptable word scoring methods, obtained the correlations of .75 and .83 respectively when comparing cloze test results with those of the UCLA ESLPE (the University of California at Los Angeles English as a Second Language Placement Examination). Stubbs and Tucker (1974) used the cloze technique in evaluating the English language proficiency of a sample of foreign language speaking students entering the American University of Beirut. They report the correlation of .71 (exact word scoring) and .76 (acceptable word scoring) between a cloze test and the English Entrance Examination of the American University of Beirut. Irvine, Atai, and Oller (1974) report on their study in which a cloze test was included in a test battery to evaluate English language proficiency in 159 native speakers of Farsi

in Tehran, Iran. Their conclusions concur with those of Stubbs and Tucker (1974) who claim that the cloze technique represents a useful evaluative tool for measuring second language proficiency. Hinofotis (1980) administered cloze tests to incoming foreign students at the Center for English as a Second Language (CESL) at Southern Illinois University. The Test of English as a Foreign Language (TOEFL) and the placement examination used at CESL were also administered and then employed as criterion measures against which the cloze was evaluated. Using the exact and acceptable scoring methods, correlations between the cloze test and the total score on the CESL placement exam were .80 and .84 respectively. The correlations between the cloze test and total score on the TOEFL exam were .71 and .79. Hinofotis suggests that cloze testing may be a viable alternative procedure for placement and proficiency testing. Due to the resulting high correlations, he states that all these tests appear to be evaluating the same thing. He concludes that because of the ease in construction, administration, and scoring, the cloze test would be the most practical procedure to use.

Few studies have been reported concerning the use of cloze tests with children. Streiff (1978), in working with bilingual English and Hopi children, used a combination of oral and written cloze tests to help determine language dominance and overall language proficiency in English.

Swain, Lapkin, and Barik (1976) found the cloze procedure very useful in evaluating English speaking grade four children following a French immersion program in Ontario. Cloze tests in French were administered and then scored using the two basic methods. These results were correlated with two other French achievement measures (i.e., "Test de Rendement en Français," and "Test de Lecture"). Exact and acceptable French cloze scores correlated .77 and .78 respectively with the "Test de Rendement en Français" and .77 and .80 with the "Test de Lecture." Swain, Lapkin, and Barik conclude that the cloze procedure is an effective tool for measuring second language proficiency and that in summative evaluations, it can replace lengthier assessments and can serve as a reliable, valid, and practical measure for overall language proficiency.

Throughout the literature, research conducted with students at the high school or secondary level is rare. One such study, Caulfield and Smith (1981), worked with 28 male students studying Spanish in the tenth grade at a private Jesuit high school in Kansas City, Missouri. They point out that often teachers will use norm-referenced tests, which best represent the discrete point theory of testing (the four language skills--speaking, listening, reading, and writing--are measured separately); or an interview type test as an attempt to measure communicative competence. For their study they administered

the Modern Language Association Cooperation Foreign Language Test (MLA Test), an oral interview test, and a cloze test. The cloze test was scored by the acceptable method and correlated at .90 with the total score on the MLA Test and .71 with the oral interview. Caulfield and Smith conclude that the cloze test can effectively replace these other two tests.

This chapter has provided an overview of the literature concerning the cloze procedure. Specific studies were cited. Chapter 2 discusses the purpose of the study conducted for this monograph and provides a detailed description of the design of the study.

CHAPTER 2

PURPOSE AND DESIGN OF STUDY

This chapter deals with the specific study conducted for this monograph. It is divided into five sections. The purpose is stated in the first section. The second section provides a thorough description of the subjects who participated in the study. The third section deals with the selection and design of materials. It also provides details concerning the classroom teacher's assessments of the students' language skills. The procedures followed for the testing sessions and scoring methods are found in the fourth section. A description of statistical measures employed in the analysis of data is provided in the last section.

Purpose of Study

After reviewing the literature on the cloze procedure, it appears that this technique may hold many possibilities for testing purposes. Institutions and organizations involved in teaching English as a second or foreign language generally are concerned with having some type of objective and simple testing procedure to assess their students'

proficiency. In other words, they need to evaluate the degree of competence their students have in a given language which is the result of a cumulative learning experience and which is independent of a specific text or method. Until recently, educators have opted for standardized tests (e.g., Test of English as a Foreign Language, TOEFL, Valette, 1977; The University of California at Los Angeles English as a Second Language Placement Examination, UCLA ESLPE, Oller, 1979) or detailed teacher-made tests of proficiency. These tests can involve time and expense in the areas of construction, administration, and evaluation.

There is a need for simple relevant testing in the classroom. With the current emphasis on communicative teaching, research has been investigating various testing procedures in order to define appropriate evaluation measures for communicative competence. Recent evidence as discussed in the previous chapter suggests that the cloze test might be a viable alternative to more extensive testing procedures. Such a procedure could save time and effort without significant loss of information. Due to its characteristics, such as ease in construction, administration, and correction, the cloze procedure could prove to be a very effective tool and measuring device for teachers in the ESL classroom. Through the use of the cloze test, overall language proficiency can be measured in a simple, straightforward manner at any

time during the students' program and the results employed for selection, placement, or as a measure of global performance in summative evaluations.

In this monograph, the use of the cloze procedure is investigated at the secondary five level in a Quebec high school. At this senior level, teachers and educators have found it beneficial to have an overall measure of the students' second language proficiency. The purpose of the reported study is to find out to what extent the cloze technique can be useful to ESL teachers as an alternative procedure for testing second language proficiency. The major question examined is: Can cloze tests be substituted for teacher-made exams or else exams used by the teacher that have been provided by the specific curriculum materials being used in the classroom? These particular assessments often determine or greatly influence a student's final marks in that class. To answer the above question, one must determine to what extent the cloze technique is evaluating similar skills or competencies as these other tests. In addition, a related question is examined: Within this context, are the two basic scoring methods (i.e., exact word and acceptable word) interchangeable? Available data permitted the exploration of two secondary questions: (1) Is there a general language proficiency factor that is manifested across languages?

and (2) Are there sex differences in performance on ESL evaluation measures? The remainder of this chapter provides a detailed description of the study conducted.

Subjects

The 68 subjects who participated in this study were secondary five (grade 11) students attending a public high school in Laval, Quebec (Ecole Secondaire Mont-de-la-Salle). The 34 females and 34 males were taking English as a Second Language classes as part of their regular course load.

General background information about the subjects' exposure to English was obtained by means of a questionnaire (see Appendix 1 for sample of questionnaire). This population of students was francophone with French being the predominant or only language spoken in the home. Out of the 68 subjects, 39 reported that French was the only language spoken in the home, 17 reported it was spoken 95% to 99% of the time, and 12 reported it was spoken 85% to 95% of the time. Having gone through the Quebec public school system, the students all began ESL classes before reaching high school. As reported, 17 of them began such classes in primary school (grades one, two, or three), 31 in grade four, 18 in grade five, and two in grade six.

Information pertaining to the students' exposure to English outside the classroom, plus their attitudes concerning

the usefulness of English were also obtained by means of the questionnaire. The students were asked to respond to questions on a scale from one to seven. The number of students responding to each category is indicated directly on the scale of the specific questions in Appendix 1 (see questions 6,7,9, and 10). A general summary of the results is provided below.

In terms of exposure to English outside of the ESL classroom, the data reveal that students spend only a small percentage of their time speaking English outside of the ESL class. Out of the 68 students, 45 reported speaking English 5% or less of the time. In terms of reading time devoted to books, newspapers, or magazines in English (i.e., English materials other than those used in ESL class) the results are similar. Out of the 68 students, 52 reported spending 5% or less of their time on English materials. Time devoted to television viewing of English programs presents a different situation. The results reveal that television viewing is their greatest source of English exposure. As reported, 43 students spend 40% or more of their time watching programs in English.

The data reveal information about the students' attitudes toward English. The students report that the subject of English as a Second Language is not too difficult when compared

to their other school subjects. The results also indicate that they feel that the knowledge of English will be very beneficial to them in their future studies and employment.

All the ESL classes are streamed in the high school used in this study. At the secondary level there are three levels: level 512, less proficient ESL learners; level 522, average learners; and level 532, bilingual or advanced ESL learners. In the Quebec school system, ESL becomes an elective course at the secondary five level. At this high school, however, most students take it as an option and the majority is evaluated and placed at the 522 level. The subjects in this study are 522 level students (i.e., average learners in their English language ability). Level 532 was not chosen because most of the students are bilingual, resulting in a situation not typical of ESL classrooms. Level 512 was not chosen due to the various testing procedures involved. It was thought students might not be able to cope with the tests, thus resulting in unwarranted frustration.

Even though all students at the 522 level are classified as average learners according to previous teacher assessments, there is a wide range of ability within this group. Once students are placed at the 522 level for ESL, however, no further level divisions are made. The placement of students into particular 522 classes simply depends on scheduling of

other courses in their program. At the time this study was conducted, there were four different 522 level ESL classes. Three of them, taught by the same teacher, were selected for the study. The teacher used the same teaching methods and administered the same exercises, assignments, and exams to all three classes. Consequently evaluation procedures were consistent across classes.

The subjects in the study attended ESL classes three times a week for 45 minutes each time. The classes were conducted in English and French was spoken very rarely.

The basic textbook used in the course is:

New Horizons in English Series - Book 6, workbook 6
Addison-Wesley Publishing Company
Reading, Mass.
1975
(authors: L. Mellgren and M. Walder)

Supplementary materials used are:

Canadian Prose and Related Grammar Exercises
McGraw Hill Publishing Company
Montreal, Quebec
1976
(author: P. J. Collins)

Scholastic Scope (educational magazine aimed at
L1 secondary level learners)
Scholastic Inc.
Englewood Cliffs, New Jersey

Materials

The materials used in the study can be divided into two sets: (1) the questionnaire, English Cloze Test, and French Cloze Test administered to the subjects by the examiner

for the purpose of this research and (2) the various ESL teacher assessments administered to the students throughout their first term (September to December).

Set One - The examiner devised a questionnaire, the purpose of which was primarily to obtain background and second language information on students participating in the study. The contents of the questionnaire were discussed in the previous section.

Next, an English Cloze Test was designed. There are many considerations in selecting a passage for such a test. It was important to choose a text with a subject of interest to secondary five level students as well as to choose a reading level at which they could generally comprehend the message being conveyed. The following steps were taken in the process of a text selection: observing the ESL classes in action, talking with the students, consulting with the teacher as to the students' level of reading comprehension, and finally analyzing the vocabulary list, textbook, workbook, and other materials with which the students were working. After going through numerous textbooks currently in use in English speaking schools, a passage of 431 words entitled "Barry" was selected for the study. The text was taken from:

Communication 2, The Macmillan Language Program
Macmillan Company of Canada Ltd.
Toronto, Ontario
1971
p. 198-99. "Barry"

Once the passage was selected, every seventh word was deleted yielding a total of 50 blanks. Hyphenated words (e.g., hard-working) were counted as one word. No words were skipped over and all blanks were of uniform length. The grammatical breakdown of deleted words is the following:

nouns	9
pronouns	7
verbs (including auxiliaries)	10
prepositions	11
adjectives	3
adverbs	4
articles	6

A portion of the text was left intact at the beginning for comprehension purposes (see Appendix 2 for English Cloze Test).

Finally, a French Cloze Test was constructed so as to obtain an indication of the students' proficiency in their mother tongue and as well to see if they could handle the format of a cloze test. Alderson (1981) stresses the point that sometimes students may do poorly on a second language cloze test either because they have difficulty dealing with the specific format or else because their general language proficiency (which includes that of their mother tongue) may be poor. By giving a French Cloze Test (i.e., a test in the native language of the students) information could be obtained on these factors.

The selection of a passage for the French Cloze Test was not as difficult for the simple reason that French is the subjects' first language. Attention was given to finding

a text that would interest the students. A passage of 507 words was selected from:

Santé et Condition Physique
Information Canada
Richelieu Graphics Ltée
Ottawa, Ontario
1975
p. 4-5, "Avant-propos," "Résumé"

According to the teacher who reviewed the passage, the text was judged to be at an appropriate level of difficulty for the students.

The word deletion process was similar to that used for the English Cloze Test. Every seventh word was deleted, resulting in a cloze test of 50 blanks, with all blanks being the same length. Two sentences were left intact at the beginning to provide clarity of the subject discussed in the passage (see Appendix 3 for French Cloze Test).

Set Two - The four teacher assessments used in the study include: (1) a Listening Comprehension Test using a tape recorder, (2) an Oral Presentation given by each student in English, (3) a mid-year Final Written Exam, and (4) two mid-year final marks for each student, one for oral work and the other for written work.

The Listening Comprehension Test was designed by the Quebec Ministry of Education (see Appendix 4). The students listened to a tape which provided them with information and

instructions. They were requested to respond to written multiple-choice questions. A perfect score was 25 points.

The Oral Presentation was an assessment designed by the classroom teacher. The students were asked to speak on a subject in which they specialize (e.g., sewing, playing hockey) and were given two weeks to prepare. The evaluation was based on the following:

- (1) originality - the content and how it was presented
- (2) sentence structure
- (3) vocabulary - correct choice of words to convey the meaning intended
- (4) pronunciation
- (5) overall quality - how the presentation was put together

The possible total for each category was 20 points.

At the end of the first term, the teacher administered a mid-year Final Written Exam. The main content was a written test provided by the textbook series being used in the classes (New Horizons in English). A few questions were added by the teacher (see Appendix 5). The test was rated out of 100 points.

At mid-year, the teacher officially recorded two marks for each student. One mark was given for oral work and the other for written. The oral mark was comprised of the equally weighted scores from the Listening Comprehension Test and the Oral Presentation. The results from the Final Written Exam were counted as half of the written mark. The results from the students' class work comprised the other half.

Procedure

Testing Sessions - The subjects were tested near the end of their first term of the school year over a period of three days. The questionnaire and two cloze tests (English and French) were administered during regular class periods. As mentioned earlier each class was 45 minutes. The total testing time took two ESL periods for each of the three classes participating in the study. In order to meet with all three classes twice during their regular schedules, three testing days were necessary.

Throughout the sessions, all explanations and instructions were given in French (the mother tongue of the subjects). This enabled the students to fully understand the specific instructions for each test and to be aware of the purpose and background information dealing with the study. The students were very receptive. They were interested in the study and asked many questions after the sessions were completed.

During the first session with each class, the questionnaire was filled out and the French Cloze Test was administered. The students were given 10 minutes to fill out the questionnaire and 30 minutes to complete the French Cloze Test. After an explanation of what the cloze procedure involved, only basic instructions were given pertaining to the specific cloze test administered. Students were reminded to fill in all blanks and to use one word per blank. It was mentioned

that all blank spaces were of equal length and had no relation to the length of the word that had been deleted. Simple instructions were repeated in written form on the test itself (see Appendix 3).

The English Cloze Test was administered during the second session. The students were given 40 minutes to complete it. The procedure followed for giving instructions was similar to that mentioned above; however, since the students had already taken one cloze test less explanation was necessary. Again, as with the French Cloze Test, the instructions were provided in written form on the test itself. This time, however, they were written in English (see Appendix 2).

The times allotted for the French and English Cloze Tests were based on pilot work with 50 blank cloze tests. They were found to be quite sufficient.

Scoring Procedure - Due to the different opinions and conclusions that have been reached in previous studies, both the cloze-exact and cloze-acceptable scoring methods were employed in this study. To begin with, all the cloze tests were scored using the exact word method, a totally objective process. One point was given for each correct response (i.e., each word that was exactly the same as the original word deleted from the text). Next, each set of cloze tests (French and English) was scored using the acceptable word

method by native speakers (one francophone, one anglophone) of the respective languages. To be as consistent as possible, all raters were given a set of guidelines as to which responses were acceptable and which ones were not. The guidelines were as follows:

- (1) The answer is to be accepted as correct if it fits both semantically (meaning) and syntactically (grammar) into the context of the reading passage.
- (2) Do not reject answers for minor spelling errors.
e.g. "beet" for "beat"
"feuille" for "feuille"
- (3) Mark as incorrect spelling deviations that have morphological consequences (i.e., word formation including inflection, derivation, and compounding).
e.g. "run" for "ran"
"is" for "his"
"tout les étudiants" for "tous les étudiants"
"une maison vert" for "une maison verte"
- (4) A response is considered incorrect if more than one word is written in the blank space.

Raters were asked to give one point for each response they judged correct.

Once the results on the two cloze tests were compiled, an inter-rater reliability study was conducted. A random selection was made of 30 French Cloze Tests and 30 English Cloze Tests. In addition to the original two raters, two more native speakers (one francophone, one anglophone) were asked to correct these cloze tests. They were given the same instructions for scoring as stated above. Their results were correlated with the corresponding results from the first pair of raters.

Analysis of Data

General background and second language information were collected on all 68 students through the questionnaire. The data were used for the purpose of describing the subject population of the study. In addition, nine scores were obtained for each student from the examiner's and teacher's assessments:

examiner's assessments - English Cloze-exact
 English Cloze-acceptable
 French Cloze-exact
 French Cloze-acceptable

teacher's assessments - Listening Comprehension Test
 Oral Presentation
 Final Written Exam
 Final Mid-year Mark (oral)
 Final Mid-year Mark (written)

General summary statistics (mean, standard deviation, and range) were calculated for all the variables mentioned above. The statistics were compiled for each of the following groups:

- (1) Group 1 - class 1, N = 27
- (2) Group 2 - class 2, N = 21
- (3) Group 3 - class 3, N = 20
- (4) Group 4 - total number of subjects, N = 68
- (5) Group 5 - total number of males, N = 34
- (6) Group 6 - total number of females, N = 34

This information can be found in Appendices 6 and 7.

To investigate the major question of whether cloze tests can be substituted for teacher classroom assessments, Pearson Product-moment correlations were calculated. The English

Cloze-exact and the English Cloze-acceptable were each correlated with (1) the five teacher assessments individually, and (2) the equally weighted totals of each of three different combinations of the teacher's assessments:

Total 1 - Listening Comprehension Test,
Oral Presentation, and
Final Written Exam

Total 2 - Listening Comprehension Test and
Final Written Exam

Total 3 - Final Mark (oral) and
Final Mark (written)

These correlations were calculated separately for each of the first four groups mentioned above. Levels of significance were specified.

To investigate the related question of whether exact word and acceptable word scoring methods are interchangeable, further Pearson correlations were calculated for each of the same four groups. English Cloze-exact results were correlated with English Cloze-acceptable results. The same was done for French Cloze-exact and French Cloze-acceptable. To confirm rater reliability, an inter-rater study was conducted for acceptable word scored cloze tests (both English and French). Correlations were calculated between the results obtained on the same tests by two different raters.

In considering the secondary question of whether a general language proficiency factor is manifested across languages, additional Pearson correlations were calculated. These were

done between the results from English Cloze-exact and French Cloze-exact Tests as well as between the results from English Cloze-acceptable and French Cloze-acceptable Tests.

The other secondary question concerns sex differences in learning a second language. Differences between males ($N=34$) and females ($N=34$) on each of the nine scores obtained by the examiner and teacher were determined using a series of t-tests.

This chapter has described the purpose and design of the study conducted for this monograph. The following chapter, Chapter 3, presents and discusses the results obtained.

CHAPTER 3

PRESENTATION AND DISCUSSION OF RESULTS

This chapter is divided into five sections. The first section is a general discussion of the descriptive statistics obtained from the study. The remaining four sections present and discuss the results in light of the questions considered in the study. The primary question examined is: Can cloze tests be substituted for formal teacher-made exams or else exams used by the teacher that have been provided by the specific curriculum materials being used in the classroom? The findings related to this question are presented and discussed in the second section. The related question as to whether the two basic scoring methods (cloze-exact and cloze-acceptable) are interchangeable is also examined. The third section discusses these specific findings. The secondary question as to whether there is a general language proficiency factor manifested across languages is dealt with in the fourth section. The final section deals with another secondary question pertaining to whether there are sex differences on measures of second language proficiency.

Descriptive Statistics

A summary of the raw data collected for computations (mean, standard deviation, and range) from the cloze tests

and teacher assessments is provided in Appendices 6 and 7. Appendix 6 presents statistics for the first four groups (i.e., Group 1 - class 1, Group 2 - class 2, Group 3 - class 3, and Group 4 - total number of subjects). These are the data used for the main part of the study. Appendix 7 shows the data computed by sex (i.e., Group 5 - total number of males and Group 6 - total number of females).

Data of particular interest found in Appendix 6 have been highlighted in Tables 1 and 2 (p. 49). It is interesting to note that even though differences between group means are minimal, the means for Group 2 are the highest on all nine assessments. In Table 1 an example can be seen in the results for English Cloze-acceptable. Another point to be made is that Group 3 has higher means than Group 1 on all assessments, with the one exception of the English Cloze-exact (Group 1 - 17.63, Group 3 - 17.60). As mentioned above, all differences are minimal. The implications of these results are discussed in a subsequent section.

Table 2 provides the results of the English and French Cloze Tests for the entire group of 68 subjects (Group 4). As would be expected, the mean scores on the French Cloze Test are higher than those on the English Cloze Test (both cloze-exact and cloze-acceptable). It must be pointed out, however, that even though French Cloze scores are higher,

TABLE 1: Summary of statistics for results on the English Cloze-acceptable by group (class).

	MEAN	STANDARD DEVIATION	RANGE
<u>GROUP</u>			
Group 1	25.04	7.76	34
Group 2	26.76	8.28	26
Group 3	26.05	8.79	31

TABLE 2: Summary of statistics for results on the English and French Cloze Tests (exact and acceptable) for the total group (Group 4).

	POSSIBLE MARK	MEAN	STANDARD DEVIATION	RANGE
<u>TEST</u>				
English Cloze-exact	50	17.94	6.26	30
English Cloze-acceptable	50	25.87	8.14	37
French Cloze-exact	50	23.09	3.85	17
French Cloze-acceptable	50	37.40	5.32	22

they are far from perfect. Results on both the English and French Cloze Tests are variable but are somewhat less variable for the French Cloze Test.

As reported in Chapter 1 ("Origin and Nature of the Cloze Test"), Bormuth (1967), in working with native language speakers, found that cloze scores between 38% and 43% designate that a passage is sufficiently comprehensible to students and can be used for instructional purposes. If the means of the French Cloze scores are transformed into percentages, then French Cloze-exact would be 46.18% and French Cloze-acceptable 74.80%. It appears, therefore, that the French passage chosen for this study is appropriate. Anderson (1971), in working with nonnative English speakers, determined somewhat more conservative criteria. He states a score between 44% and 53% means the material is sufficiently comprehensible to a student and is suitable for instructional purposes. In percentage figures, the mean of the English Cloze-exact is 35.88% and the mean of the English Cloze-acceptable is 51.74%. In line with Anderson's (1971) thinking, the English passage chosen for this study could be judged as being too advanced when using the exact word scoring method, but quite adequate when using the acceptable word scoring method. It is interesting to note, when comparing the two tests, that the students' general comment was that the French Cloze Test was more difficult than the English one.

Correlations Between English Cloze Tests (exact and acceptable) and Teacher Assessments

As indicated in the section "The Cloze Test as a Language Proficiency Measure" of Chapter 1, concurrent validity studies between the cloze test and other measures of language proficiency have resulted in high correlation coefficients. In this study the English Cloze Test has been correlated with assessments chosen by the classroom teacher to determine the second language proficiency of his students. Table 3 (p. 52) presents correlations between the English Cloze Test and each of the three testing measures used by the teacher. Correlations between the English Cloze Test and each of two weighted totals of the classroom assessments are also presented.

The correlations between the English Cloze Test and each of two evaluative measures (Listening Comprehension and Final Written Exam) are quite similar. Group 3 demonstrates the highest correlations. Listening Comprehension correlates with English Cloze-exact at .77 and English Cloze-acceptable at .79. The Final Written Exam correlates with exact and acceptable scores at .75 and .73 respectively. The Oral Presentation correlates very low with both the cloze-exact (.53) and cloze-acceptable (.39). In Group 1, these same correlations are as low as .12 and .18.

TABLE 3: Correlations between English Cloze Test (exact and acceptable) and three teacher tests for results by group (class) and for total group.

	ENGLISH CLOZE- EXACT	ENGLISH CLOZE- ACCEPTABLE
<u>TEACHER TEST</u>		
<u>GROUP 1: N = 27</u>		
Listening Comprehension	.65 (.0002)***	.63 (.0004)
Oral Presentation	.12 (.5585)	.18 (.3761)
Final Written Exam	.70 (.0001)	.74 (.0001)
Total 1*	.67 (.0001)	.69 (.0001)
Total 2**	.73 (.0001)	.74 (.0001)
<u>GROUP 2: N = 21</u>		
Listening Comprehension	.63 (.0021)	.70 (.0004)
Oral Presentation	.15 (.5060)	.23 (.3102)
Final Written Exam	.54 (.0122)	.62 (.0027)
Total 1	.65 (.0013)	.74 (.0001)
Total 2	.67 (.0008)	.76 (.0001)
<u>GROUP 3: N = 20</u>		
Listening Comprehension	.77 (.0001)	.79 (.0001)
Oral Presentation	.53 (.0161)	.39 (.0921)
Final Written Exam	.75 (.0001)	.73 (.0002)
Total 1	.85 (.0001)	.82 (.0001)
Total 2	.83 (.0001)	.84 (.0001)
<u>GROUP 4: N = 68, total of all groups</u>		
Listening Comprehension	.67 (.0001)	.69 (.0001)
Oral Presentation	.20 (.0957)	.24 (.0532)
Final Written Exam	.66 (.0001)	.70 (.0001)
Total 1	.70 (.0001)	.74 (.0001)
Total 2	.74 (.0001)	.77 (.0001)

* Weighted total of three tests (Listening Comprehension, Oral Presentation, and Final Written Exam).

** Weighted total of two tests (Listening Comprehension and Final Written Exam).

*** Numbers in brackets indicate level of significance.

It seems from the obtained correlations, that the English Cloze Test has much more in common with the Listening Comprehension and Final Written Exam than it does with the Oral Presentation. Hinofotis (1980) points out that previous research has shown that cloze tests tend to correlate best with ESL language proficiency measures that are integrative in nature (i.e., measures which test proficiency through combining the traditional skills and components of grammar). Oller and Conrad (1971) say that these integrative measures include tests aimed at reading comprehension, listening skill, and dictation. The literature suggests that integrative testing is effective in measuring overall ESL proficiency, rather than discrete point testing which divides language ability into specifically defined areas (e.g., phonology, syntax, etc.) and aims tests at only one skill (Scholz et al., 1980). From the above discussion it appears that the integrative nature of the task is the common element underlying the English Cloze Test and the two teacher assessments (Listening Comprehension and Final Written Exam).

With these findings in mind, the composition of the Oral Presentation assessment was analyzed to try and find an explanation for the low correlations obtained with the English Cloze Test. Two possible factors could have affected the results. First, the task appears to be basically discrete point in nature. The students were given two weeks to prepare;

therefore, their actual presentation dealt primarily with memory work rather than the pragmatic use of language for communicative purposes. In addition, the scoring of the Oral Presentation was divided into categories (e.g., pronunciation, vocabulary, etc.) that reflect the discrete point theory of language. It appears the task required of the students was not integrative. In line with this thinking, it is understandable why correlations are so low between the Oral Presentation and English Cloze Test.

The second factor which may have contributed to lower correlations is the homogeneous performance of the students on the Oral Presentation. Out of 100 points the range for Group 1 is 37, and for Groups 2 through 4, the ranges are 22, 15, and 37 respectively. By looking at the spread of scores it appears, especially in Group 1, that the bulk of scores is clustered in one area. The mean for the total group of students (Group 4) is 74.46 with only three students scoring less than 65. Although this relatively small variance could have contributed to lowering the coefficient, it also seems likely that the first reasoning presented above in terms of the Oral Presentation being discrete point oriented, would be the major factor contributing to the low correlations.

ESL teachers use various assessments (both integrative and discrete point) to determine language proficiency in their students. With this in mind, then to what extent

could the combination of all teacher assessments (as defined in this study) be a measure of overall second language proficiency? To determine this, correlations were calculated between the English Cloze Test (exact and acceptable) and an equally weighted total of the three evaluative measures used by the classroom teacher (see Table 3, Total 1 correlations). Correlations using the entire group of subjects (Group 4) are .70 for cloze-exact and .74 for cloze-acceptable with the significance level beyond .0001. Again Group 3 (class 3) correlates the highest with cloze-exact (.85) and cloze-acceptable (.82). From these correlations, it would appear that there is extensive overlap between what the cloze test measures and what the combined three teacher assessments measure. As indicated above, Total 1 correlations are higher than individual test correlations, with the one exception of Group 1 where Oral Presentation correlations are very low (.12 and .18). This seems to show that the Total 1 scores provide little interpretable information not contained in the cloze test scores.

Total 1 correlations, even though they contain the Oral Presentation results, compare favorably with similar results in the literature (Irvine, Atai, & Oller, 1974; Hinofotis, 1980). Since it appears that the individual measure of the Oral Presentation is measuring something quite different from what the cloze test is measuring, a second total (Total 2)

was correlated with the English Cloze Test. This time the Oral Presentation was eliminated and the cloze was correlated with just the two teacher tests that seem to be integrative in nature, the Listening Comprehension Test and the Final Written Exam. As predicted, the resulting correlations are higher than those of Total 1 (see Table 3, Total 2 correlations). There is one exception found in Group 3 where Total 1 correlates at .85 with the cloze-exact and Total 2 at .83. The results for the entire group (Group 4) are the following: cloze-exact .74 and cloze-acceptable .77, with the significance level beyond .0001.

As a point of interest, correlations were computed between the teacher tests. The figures are provided in Table 4 (p. 57). The Listening Comprehension Test and the Final Written Exam correlate the highest, with the correlation for the total group being .63. Considering that these are integrative tests, these findings are easily explained. When looking at the total group (Group 4), none of the correlations between teacher tests exceed the correlations between the English Cloze Test and either Total 1 or Total 2. Therefore, it seems that the cloze test as a language proficiency measure has more in common with the total of teacher assessments than any pair of the teacher assessments have between themselves.

TABLE 4: Correlations between teacher tests for results by group (class) and for total group.

	LISTENING COMPREHENSION AND ORAL PRESENTATION	LISTENING COMPREHENSION AND FINAL WRITTEN EXAM	ORAL PRESENTATION AND FINAL WRITTEN EXAM
<u>GROUP</u>			
Group 1	.33 (.0951)*	.71 (.0001)	.57 (.0018)
Group 2	.35 (.1214)	.53 (.0131)	.14 (.5581)
Group 3	.51 (.0203)	.69 (.0007)	.30 (.1917)
Group 4 (total of all groups)	.36 (.0025)	.63 (.0001)	.39 (.0009)

*Numbers in brackets indicate level of significance.

Hanzeli (1977) mentions various procedures used to validate cloze tests including the procedure reported above. In his research he used length of prior study of the foreign language and course marks. Due to the fact that all the subjects in the current study started taking ESL courses at about the same time in elementary school, length of prior study is not an appropriate variable for comparison. Final mid-year course marks were available from the teacher and were used in correlations with the English Cloze Test. Two marks were given to each student: one for oral work (comprised of the results from the Listening Comprehension Test and the Oral Presentation) and the other for written

work (comprised of the results from the Final Written Exam and class work). These marks were given at the end of the first term. It was during this same term that all teacher assessments and the French and English Cloze Tests were administered. In theory, these marks should represent the students' overall second language proficiency as a result of their performance throughout the term. Results from the English Cloze Test (exact and acceptable) were correlated with each of the two marks as well as with the total of the two marks. These calculations were computed by group and can be found in Table 5 (p. 59). Moderate correlations resulted. Hanzeli (1977) states, "It can be said with confidence that cloze scores predict course grades" (p. 871). In this study, the correlation between cloze tests and the weighted total of the two marks for the entire group (Group 4) was .60 for cloze-exact and .65 for cloze-acceptable, with significance beyond .0001. There is definitely a relationship between the two variables, and possibly students could be rank ordered for course marks using the results from cloze tests.

TABLE 5: Correlations between English Cloze Test (exact and acceptable) and final mid-year course marks for results by group (class) and for total group.

	ENGLISH CLOZE- EXACT	ENGLISH CLOZE- ACCEPTABLE
<u>COURSE MARK</u>		
<u>GROUP 1</u>		
Final Mark - Oral	.60 (.0010)*	.61 (.0008)
Final Mark - Written	.35 (.0720)	.36 (.0668)
Total of 2 Marks	.51 (.0060)	.52 (.0052)
<u>GROUP 2</u>		
Final Mark - Oral	.60 (.0044)	.67 (.0008)
Final Mark - Written	.33 (.1401)	.42 (.0575)
Total of 2 Marks	.56 (.0081)	.66 (.0011)
<u>GROUP 3</u>		
Final Mark - Oral	.79 (.0001)	.77 (.0001)
Final Mark - Written	.57 (.0086)	.65 (.0017)
Total of 2 Marks	.79 (.0001)	.84 (.0001)
<u>GROUP 4: total of all groups</u>		
Final Mark - Oral	.63 (.0001)	.66 (.0001)
Final Mark - Written	.41 (.0005)	.47 (.0001)
Total of 2 Marks	.60 (.0001)	.65 (.0001)

* Numbers in brackets indicate level of significance.

Correlations Between Cloze-exact and Cloze-acceptable Scoring Methods

Both the English and French Cloze Tests were corrected by the two basic scoring methods described in Chapter 1 ("Considerations in the Construction and Scoring of the Cloze Test"). Correlations computed between the two methods are presented in Table 6 (p. 61). The overall group (Group 4) correlation between English Cloze-exact and English Cloze-acceptable is .95 with the significance level beyond .0001. For the corresponding cloze tests in French the correlation is .82 at the same significance level. Because a certain amount of subjectivity enters into the scoring of cloze tests using the acceptable method, an inter-rater reliability study was conducted for both the English and French Cloze Tests. There was a consistency of judgement between different raters correcting the same tests. Inter-rater reliability reached .97 for the English Cloze and .95 for the French Cloze.

Because of the greater flexibility in the acceptable word method, one would expect higher mean scores. As can be seen in Appendix 6, the means are higher in all cases (English and French) for cloze-acceptable as compared to cloze-exact. For the entire group (Group 4), the means are 25.87 (range 3 to 40) and 17.94 (range 1 to 31) respectively for the English test out of a total possible score of 50. One important point to be mentioned here is that even though the different scoring

methods yield different means and spreads, the performance pattern is the same. As discussed in the literature (Hanzeli, 1977; Oller, 1979; Hinofotis, 1980), if the subjects are rank ordered according to the basic scoring methods, there will be few, if any, differences in the rankings.

TABLE 6: Correlations between cloze-exact and cloze-acceptable scoring methods for results by group (class) and for total group.

	ENGLISH CLOZE-EXACT AND ENGLISH CLOZE- ACCEPTABLE	FRENCH CLOZE-EXACT AND FRENCH CLOZE- ACCEPTABLE
<u>GROUP</u>		
Group 1	.96 (.0001)*	.82 (.0001)
Group 2	.96 (.0001)	.72 (.0003)
Group 3	.95 (.0001)	.89 (.0001)
Group 4 (total of all groups)	.95 (.0001)	.82 (.0001)

* Numbers in brackets indicate level of significance.

Because the English Cloze Test is an evaluation of second language and the French Cloze Test, of first language, the correlations between scoring methods will be discussed separately for these two cases. To begin with, the high correlations (see Table 6) found between the two methods on the English Cloze Test agree with the previous research

(Anderson, 1972; Stubbs & Tucker, 1974; Streiff, 1978). Alderson (1981) who reports correlations of .91, .89, and .86 with nonnative speakers for texts evaluated as difficult, medium, and easy, states that there are close relationships between the scoring methods. Swain (1976) with a correlation of .96 concludes that these two scoring methods do yield similar results and seem equally satisfactory.

It is interesting to note that the correlations between scoring methods for the cloze test in the students' native language, French, are lower than those for the English Cloze (see Table 6). If one looks at the means of the cloze-exact and cloze-acceptable scored tests, the difference between these two means is greater for native speakers than for nonnative speakers (see Appendix 6). This situation results in lower correlations between scoring methods on the French Cloze Test than between scoring methods on the English Cloze Test. Alderson (1981) did cloze testing research with both native and nonnative speakers. He suggests that the acceptable word scoring method favors native speakers more than nonnative speakers, due to the reason mentioned above. For native speakers, Alderson obtained correlations of .83, .74, and .71 for texts determined as difficult, medium, and easy. For nonnative speakers, he obtained .91, .89, and .86 for texts evaluated in the same way. Streiff (1978), working with elementary age children, obtained a correlation of .83

when using English cloze tests with her control group of native English speakers. Alderson (1981) states that a possible reason for this phenomenon is that native speakers have a greater experience with their own language. They are more able to fill in blanks in order to give meaning to a text. They can see various relationships in a text which provide them with more alternatives in a cloze test. The correlations between scoring methods as reported in Table 6 are supported by the literature.

An important question explored in this study is whether scoring methods are interchangeable when cloze tests are used with nonnative speakers. In this study the two basic scoring methods yield similar scores for rank ordering purposes. Hanzeli (1977) states they are practically interchangeable. Teachers and educators in choosing which scoring method to use, however, need to consider their purpose for testing. The general view in the literature (Swain, Lapkin, & Barik, 1976; Oller, 1979) is that the exact word method may be satisfactory if just a total score is needed for an indicator of overall second language proficiency. If, on the other hand, a teacher or educator would like to analyze the students' interlanguage, he/she should opt for the acceptable word method. Specific strengths and weaknesses can be identified through this method. Such information cannot be revealed when scoring by the

exact word method. The raters in this study, for example, when scoring with the acceptable word method, were able to make general observations about the entire group's performance concerning errors. Although no in-depth error analysis was performed, common frequent errors such as the following were observed:

- (1) the leaving off of the initial "h" in words (e.g., "is" for "his," "ear" for "hear")
- (2) the use of the expression "It's funny" when intending to mean "It's fun"

Information of this nature could be very useful to a teacher.

One last thing should be mentioned about scoring procedures. Research has shown that for validation purposes in ESL testing, cloze tests corrected by the acceptable word method appear to correlate more highly with language proficiency standardized tests (Oller, 1973; Alderson, 1979). In other words, the acceptable word method seems to be the more valid procedure when considering ESL testing. As discussed above, similar results were obtained in this study.

Correlations Between English and French Cloze Tests

Correlations between English and French cloze tests were calculated. Results are provided in Table 7 (p. 65). With the exception of Group 2, the correlations obtained are moderate, showing some relationship between cloze abilities in a native language and those in a second language. The

correlations for Group 2 are .70 between English Cloze-exact and French Cloze-exact, and .62 between English Cloze-acceptable and French Cloze-acceptable. A similar correlation (.62) was reported by Lapkin and Swain (1977) who were using cloze tests to evaluate grade five English speaking children in a French immersion program. The children had been trained in French reading and writing skills and were approaching bilingualism.

TABLE 7: Correlations between English and French Cloze Tests for results by group (class) and for total group.

	ENGLISH CLOZE-EXACT AND FRENCH CLOZE-EXACT	ENGLISH CLOZE-ACCEPTABLE AND FRENCH CLOZE-ACCEPTABLE
<u>GROUP</u>		
Group 1	.47 (.0144)*	.43 (.0251)
Group 2	.70 (.0004)	.62 (.0027)
Group 3	.35 (.1256)	.34 (.1463)
Group 4 (total of all groups)	.51 (.0001)	.45 (.0001)

*Numbers in brackets indicate level of significance.

As mentioned earlier, Group 2 obtained the highest means on all evaluative measures including the English Cloze Test. From these results, it can be said that the students in Group 2 are closer to being proficient in English than those

in the other two groups. The high correlations for this group as indicated in Table 7 (.70 and .62) lead one to hypothesize that there is a common factor manifested in the performance on cloze tests across languages. Oller (1978) claims that this is a global language proficiency factor which is strongly related to intelligence. He argues that this factor seems to account for most of the variance in a variety of language proficiency evaluative measures. As described in the review of the literature, Cummins (1979) identifies two aspects of language proficiency. He suggests that the one referred to as CALP (cognitive/academic language proficiency) is highly related to intelligence. Based on this link made by Cummins and the results in this study, possibly one may speculate that CALP across languages is manifested in cloze test performance only as the individual becomes more and more proficient in the second language.

Sex Differences in Performance on ESL Evaluative Measures

An analysis was undertaken to determine whether males and females perform differently on tests involving second language ability. Seven different scores were used for this analysis. They were obtained from the following ESL measures: English Cloze-exact, English Cloze-acceptable, French Cloze-exact, French Cloze-acceptable, Listening Comprehension Test, Oral Presentation, and Final Written

Exam. A Barlett's Test was conducted on each of the seven measures and the hypothesis of homogeneity of variance was upheld. In other words, the variances within the two groups tested are equal. None of the between-test differences between males and females are statistically significant beyond .05. It is interesting to note, that although differences are not significant, total means for females on all tests are higher than those for males (see Appendix 7).

The literature on sex differences in second language performance generally supports the above findings. Either no significant differences are found or if they are, they favor the females. Nisbit and Welsh (1972), working with secondary level students learning French, report that the achievement of girls is consistently higher than that of boys. They add, however, that their sample may have been taken from a select milieu rather than from an average one. Walker and Perry (1978) analyzed this question in the Canadian Armed Forces language school in Saint-Jean, Quebec. No significant differences were found; however, females generally obtained higher levels of language proficiency more quickly than males. Buteau and Gougeon (1982) used the cloze procedure to test the language proficiency of anglophone students following a secondary French immersion program. The results indicate no significant differences

between males and females on a measure of English cloze. On the French cloze, the mean of the female students was significantly different (higher) than that of the males using both exact and acceptable scoring methods.

This chapter has presented and discussed the results of the study conducted. The final chapter, Chapter 4, briefly summarizes the study and presents some concluding remarks.

CHAPTER 4

SUMMARY AND CONCLUSIONS

High correlations between cloze test results and total scores on established second language proficiency measures have been reported in the literature. From this, it has been concluded that cloze testing can be used in lieu of more complex testing procedures for measuring overall second language proficiency. The present study was conducted in order to explore whether these findings could be replicated within the Quebec context at the secondary five level where students have been trained in ESL reading and writing skills. Students evaluated as average learners in their English language ability served as subjects. Cloze test results were correlated with various teacher assessments of ESL proficiency selected for classroom use. The obtained correlations on total scores compare favorably to those found in the literature. It seems, then, that cloze tests can be used as a viable alternative to more extensive testing procedures within this Quebec ESL situation.

Determining an appropriate scoring method is always an important consideration when using the cloze procedure. The two basic scoring methods (exact and acceptable) used

in this study were found to be interchangeable, for the purpose of rank ordering students in terms of their performance.

Two secondary questions are considered in this study. The first one deals with whether there is a general language proficiency factor that exists across languages. English Cloze and French Cloze results were correlated. In general, correlations are moderate, indicating the existence of some common factor across languages. In the case of the most proficient ESL group, correlations are relatively high. Results for this group lead to the speculation that as subjects approach bilingualism, cloze test performance may tap a higher level factor that has been identified in the literature as the cognitive/academic language proficiency factor. Further research is needed to explore this relationship more directly before even tentative conclusions can be drawn.

The other secondary question deals with sex differences in performance on ESL evaluative measures. No significant differences were found between males and females on the seven measures used in this analysis. Although differences are not significant, total means for females are higher than those for males on all measures.

If a cloze test is to be used as an overall measure of language proficiency, additional factors need to be considered.

Such factors should include: the readability level of the students, the reliability of the test, and the effect time constraints might have on student performance. Further research is needed in each of these areas.

In conclusion, it appears that the cloze technique can be used in an ESL classroom as a valid assessment of global language proficiency for Quebec students at the secondary five level. The results of this study concur with previous research in establishing the cloze test as a viable alternative to more extensive testing procedures used to measure overall ESL proficiency.

APPENDIX 1

Questionnaire

QUESTIONNAIRE SUR LA LANGUE

En répondant aux questions suivantes, cochez (✓) dans la case ou l'espace approprié, ou encore écrivez au long l'information lorsque nécessaire.

1. Nom: _____

2. Sexe: masculin ☐ féminin ☐

3. Ecole: _____

4. J'ai commencé à suivre un cours d'anglais comme langue seconde en _____ année (1ère année, ou 2e année, ou 3e, etc.).

5. Langue(s) parlée(s) actuellement à la maison:

langue: cochez (✓)
lorsque parlée

pourcentage (%) du temps
approximatif pendant
lequel cette langue est
parlée

français : ☐ _____%

anglais : ☐ _____%

autre (spécifiez): ☐ _____%

6. Estimez le pourcentage de vos conversations qui se tiennent en anglais à l'extérieur de la classe. Cochez (✓) dans la case appropriée.

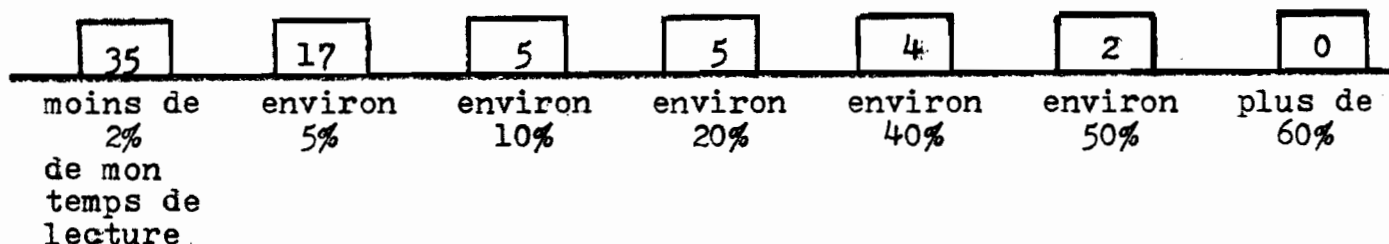
<input type="checkbox"/> 19	<input type="checkbox"/> 26	<input type="checkbox"/> 6	<input type="checkbox"/> 9	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 0
moins de 2%	environ 5%	environ 10%	environ 20%	environ 40%	environ 50%	plus de 60%

7. Dans quelle mesure vous adonnez-vous en anglais aux deux activités suivantes? Cochez le pourcentage (%) approprié.

a) regarder la télévision (en anglais):

<input type="checkbox"/> 2	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 17	<input type="checkbox"/> 11	<input type="checkbox"/> 15
moins de 2%	environ 5%	environ 10%	environ 20%	environ 40%	environ 50%	plus de 60%
de mon temps d'écoute de la						

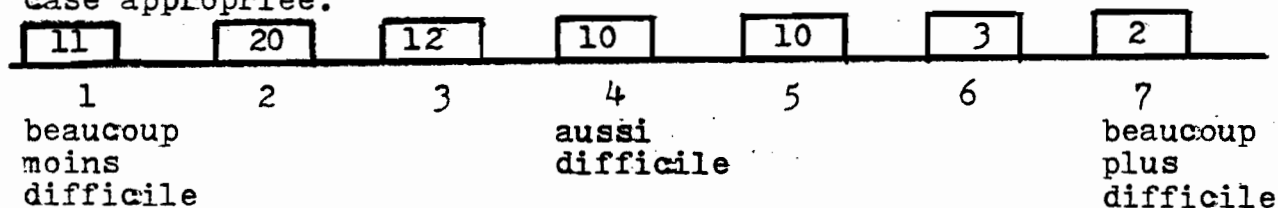
- b) faire de la lecture (en anglais) de livres,, journaux,, revues,, etc.:
(Ne comptez pas dans ce calcul les textes scolaires.)



8. Indiquez tous les types d'activités parascolaires auxquelles vous participez (sports, camping,, etc.) et qui se tiennent en anglais. Décrivez brièvement la nature de chacune et les heures que vous y consacrez en l'espace d'une semaine.

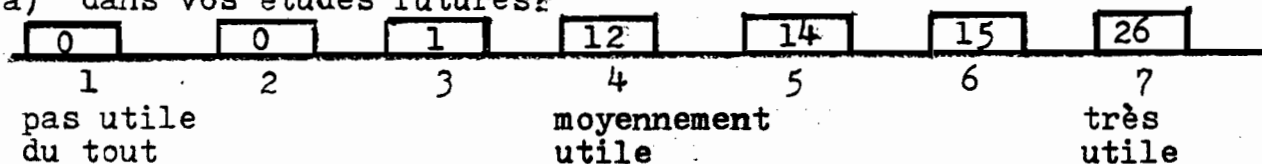
<u>nature de l'activité</u>	<u>temps consacré par semaine</u>
a) _____	_____ heures par semaine
b) _____	_____ heures par semaine
c) _____	_____ heures par semaine

9. Comparativement à d'autres sujets que vous devez étudier,, évaluez la difficulté d'apprendre l'anglais,, selon une échelle de 1 à 7, 1 indiquant qu'il est beaucoup moins difficile d'apprendre l'anglais et 7 indiquant que c'est beaucoup plus difficile. Cochez (✓) la case appropriée.

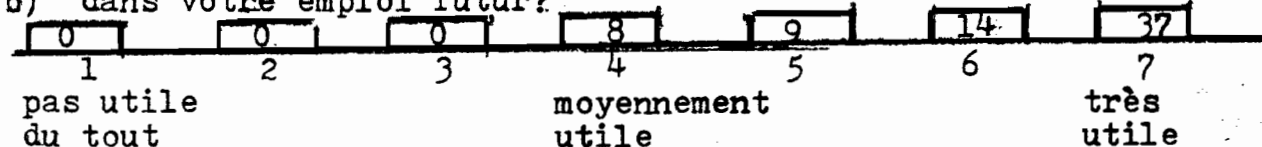


10. A quel degré pensez-vous que l'anglais vous sera utile dans l'avenir? Cochez (✓) la case appropriée selon une échelle de 1 à 7, 1 indiquant que l'anglais ne vous sera pas utile du tout, 7 qu'il vous sera très utile.

- a) dans vos études futures?



- b) dans votre emploi futur?



APPENDIX 2

English Cloze Test

NAME: _____

SCHOOL: _____

Fill in each blank with one word that best suits the context. Work quickly but take time to reread the complete passage several times in order to understand the intention of the author.

BARRY

Barry spends all his time either in a wheel chair or in bed, and he has to be lifted and carried from one to the other. The only part of his body that he can move is his head. From his wheel chair Barry watches boys and girls running and playing on their way to school, but he knows that he will never handle a hockey stick or kick a football.

Yesterday I visited Barry. I found _____ sitting in his wheel chair in _____ sunny corner of his room. In _____ of him was a typewriter, and _____ his mouth was a long stick. _____ was writing a story, tapping out _____ letters with the stick in his _____. It was an exciting story about _____ boy who was having his first _____ to play on a school hockey _____, and was spending every spare moment _____ his day practising to make himself _____ enough to stay on the team.

_____ wondered how Barry, who had never _____ a live hockey game, could write _____ such feeling about the boy and _____ ambition, but of course I didn't _____ him. Then he looked up at _____ with a sunny smile, and said, _____ as if he had been reading _____ thoughts, "You know, I can write _____ the boy practising hockey because I _____ to practise typing like that. It's _____."

NAME: _____

SCHOOL: _____

and I make all kinds of _____, but I have to learn to _____ it right. And I bet I _____ more about hockey than any boy _____ this block."

I am sure he _____ too, because he watches hockey on _____ - not just to see who wins _____ game,, but to find out how _____ game is played. He has read _____ the books about hockey that his _____ and his friends have brought him _____ the library. So he knows what _____ is writing about.

There must be _____ days when Barry feels sorry for _____, when he wishes that he could _____ like other boys. Yet, although I _____ Barry very often, I have never _____ him complain. There must be private _____ when Barry cries,, and is angry _____ the kind of life he has _____ lead. He keeps these unhappy thoughts _____ himself. His friends see him cheerful,, _____, hard-working, and interested in what they _____ to tell him about the world _____ his bed and his wheel chair.

_____ had always thought of a hero _____ someone who risks his life for _____ cause. I have changed my mind since I have known Barry.

APPENDIX 3

French Cloze Test

NOM: _____

ECOLE: _____

Inscrire dans chaque espace le mot qui convient le mieux au contexte. Il est à conseiller de travailler rapidement, de continuer à lire le texte, même si vous ne pouvez pas trouver immédiatement tous les mots désirés, et de recommencer la lecture du passage entier à plusieurs reprises.

LA CONDITION PHYSIQUE

La mauvaise condition physique est un phénomène universel. Les avantages intangibles des exercices physiques ne se perçoivent que par expérience personnelle. On aura beau vous dire que vous vous sentirez mieux, que vous supporterez _____ les tensions, que vous souffrirez moins _____ fatigue physique et mentale, que vous _____ les aspects sociaux de l'activité _____, etc., vous n'en saurez rien _____ que vous n'aurez pas participé _____ fait la découverte par vous-même. _____ cours du siècle dernier, les pays _____ ont radicalement modifié leur environnement. Des _____ techniques de toutes sortes ont remplacé _____ le travail musculaire. Mais, si dans _____ plupart des cas les changements ont _____ une amélioration, dans d'autres ils _____ créé des problèmes majeurs.

L'un _____ ces problèmes est que l'individu, _____ pour un travail physique intense à _____ 'Age de pierre, doit maintenant s' _____ à un monde dominé par les _____ techniques. L'homme moderne doit réaliser _____ 'une activité physique régulière est nécessaire _____ un fonctionnement correct. Comparativement aux générations _____ nous avons beaucoup de temps libre ... _____ devons en consacrer une partie à _____ loisirs

NOM: _____

ECOLE: _____

Sinon, nous nous exposons _____ nombre de dangers: réduction de la _____ de certaines fonctions vitales de notre _____, obésité, malnutrition, risque accru de contracter _____ maladies, résistance réduite et fatigue générale. _____ l'homme s'en trouve bien, _____ nature c'est un animal plutôt _____, un joueur qui prend de grands _____, dans l'espoir qu'il fera _____ à la règle et que tout _____ finalement à son avantage.

C'est _____ la dénonciation des dangers du tabac, _____ l'alcool, des stupéfiants et de _____ l'inactivité physique est rarement efficace. Les _____ prennent bien mieux soin de leur _____ ou de leurs animaux familiers que _____ eux-mêmes. Pourtant, une bonne condition _____ est indispensable pour vaquer à ses _____ quotidiennes et donner un sens à _____ loisirs.

Les gens se demandent souvent: "_____ -je subir un examen médical avant _____ commencer à m'entraîner?" On devrait _____ que tous ceux qui ne sont _____ sûrs de leur bonne santé devraient _____ leur médecin. Mais en règle générale, _____ activité modérée est moins dangereuse pour _____ santé que l'inactivité. On pourrait _____ dire qu'un examen médical est plus important pour ceux qui ont l'intention de rester inactifs que pour ceux qui ont l'intention de se mettre en forme!

APPENDIX 4

Listening Comprehension Test

PREMIÈRE PARTIE: LA COMPRÉHENSION D'UN ÉNONCÉ

DIRECTIVE: Ecoutez attentivement l'énoncé suivant, puis trouvez parmi les quatre suggestions inscrites dans votre cahier, celle qui explique le mieux cet énoncé.

EXEMPLE:

- (A) She knows how to type.
- (B) She is positive about getting that job.
- (C) She has already worked as a typist.
- (D) She'd like to know how to type.

La réponse est (D).

Nous commençons l'examen.

1.

- (A) I have definite plans to go there.
- (B) I intend to go there.
- (C) I remember my trip to the region.
- (D) I've made up my mind.

2.

- (A) She doesn't have enough time to visit the Maritimes.
- (B) She has more than enough time to visit the Maritimes.
- (C) She doesn't need more time to visit the Maritimes.
- (D) She had enough time to visit the Maritimes.

3.

- | | |
|----------------------------------|-----------------------------------|
| (A) The dance was rather good. | (C) I prefer going dancing. |
| (B) I'm not going to the movies. | (D) I prefer going to the movies. |

DEUXIÈME PARTIE: LA RÉPONSE ET LA REPARTIE

DIRECTIVE: Pour les deux numéros suivants, vous entendrez une question. Choisissez parmi les quatre suggestions inscrites dans votre cahier, celle qui constitue la meilleure réponse à la question.

EXEMPLE:

(A) It was Patrick's.

(C) It was out of order.

(B) It was an old car.

(D) It ran out of gas.

La réponse est (A).

Nous continuons.

4.

(A) The younger one will get my vote.

(C) I shall certainly contribute.

(B) Yes, I will support him.

(D) He's my political candidate.

5.

(A) It starts at eight o'clock.

(B) They are four dollars each.

(C) There are two hundred tickets for sale.

(D) The total cost of the concert is five thousand dollars.

DIRECTIVE: Pour les deux numéros suivants, vous entendrez une phrase. Identifiez parmi les quatre suggestions inscrites dans votre cahier, celle qui correspond le mieux à la phrase entendue.

EXEMPLE:

(A) You're right.

(C) Doesn't it?

(B) I'd like to.

(D) Why not?

La réponse est (A).

Nous continuons.

6.

(A) Don't mention it.

(C) You are?

(B) I don't agree.

(D) What a shame!

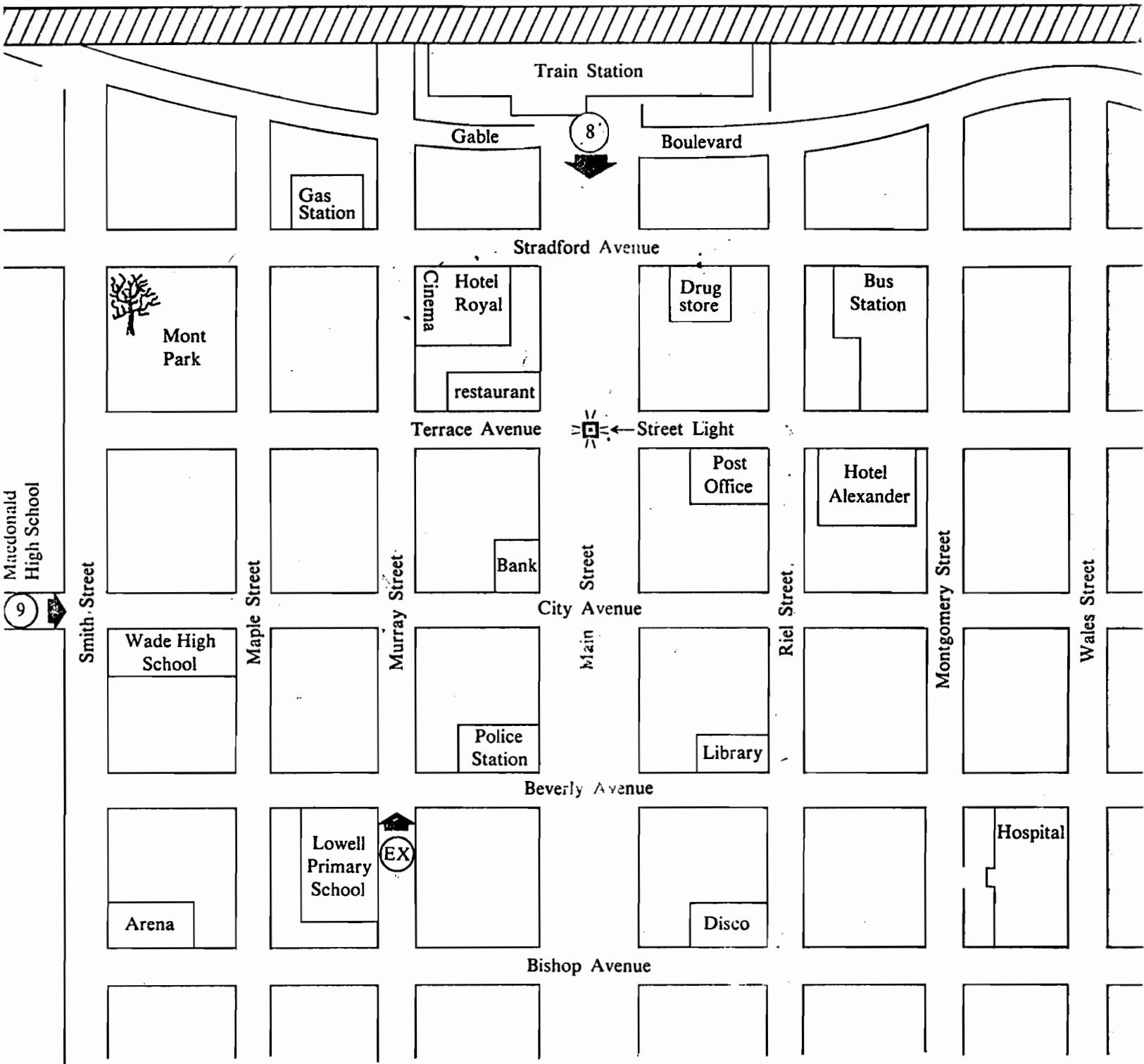
7.

(A) I don't either.

(C) I'm sorry to hear that.

(B) Fantastic!

(D) That's too bad.



TROISIÈME PARTIE: LA COMPRÉHENSION D'UN COURT TEXTE

DIRECTIVE: Pour les deux numéros suivants, vous entendrez des directives que vous devez suivre sur la carte. L'exemple ainsi que les numéros 8 et 9 se rapportent à la même carte. Les cercles indiquent les points de départ. Choisissez parmi les quatre suggestions inscrites dans votre cahier, celle qui indique le point d'arrivée.

EXEMPLE:

.....

(A) the church.

(C) the bank.

(B) the library.

(D) the police station.

La réponse est (B).

Nous continuons.

8.

.....

(A) At the church.

(C) At the hospital.

(B) At the disco.

(D) At the police station.

9.

.....

(A) The gas station.

(C) The cinema.

(B) The drug store.

(D) The Hotel Royal.

DIRECTIVE: Pour chacun des huit numéros suivants, on vous demande d'écouter le texte attentivement puis de répondre à la question que vous trouverez dans votre cahier.

EXEMPLE:

What is the news story about?

(A) RCMP officials.

(C) Pan American.

(B) A hijacker.

(D) The pilot of the jumbo jet.

La réponse est (B).

Nous continuons.

10.

According to this report, why aren't Canadians eating enough eggs?

- (A) Because fresh eggs are not easy to find.
- (B) Because ready-made breakfasts cause heart disease.
- (C) Because eggs contain cholesterol.
- (D) Because eating chicken can cause heart disease.

11.

How do people cheat their employers?

- | | |
|-------------------------------|-----------------------------------|
| (A) By working late. | (C) By working when they're sick. |
| (B) By getting to work early. | (D) By leaving work early. |

12.

Why couldn't the firemen save the prisoners?

- (A) Because they didn't know their way around the building.
- (B) Because the prison was completely destroyed.
- (C) Because the prisoners were waiting for help to arrive.
- (D) Because they were waiting for the result of the inquiry.

13.

What is this news item about?

- (A) The arrest of a drugstore owner.
- (B) The arrest of sixteen drug pushers today.
- (C) The killing of an RCMP officer.
- (D) The arrest of nine drug pushers today.

14.

What are the doctors concerned about?

- (A) Sports representatives.
- (B) Violence in sports.
- (C) Hockey, football and basketball.
- (D) Government recommendations.

15.

What is this news item about?

- (A) Local skiers.
- (B) The city zoo.
- (C) The capture of a tiger.
- (D) A new skiing technique.

16.

What are Zoom, Zooms?

- (A) A cereal.
- (B) A game.
- (C) A container.
- (D) A prize.

17.

What will the weather be like on the weekend?

- (A) Rainy.
- (B) Stormy.
- (C) Cold and windy.
- (D) Warm and sunny.

QUATRIÈME PARTIE: LA COMPRÉHENSION D'UN DIALOGUE

DIRECTIVE: Pour les huit derniers numéros, on vous demande d'écouter le dialogue attentivement puis de compléter la phrase à l'aide des suggestions inscrites dans votre cahier.

EXEMPLE:

The woman was calling from

(A) the police department

(C) the Royal Bank

(B) a friend's car

(D) a public 'phone

La réponse est (D).

Nous continuons.

18.

.....

The older person in the dialogue is talking to

(A) her son

(C) her relative

(B) her friend

(D) her customer

19.

.....

The mechanic will not fix the tire immediately because

(A) the lady is in a rush

(C) the woman is too busy

(B) he is too busy

(D) he doesn't fix tires

20.

.....

The man was talking to

(A) his friend

(C) a police officer

(B) a hotel owner

(D) a party organizer

21.

.....

The son doesn't want his mother to buy

(A) vitamins

(C) a TV dinner

(B) pizza

(D) fish

22.

.....

The two campers forgot to bring

(A) a tent

(C) matches

(B) an axe

(D) firewood

23.

.....

The patient is

(A) very healthy

(C) getting better

(B) getting worse

(D) completely recovered

24.

.....

The man doesn't want Gloria to know the present is from him because

(A) he doesn't like her

(C) she doesn't believe in Santa Claus

(B) she is too old for gifts

(D) she might think he likes her

25.

.....

Jane changed her mind because

(A) she loves rock concerts

(C) she'll be studying

(B) she doesn't like Henry

(D) she's too busy

APPENDIX 5

Final Written Exam

TEST 6-A (Written)

- A. Select the best choice to complete the question or answer in the following dialogues. Circle the letter on your answer sheet.

- | | | |
|-----|--|------------------|
| EX. | – Where is the book? | A. water |
| | – It's on the | B. desk |
| | | C. fish |
| | | D. ear |
| 1. | – Why is that man in jail? | A. predicting |
| | – He was caught money. | B. embezzling |
| | | C. transplanting |
| | | D. canceling |
| 2. | – When are you going to the park? | A. diminished |
| | – As soon as the rain has | B. spoiled |
| | | C. glimpsed |
| | | D. exercised |
| 3. | – I heard your brother is living with you. | A. temporarily |
| | – Yes, but he's only here | B. previously |
| | | C. elderly |
| | | D. apparently |
| 4. | – What is in that? | A. superstition |
| | – Milk, eggs, and salt. | B. mixture |
| | | C. competition |
| | | D. oppression |
| 5. | – Do they know who stole the money? | A. admitted |
| | – No, no one has it. | B. flipped |
| | | C. decreased |
| | | D. stammered |
| 6. | – Did Frank have a? | A. diet |
| | – No, he worked alone. | B. horoscope |
| | | C. partner |
| | | D. vegetable |
| 7. | – I heard Jack has a better job now. | A. fact |
| | – Yes, he's a | B. supervisor |
| | | C. cartoon |
| | | D. corporation |
| 8. | – Do many people like Professor Smith? | A. notification |
| | – Yes, he has a very good | B. reputation |
| | | C. stammer |
| | | D. exclamation |

TEST 6-A (Written—cont.)

- B. Choose the correct words to complete the paragraph from the eight sets of choices given below. Circle the letter on your answer sheet.

It's difficult to believe some of the (1) you read in the newspapers. Some politicians are always (2) themselves. (3) have been written only to attract new readers. Real news is rare. The amount of (4) news has been greatly (5) This is very (6) to most of us. We should (7) that newspapers raise their (8)

- | | | | |
|---|---|--|--|
| 1. A. statements
B. verandas
C. shutters
D. exclaims | 3. A. passages
B. swears
C. passengers
D. potions | 5. A. tugged
B. frustrated
C. apologized
D. reduced | 7. A. twist
B. litter
C. demand
D. irritate |
| 2. A. gloating
B. contradicting
C. suggesting
D. rocking | 4. A. transparent
B. supernatural
C. genuine
D. edible | 6. A. romantic
B. annoying
C. vacant
D. courteous | 8. A. payrolls
B. standards
C. possessions
D. marks |

- C. Select the word or phrase that completes the answer in the following dialogues. Circle the letter on your answer sheet.

- | | |
|---|--|
| EX. — Which books yellow? | A. is
B. was
C. are |
| 1. — Where is Fred?
— He is taking a bath. | A. later
B. still
C. yet |
| 2. — Are Liz and Dick late?
— Yes, they be here by now. | A. did
B. haven't
C. should |
| 3. — Harry missed the train.
— He wouldn't have if he awakened earlier. | A. hadn't
B. had
C. have |
| 4. — Did you find your friend?
— No, and I've for a long time. | A. looking
B. look
C. been looking |
| 5. — How's the weather today?
— you bring an umbrella, you'll get wet. | A. If
B. Although
C. Unless |
| 6. — Mary ate six apples.
— Eating that will make her sick. | A. none
B. many
C. some |

TEST 6-A (Written—cont.)

C. (cont.)

- | | | |
|-----|---|-------------|
| 7. | Is that Bob's book? | A. of his |
| | - No, it belongs to a friend | B. to him |
| | | C. with he |
| 8. | - Do you want to invite Dick and Jane? | A. Whenever |
| | - you want to invite is fine with me. | B. That |
| | | C. Whoever |
| 9. | - I don't know about history. | A. some |
| | - Didn't you study it in school? | B. much |
| | | C. many |
| 10. | - I don't know book this is. | A. who |
| | - I think it's mine. | B. when |
| | | C. whose |
| 11. | - I've been studying an hour. | A. for |
| | - I thought you had studied longer than that. | B. since |
| | | C. with |
| 12. | - Do we have any soap? | A. any |
| | - Yes, but only | B. a few |
| | | C. a little |
| 13. | - Do the Smiths live in New York? | A. are |
| | - Yes, they lived there a long time. | B. have |
| | | C. did |
| 14. | - It's difficult to get to the theater from here. | A. how |
| | - Don't worry. I know to get there quickly. | B. where |
| | | C. who |

D. To complete the following sentences, fill in the blanks on your answer sheet with *do*, *does*, *doing*, *don't*, *doesn't*, *didn't* or *done*—or leave the space empty. Be careful!

- What are the boys (1)
- Nothing. They haven't (2) anything for a long time.
- (3) you ask them to (4) something?
- Yes, but they (5) have any interest in my suggestions.
- Have you (6) asked them why?
- Yes. They (7) want to give me any reason.
- Why (8) you ask them what they are interested in?
- I (9) know why I hadn't thought of that. That's (10) a good idea.
- I think I'll (11) what you suggest.

TEST 6-A (Written-cont.)

E. On your answer sheet, supply the missing words in the following paragraph. Use the words below.

The problem of(1)..... to do(2)..... all the litter if(3)..... are no litter baskets has been(4)..... by a recent development. Some scientists(5)..... discovered a new method(6)..... disposing of waste paper.(7)..... edible wrapping material has been produced by these scientists. It's made(8)..... corn and it can(9)..... eaten.

with - solved - for - from - what - there - have - an - be - made - had .

F. Find the right definition for each of the following:

- | | |
|--------------|---|
| 1- required | A- a high structure |
| 2- lodgings | B- very tired |
| 3- tower | C- suffer from lack of food |
| 4- starve | D- criminals |
| 5- exhausted | E- needed |
| 6- landlord | F- the keeper of an inn or boarding house |
| | G- rented rooms in a house |
| | H- very unpleasant |

G. Put the adverbs in parentheses in their correct positions . Write each sentence completely:

1. It has stopped snowing (almost).
2. Mr. Lamoureux is frank with his students (quite).
3. Susanne dresses carelessly (often, very)
4. Be careful, you are turning the boat sharply (too).
5. He is the oldest boy in the class (also).

H. Vocabulary: Use synonyms or definitions for the underlined words.

1. Louis Cyr attracted huge throngs everywhere.
2. His feats marvelled everybody.
3. He featured for five years with Barnum and Bailey.
4. He performed such amazing stunts such as lifting 552 pounds with one finger.

Present	Past	With has, have, had
wear, wears	wore	worn
tear, tears	tore	torn
blow, blows	blew	blown
know, knows	knew	known
throw, throws	threw	thrown
fly, flies	flew	flown

Fill in with the correct verbs from above.

- Thomas wore that same old jacket yesterday.
So what else is new? He always that jacket.
He's it almost every day since I've known him.
- What have you done to your shirt? It looks as if you've it.
Yes, I have. I it on a nail in the gate.
- You Maria in the old days, didn't you?
I don't if I did or not. What does she look like?
I can't describe her very well, but she remembers you.
Well, if she remembers me, I must have her.
- Did you my newspaper away?
No, unless it was in the garbage I out earlier.
But I left it right here on the floor.
Then it's your own fault. If you it on the floor, I think you've finished with it.
- The wind last night was terrible. It almost my head off!
I don't know about your head, but it the roof off my garage.
I can't remember when it's this hard before.
I can. The last time the roof was off my garage.
- My friend Lucinda has a plane. She it all over. Last year she from the east coast to the west coast. So far, I've never with her, but I would like to with her some day.
- It's Marcia's birthday. She's going to out the candles on her cake. She didn't her friends were going to surprise her with a party. She was upset because she had her old jeans, and everybody else had dressed up. She had a good time anyway, especially when she discovered that one of her oldest friends had in from Boston just for the party.

TABLE OF ABBREVIATIONS USED
IN APPENDICES 6 AND 7

<u>ASSESSMENT</u>	<u>ABBREVIATION</u>
English Cloze-exact	ENG CL EX
English Cloze-acceptable	ENG CL AC
French Cloze-exact	FR CL EX
French Cloze-acceptable	FR CL AC
Listening Comprehension Test	LIS COM
Oral Presentation	OR PRES
Final Written Exam	F WR EXAM
Final Mark - Oral	F M ORAL
Final Mark - Written	F M WR

APPENDIX 6-A

Summary of statistics for Group 1 (N=27) on nine assessment variables.

VARIABLE	POSSIBLE MARK	MEAN	STANDARD DEVIATION	SUM	MIN	MAX	RANGE
ENG CL EX	50	17.63	6.20	476	1	28	27
ENG CL AC	50	25.04	7.76	676	3	37	34
FR CL EX	50	21.78	3.42	588	14	27	13
FR CL AC	50	36.30	5.30	980	25	45	20
LIS COM	25	18.04	4.35	487	11	25	14
OR PRES	100	73.93	7.66	1996	50	87	37
F WR EXAM	100	61.26	17.86	1654	26	94	68
F M ORAL	100	73.07	10.93	1973	55	88	33
F M WR	100	61.74	12.77	1667	32	83	51

APPENDIX 6-B

Summary of statistics for Group 2 (N=21) on nine assessment variables.

VARIABLE	POSSIBLE MARK	MEAN	STANDARD DEVIATION	SUM	MIN	MAX	RANGE
ENG CL EX	50	18.67	6.82	392	6	31	25
ENG CL AC	50	26.76	8.2	562	14	40	26
FR CL EX	50	24.71	3.96	519	13	30	17
FR CL AC	50	39.48	4.26	829	32	46	14
LIS COM	25	18.57	5.64	390	0	25	25
OR PRES	100	74.81	6.85	1571	64	86	22
F WR EXAM	100	62.38	13.54	1310	44	90	46
F M ORAL	100	74.76	12.83	1570	33	93	60
F M WR	100	65.48	11.96	1375	44	86	42

APPENDIX 6-C

Summary of statistics of Group 3 (N=20) on nine assessment variables.

VARIABLE	POSSIBLE MARK	MEAN	STANDARD DEVIATION	SUM	MIN	MAX	RANGE
ENG CL EX	50	17.60	5.99	352	3	26	23
ENG CL AC	50	26.05	8.79	521	8	39	31
FR CL EX	50	23.15	3.77	463	16	28	12
FR CL AC	50	36.70	5.94	734	26	47	21
LIS COM	25	18.40	3.68	368	9	24	15
OR PRES	100	74.80	4.27	1496	65	80	15
F WR EX	100	61.80	15.58	1236	40	90	50
F M ORAL	100	74.40	8.60	1488	52	88	36
F M WR	100	62.15	11.92	1243	35	88	53

APPENDIX 6-D

Summary of statistics for Group 4 (total of all groups, N=68) on nine assessment variables.

VARIABLE	POSSIBLE MARK	MEAN	STANDARD DEVIATION	SUM	MIN	MAX	RANGE
ENG CL EX	50	17.94	6.26	1220	1	31	30
ENG CL AC	50	25.87	8.14	1759	3	40	37
FR CL EX	50	23.09	3.85	1570	13	30	17
FR CL AC	50	37.40	5.32	2543	25	47	22
LIS COM	25	18.31	4.55	1245	0	25	25
OR PRES	100	74.46	6.49	5063	50	87	37
F WR EXAM	100	61.76	15.73	4200	26	94	68
F M ORAL	100	73.99	10.82	5031	33	93	60
F M WR	100	63.01	12.21	4285	32	88	56

APPENDIX 7

Summary of statistics for males (N=34) and for females (N=34) on nine assessment variables.

VARIABLE	POSSIBLE MARK	<u>MALE</u>			<u>FEMALE</u>		
		MEAN	STANDARD DEVIATION	RANGE	MEAN	STANDARD DEVIATION	RANGE
ENG CL EX	50	17.35	5.58	19	18.53	6.92	30
ENG CL AC	50	25.38	7.08	26	26.35	9.17	36
FR CL EX	50	22.38	3.83	17	23.79	3.79	15
FR CL AC	50	36.59	5.09	19	38.21	5.50	22
LIS COM	25	18.24	5.22	25	18.38	3.85	16
OR PRES	100	73.15	7.82	37	75.76	4.57	21
F WR EXAM	100	59.41	16.58	68	64.12	14.71	56
F M ORAL	100	73.24	12.23	60	74.74	9.32	36
F M WR	100	61.26	13.11	56	64.76	11.15	47

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