



CHAPTER II

RELATED LITERATURE

There are numerous studies by both Thai and foreign scholars who are interested in one or many aspects of "cloze procedure." However, most of these studies examine application of cloze procedure to testing reading comprehension and readability. There has been no study to date concerned directly with the use of cloze procedure in measuring proficiency in the grammatical structure of a language, only parts of the following studies.

The word "cloze" is derived from "closure" which is the gestalt psychology term applied to the human tendency to complete a familiar but not-quite-finished pattern, to "see" a broken circle as a whole one by mentally closing up the gaps.¹ The main contributions to the notion of cloze procedure as it applies to language have come from the concepts of "total language context," Osgood's "dispositional mechanisms" and statistical random sampling. The concept of "total language context" suggests that redundancies and "transitional probabilities" lead to the development of "dispositional mechanism" that play a large part in transmitting and receiving messages.² This procedure is a recently developed technique for the construction of

005906

¹W.L. Taylor, "Cloze Procedure : A New Tool for Measuring Readability," Journalism Quarterly, 30(1953), p. 415.

²T.C. Potter, A Taxonomy of Cloze Procedure, Part I : Readability and Reading Comprehension, Calif.: SRLERD, 1968, p.5.

tests to measure the effectiveness of communication. It was introduced in 1953 by Wilson L. Taylor. He states that a cloze unit may be defined as : "Any single occurrence of a successful attempt to reproduce accurately a part deleted from a message (any language product) by deciding from the context that remains, what the missing part should be."³ Taylor also notes that a cloze test is not a sentence-completion test because it deals with a contextually interrelated series of blanks, not isolated ones, and it does not deal directly with specific meaning.⁴

In 1956 Taylor⁵ administered a cloze test, deleting every fifth word, to 48 subjects at Sampson Air Base, New York twice, before the AFQT (Armed Forces Qualification Test), and immediately after the test in a week after. He obtained correlations of .73 and .74 between the scores of the cloze test and AFQT in the first and the second administrations. Comparing the cloze results with the results of another reading comprehension test, he also found that the average cloze test score was about 8.5 points higher after study than before, and the average comprehension test score rose about 4.8 points. Both differences are statistically significant at $p < .001$. He then concludes that the cloze test apparently did a little better than a standardized reading comprehension test. He also found that "function word" deletion produced higher means but showed smaller gain scores than "content word" deletion.

³Taylor, op.cit., p. 416.

⁴Taylor, op.cit., p. 417.

⁵W.L. Taylor, "Recent Developments in The Use of 'Cloze Procedure'" Journalism Quarterly, 33(1956), pp. 42 - 48.



In 1962 Bormuth⁶ gave nine 50-item cloze tests deleting every fifth word, and nine 30-item multiple-choice reading comprehension tests to 150 students in grades 4, 5 and 6. The nine cloze tests were three literature, three social studies and three science passages which contained approximately 275 words each. He found that the multiple correlation between the multiple-choice tests and the cloze tests was .964. Five years later, he correlated nine 31-item multiple-choice reading comprehension tests with nine 50-item cloze tests deleting every fifth word.⁷ The tests were given to 100 subjects in grades 4 and 5. Each cloze test was about 250 words in length with Dale-Chall readability ranging from 4.5 to 6.5, and the multiple-choice tests were constructed by two "experts". With an adequate range of subjects and carefully validated multiple-choice test items, he found that a 43 percent cloze test score was equivalent to a 75 percent multiple-choice test score, and a 50 percent cloze test score was equivalent to a 90 percent multiple-choice test score. In addition, he found that there was no order effect arising from administering the multiple-choice tests after the cloze tests within a 3-day interval. In this study, Bormuth states that the findings can be generalized to students at every level except possibly grades 1 and 2 because "the linguistic variables which influence the comprehension of readers at

⁶Bormuth, "Cloze tests as Measures of Readability and Comprehension Test Scores," Dissertation Abstracts, 23(May, 1963), p.4218.

⁷J.R. Bormuth, "Comparable Cloze and Multiple-choice Comprehension Test Scores," Journal of Reading, 10(February, 1967), pp.291-299.

one level of reading ability have an almost identical influence upon readers at other levels of ability."⁸

Two years later, Bormuth⁹ administered five 50-item cloze tests, deleting every fifth word, in the areas of literature, history, geography, biology and physical education, to 139 subjects in grades 4 and 8. By comparing the scores of the cloze tests with scores obtained on Stanford Reading Tests, he found that the differences in cloze test scores decreased as the test length increased, and a ratio of approximately 150 subjects to 50-item cloze tests would be appropriate. Moreover, it was found that scoring by accepting grammatically correct and synonymous responses correlated very highly with exact-word scoring.

In order to test his previous findings, Bormuth¹⁰ compared cloze test scores with California Reading Achievement Test Scores. In this study, he used 120 subjects from grades 4, 5 and 6, four 13-paragraph cloze tests, deleting every fifth word, and exact-word scoring. He found that cloze scores of 44 percent and 57 percent were comparable to 75 percent and 95 percent on comprehension scores respectively. The results of this study, he maintains, were more valid than those of the 1967 study.

⁸Bormuth, ibid., p. 293.

⁹J.R. Bormuth, "Optimum sample size and cloze test length in Readability Measurement," Journal of Education Measurement, 2(1), 1964 cited by Potter, op.cit., p.10.

¹⁰J.R. Bormuth, "Cloze Test Readability: Criterion Reference Scores," Journal of Educational Measurement, 5(1968), pp. 180 - 196.

However, in a replication of Bormuth's 1968 study, Rankin and Culhane¹¹ obtained a multiple correlation coefficient of .68 (significant at $p < .01$) between five 50-item cloze tests, approximately 275 words each, and five 31-item multiple-choice reading comprehension tests. The multiple-choice tests and the cloze tests, with every fifth word deleted, were administered to 105 students in grade 4. It was also found that the cloze scores of 41 percent and 61 percent were comparable to 75 percent and 95 percent on the comprehension scores respectively. The findings of this study were therefore more comparable to Bormuth's 1968 than to his 1967 study.

Gallant¹² studied of reliability and validity of cloze tests with 273 primary children from two schools in Bedford, Indiana. He obtained cloze score reliabilities (split-half) from .90 to .97, and obtained correlations ranging from .65 to .81 (significant at $p < .01$) between cloze tests scores and standardized reading comprehension test scores. He also found that sex differences had no effect on the scores of the cloze tests.

Deutsch¹³ investigated first and fifth grade students, 127 each,

¹¹E.F. Rankin and J.W. Culhane, "Comparable Cloze and Multiple-Choice Comprehension Test Scores," Journal of Reading, 13(December, 1969), pp. 193 - 198.

¹²Gallant, "Use of Cloze Tests as a Measure of Readability in the Primary Grades," Proceedings of the International Reading Association Convention, 1964, cited by Potter, op.cit., p.8.

¹³,. Deutsch et al., Communication for Information in Elementary Classroom, N.Y.:New York University, 1964, cited by Potter, op.cit.,p.8.

of different races, socio-economic statuses, and sexes from New York City. In first grade, the cloze test was an 18-sentence passage with the final word deleted in each sentence. For fifth grade, the cloze test was a 50-word paragraph verbatim speech sample from fifth grade teacher. By using exact-word, contextually correct, and grammatically correct scoring methods, he obtained the reliabilities ranging from .33 to .84.

In 1965, Ruddle¹⁴ used six passages constructed especially with the same proportional word frequencies as oral language, three high frequency and three low frequency, as his instruments. Each passage was 254 words in length with every fifth word deleted. After the tests were administered to 131 grade four students, he found that the reliabilities (split-half) ranged from .85 to .90 and the correlations of the test scores with Stanford Reading Test scores ranged from .71 to .71. (significant at $p < .01$) He concluded that high frequency passages showed significantly higher cloze scores than low frequency passages, and that cloze scores related significantly to educational level of the parents, I.Q. and the chronological age of the subjects.

In the same year, Schneyer¹⁵ compared the scores of two 200-word cloze tests, one with every tenth word deleted, the other in which only nouns and verbs were deleted, with the scores on the California Test of

¹⁴R.B. Ruddle, "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension," The Reading Teacher, 8(January, 1965), pp. 270 - 275.

¹⁵J.W. Schneyer, "The Use of the Cloze Procedure for Improving Reading Comprehension," The Reading Teacher, 19(1965), pp. 174 - 179.



Mental Maturity and the Grade Reading Survey Test. He gave the tests to 66 students from grade 6, and found that I.Q. score were more significantly related to the every tenth word deletion cloze test scores than to the noun-verb deletion cloze test scores.

In contrast, when Lauthan¹⁶ tested 236 grade 7 students with four cloze tests in which every tenth word, only nouns, only verbs, and only adjectives were deleted, he found no significant differences among the scores obtained. However, when prepositions and conjunctions were deleted, or when only pronouns and noun determiners were deleted, cloze scores surpassed the groups mentioned. In other words, "content words" completion requires different skills from "function words" completion.

In an experiment with 88 students at college level, Bloomer¹⁷ used ten 50-item cloze tests (in the areas of science, social studies and commercial training) deleting every tenth word, he found that cloze procedure could be used successfully as a remedial reading exercise. In another study, he¹⁸ investigated 146 students from grades 8 with eight different passages, deleting every tenth word. He compared post-test scores of groups who received (a) a pretest and undelted material, (b) only deleted material, (c) a pretest and deleted material and

¹⁶V. Lauthan, "Some Systematic Grammatical Deketions and Their Effects on Reading Comprehension," The Reading Teacher, 19(1965), pp. 295 - 305.

¹⁷R.H. Bloomer, "The Cloze Procedure as a Remedial Reading Exercise," Journal of Developmental Reading, 5(1962), pp.173-181.

¹⁸R.H. Bloomer, and A.J. Heitzman, "Pretesting and the Effects of Paragraph Reading," Journal of Reading, 8(1965), pp.219 - 225.

(d) only undeleted material. He found that there was no difference between the means of groups (a) and (d), or (b) and (c), while group (c) was superior to group (a) or (d); and groups (a) and (d) combined were superior to groups (b) and (c) combined.

In 1963, Fillenbaum¹⁹ constructed five cloze tests deleting every second, third, fourth, fifth, and sixth word respectively. Each test consisted of 200 deletions and exact-word correct scoring was used. He found that the cloze test scores on the every sixth word deletion test yielded the highest proportion both in content words and function words. He suggests that the higher the frequency of word deletions, the more difficult is the test. In other words, the cloze scores increased when the frequency of word deletion decreased.

In the same year, Hafner²⁰ investigated five different methods of scoring cloze tests: (1) exact-word correct, (2) incorrect but correct form class, (3) connective correct, (4) connective/content quotient, and (5) incongruent scores. In this study, 32 college senior took the test, which was a 250-word article, with every fifth word deleted. After comparing the cloze test scores with the scores of three standardized tests, the Hafner Intelligence Test, Hafner General

¹⁹Fillenbaum, et al., "The Predictability of Words and Their Grammatical Classes as a Function of Rate of Deletion from a Speech Transcript," Journal of Verbal Learning and Verbal Behavior, 2(1962), pp. 186 - 194, cited by Potter, op.cit., p.23.

²⁰L.E. Hafner, "Relationships of Various Measures of the Cloze," Thirteen Yearbook of the National Reading Conference. Wisconsin:National Reading Conference, Inc., pp. 135 - 145, cited by Potter, op.cit.p.25.

Information Test and Course Grade, it was found that cloze scores correlate positively and significantly with all three tests and that the exact-word scoring yielded the highest correlations with all three tests. Regarding scoring method, this finding supports Taylor's 1953 study.²¹ He states that the exact-word scoring method is the best and "giving credit for synonyms does not yield a more discriminating measure of readability." Rankin²² also found that "test reliability and validity were not improved by synonym scoring." For native speakers, Oller²³ found that the most reliable and economical scoring method is exact-word correct. For non-native speakers, however, allowing credit for any contextually acceptable response yields significantly superior correlations with external validating criteria. In a recent study, however, Anderson²⁴ states that the various scoring methods, exact-word scoring, synonym scoring, alternative response scoring and grammatical class scoring, differ little, but that the simple exact-word scoring method is the most objective and least tedious.

²¹Taylor, "Cloze Procedure....," op.cit., p. 425.

²²E.F. Rankin, Jr., "The Cloze Procedure - Its Validity and Utility," Measurement and Evaluation of Reading (ed) R. Farr, N.Y.: Hartcourt, Brace & World, Inc., 1970, p. 251.

²³J.W. Oller, "Scoring Methods and Difficulty Level for Cloze Tests of Proficiency in English as a Second Language," Modern Language Journal, 56(March, 1972), pp. 150 - 158.

²⁴J. Anderson, "English Language Teaching." Language Teaching Abstracts, 6(April, 1973), London : Cambridge University Press, p.108.

In 1964 Luke²⁵ investigated four different types of deletions, nouns only, verb only, adjectives only and combinations of these three. In this study, four 150-word fiction passages, one passage for each type of deletion, were used with 10 percent of the words deleted from each. The tests were administered to 24 female undergraduate students. It was found that the mean score of the verb deletion was higher than the combination mean score, which was higher than the mean scores of the noun and adjective deletions. These findings are quite different from those of Louthan's 1965 study. The reasons for this may lie in the differences of the passages and the age of the subjects.

A year later, Greene²⁶ also investigated the different types of deletions, and found that an 8 percent deletion method produced higher reliability and item discrimination than only content-word deletion with a mechanical 1 : 12 deletion frequency. However, the former cannot be used to measure passage difficulty because the deletions are not the representatives and the test thus loses objectivity.

In addition, Rankin²⁷ found that a "noun-verb" deletion method measures lexical better than structural comprehension and an "any-word" deletion method measures structural better than lexical comprehension.

²⁵M. Luke, "Form Class and Cloze Procedure," (Unpublished manuscript, University of Michigan, 1964), cited by Potter, op.cit., p.26.

²⁶F.P. Greene, "Modification of the Cloze Procedure and Change in Reading Test Performance," Journal of Educational Measurement, 2(1965), pp. 213 - 217.

²⁷Rankin, "The Cloze Procedure....," op.cit., p.249.

He also found that intelligence is more closely related to structural comprehension than it is to lexical comprehension.

Culhane²⁸ found further that for factual material, an every tenth word deletion method yielded the best results, and for narrative material, an every fifth word deletion method yielded the best results. When Robinson²⁹ correlated Stanford Achievement Test Scores with three types of deletion methods, every fifth word, noun-verb and multiple-choice, it was found that for illiterate adults, the every fifth word deletion method predicted readability as well as did the standardized test on Paragraph Meaning and Word Meaning sections.

In order to measure the skill of non-native speakers in handling English prepositions, Oller and Inal³⁰ gave a 50-item cloze test, deleting only prepositions, to three groups of college students which consisted of 19 native speakers of English, 53 native speakers of Turkish and 110 other foreign students. When the scores of the test were correlated with the scores of UCLA ESLPE (English as a Second Language Placement Examination) Form 2 B, the correlation between the two tests was .75, (significant at $p < .001$) and the reliability of the

²⁸J.W. Culhane, "Cloze Procedure and Comprehension," The Reading Teacher, 23(February, 1970), pp. 410 - 414.

²⁹R.D. Robinson, "An Investigation into the Use of the Cloze Procedure with a Group of Functionally Illiterate Adults," Dissertation Abstracts International, 32(January, 1972), p.3572-A.

³⁰J.W.Oller and N. Inal, "A Cloze Test of English Prepositions," TESOL Quarterly, 5(December, 1971), pp.315-326.

groups were .48, .92 and .95 respectively. It is noteworthy that the correlation of the cloze test with the grammar section of the ESLPE was the best (.68) for group III, foreign students. Therefore, they concluded that "the significant correlations with the UCLA ESLPE Form 2 B for Group III supports substantial confidence in the validity of the cloze procedure as a measure of ESL proficiency, especially grammatical competence." In addition the correlation on between the scores of the cloze test and the scores on the dictation section of the ESLPE was the highest (.69). This finding was repeated by Oller and Conrad,³¹ who found that cloze scores correlated best (.82) with the dictation scores on the UCLA ESLPE Form 2 C, and next best with the reading scores (.80). The findings of these two studies are confirmed once again by Oller's 1972 study³² in which he found that by using exact-word and "entirely acceptable fill-ins" scoring methods, the highest correlations hold between cloze scores and the dictation scores (.82) on the UCLA ESLPE Form 2 A revised. Since dictation is clearly a measure of listening comprehension, among other things, the findings of Oller confirm Darnell's 1968 study³³ which found that

³¹J.W. Oller and C.A. Conrad, "The Cloze Technique and ESL Proficiency," Language Learning, 21(December, 1971), pp. 183-195.

³²J.W. Oller, et al., "Cloze Tests in English, Thai, and Vietnamese: Native and Non-native Performance," Language Learning, 22(June, 1973), pp. 1 - 15.

³³D.K. Darnell, "The Development of an English Language Proficiency Test of Foreign Students Using a Cloze-trophy Procedure," 1968, cited by Oller, "Cloze Tests of Second Language...", op.cit., p. 111.

cloze scores correlated best with listening comprehension scores of the TOEFL. (Test of English as a Foreign Language).

Oller, in another study,³⁴ investigated the correlation between a 350-word cloze test, with every seventh word deleted, and the UCLA ESLPE Form 2 C. When the tests were administered to 102 foreign students from 38 countries (including Thailand) with 27 language backgrounds, and only exact-word scoring method was used, correlations of .59, .80, .58, .33 and .82 with vocabulary, reading, grammar, article and dictation sections, were obtained, respectively. The multiple correlation of this study was .88, (significant at $p < .05$). As a result, cloze procedure was suggested as a promising device for measuring ESL proficiency.

In a further study Oller et al.³⁵ compared cloze test score of three groups of senior students. Group I consisted of 122 Thai students from two schools in Thonburi and Loburi, Group II consisted of 115 Vietnames students from two schools in Dalat. The subjects in both these groups had studied English at least 6 years, Group III consisted of 35 American students in Los Angeles. Seven 40-item cloze tests, with every sixth word deleted were used. They consisted of three original passages in three languages, and four translations. It was found that the American students averaged 37.2 on the English original

³⁴Oller and Conrad, op.cit., pp. 183 - 195.

³⁵Oller, et al., op. cit., pp. 1 - 15.

while the Thai and Vietnamese students scored 35.6 and 34.4 on its translation into their native languages. Thais and Vietnamese averaged 32.0 and 33.3 on the original passages in their native languages while Americans scored 33.6 and 36.4 on their translations. The conclusion was that the translation of a cloze test passage from one language into another produces two tests of approximately equivalent difficulty for similar groups of native speakers. It was also found that the test completed by native speakers and fewer discriminating items than the tests completed by non-native speakers. In a similar study, Mason³⁶ obtained the highest mean scores (36.9 and 37.2) from an English original passage taken by Americans and Thai translation of English original taken by Thais, (34.4 and 35.6). However, the English translation of Thai original taken by Thais yielded the lowest mean scores (10.0 and 11.6). This might be because Thai words in a sentence are strung together in unbroken units, making a cloze test very difficult for the students. Mason also found that the correlation between Thai cloze scores and the Ministry-prepared English Final Examination (for M.S.5) was .421.

The effect of cloze procedure exercises on sixth grade students' ability to comprehend their assigned social studies texts and their performance on a standardized test of reading achievement was assessed

³⁶ V. Mason, "Report on Cloze Test," Bulletin of the English Language Center, 2 (March, 1972), pp. 31 - 39.

in a study by Guscott.³⁷ The cloze procedure exercises were constructed using noun-determiner deletion from unfamiliar social studies passages, and given to 60 students as exercises for six weeks. It was found that use of the cloze exercises produced significantly better scores on the standardized test of reading achievement.

In a similar study, Faubion³⁸ measured the effect of cloze training upon the reading comprehension of fourth grade students when the training focused only on the use of structure words and verbalization. Ten 100-word cloze tests with every fifth word deleted, and ten 100-word cloze tests with only structure words deleted, were used. However, after a 10-day training, no significant differences were found between the scores of the students who received training in the use of cloze exercises and the students who did not receive the training as measured by CTAGI and by Stanford Reading Achievement Test, Form W.

In order to determine the effect upon the comprehension of oral reading, silent reading and listening when using the material with a readability level equal to the grade level of the students in grades

³⁷C.E. Guscott, "The Effect of Cloze Procedure Exercises on the Improvement of Reading Achievement and of Reading Comprehension," Dissertation Abstracts International, 32(January, 1972), p.3861-A.

³⁸N.N. Faubion, "The Effect of Training in the Use of Cloze on the Ability of Fourth Grade Pupils to Gain Information from Written Discourse," Dissertation Abstracts International, 32 (February, 1972), p. 4486-A.

2, 3 and 4, Swalm³⁹ administered a cloze test, deleted only lexical words with a 10 percent random deletion pattern, to 324 students. It was found that, (1) in the second grade, oral reading was significantly better than reading and listening, (2) in the third and the fourth grades, no significant differences were found among the three skills, (3) above average students exhibited a strong tendency to comprehend better when reading than listening in the second and the fourth grades, and (4) for the below-average students, listening become the most effective method for comprehension.

In 1971, Kennedy⁴⁰ investigated the effect of visual and auditory training on listening comprehension and reading comprehension. He divided the subjects into three groups. Group I received visual training with cloze procedure; Group II received visual training, and Group III received no training at all. After the subjects took the Darrel Listening-Reading Series, Intermediate Level, it was found that only visual training with cloze procedure benefited reading comprehension, and both auditory and visual training with the cloze procedure benefited listening comprehension more than no training at all.

³⁹J.E. Swalm, "Comparison of Oral Reading, Silent Reading, and Listen Comprehension Assessed by Cloze," Dissertation Abstracts International, 2 (January, 1972), p. 3578-A.

⁴⁰D.K. Kennedy, "Training with the Cloze Procedure Visually and Auditorially to Improve the Reading and Listening Comprehension of Third Grade," Dissertation Abstracts International, 3(May, 1972), p. 6206-A.

Crawford⁴¹ investigated the validity, reliability, and appropriateness of the cloze test as a measure of the reading comprehension of third and sixth grade Mexican-American and Anglo-American children. It was found that the correlations between the scores of cloze tests and standardized reading test scores and the scores of an oral reading test were significant in both grades. The validity coefficients of cloze test scores were above .70. It was concluded that cloze tests were valid and reliable means of testing reading comprehension and determining reading level for both grades.

These studies mentioned were all done in foreign countries, except the ones by Oller et al., and by Mason in 1972. In Thailand, there are very few studies concerning the use of cloze procedure, especially in the field of English language teaching.

In 1972, Rufener⁴² investigated the use of cloze procedure with grade 2, 3 and 4 Thai students, 151 boys and 142 girls. She found that (1) cloze procedure can be used as a measure of readability of Thai printed materials, (2) it can differentiate reading ability among groups of Thai elementary school children, (3) differences in sex, socio-economic status, and school locations effect cloze scores significantly, and (4) the correlation between cloze scores and school

⁴¹A.N. Crawford, "The Cloze Procedure as a Measure of the Reading Comprehension of Elementary Level Mexican-American and Anglo-American Children," Dissertation Abstracts International, 31(January, 1971), p. 3162-A.

⁴²J.B. Rufener, "Using Cloze Procedure with Thai School Children: An Exploratory Study of Readability and Individual Differences in Reading," Dissertation Abstracts International, 33(December, 1972), p.2774-A.

achievement, reading ability, and scores on Raven's Progressive Matrices are significant. It was concluded that cloze procedure is applicable to Thai language as a measure of readability of printed materials, and that the procedure has promising value as a tool for researchers in many areas related to reading.

In addition, D. Satraphat⁴³ used cloze tests to measure Thai students' ability in reading comprehension from Thai printed materials. She suggested that it can significantly measure reading comprehension of the students at elementary level. P. Somhom⁴⁴ also used cloze procedure to measure the ability of reading comprehension of Thai students at the elementary level. She found that the correlation between cloze scores and multiple-choice comprehension scores is significantly high. She therefore concluded that cloze procedure can be used to measure reading comprehension from Thai printed materials as well and accurately as multiple-choice comprehension tests.

In a recent study, N. Satidthong⁴⁵ examined the correlations

⁴³D. Satraphat, "A Comparative Study of the Relationships between Reading Comprehension, Visual Perception and Piaget's Logical Thinking Stylers in Ethic Thai and Chinese First-Fifth Graders," Master's Thesis, (Bangkok: The College of Education, Prasanmitr, 1972).

⁴⁴P. Somhom, "Use of the 'Cloze Procedure' to Measure Reading Comprehension," Master's Thesis, (Bangkok : Chulalongkorn University, 1973).

⁴⁵N. Satidthong, "A Comparison of Cloze and Multiple-choice Tests in English Reading Comprehension," Master's Thesis, (Bangkok: Chulalongkorn University, 1973)..

between the scores of three cloze tests with every eighth deleted and the scores of three 20-item multiple-choice comprehension tests. After the tests were administered to 130 senior students, it was found that the pooled correlation between the tests was .57, sex differences do not effect the scores of either test, and cloze scores of 27 percent and 41 percent are comparable to 50 percent and 70 percent on multiple-choice test scores.

So far I have mentioned only a few of the studies supporting cloze procedure as a valid and reliable method measureing reading comprehension, and various aspects of language usage as well as being a promising device for measuring English as a foreign language proficiency. One study has gone so far as to say that "cloze tests...measure skills closely related or identical to those measured by conventional multiple-choice reading comprehension tests."⁴⁶

However, "Another variable in test construction which has not been studied throroughly with non-native speakers is the grammatical function of word deleted."⁴⁷ This is the main reason that this study was undertaken. It was expected that the findings would be very useful, especially for English teachers at the Certification of Education Level,

⁴⁶J. Bormuth, "Factor Validity of Cloze Tests as Measure of Reading Comprehension Ability," Reading Research Quarterly, 4(1969), pp. 3358-365, cited by Oller, Jr., "Cloze Tests of Second Language...", op.cit., p. 101.

⁴⁷Oller, "Cloze Tests of Second Language...", op.cit., p.107.

if possible, and that cloze procedure should be used more in Thailand, where the shortage of printing material is a national serious problem. J.B. Rufener⁴⁸ has stated that the cloze procedure has not been well-known in Thailand although it is an interesting and useful measure.



ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

⁴⁸J.B. Rufener, "Use of Cloze Procedure as Measure of Individual's Reading Ability," The Journal of the Faculty of Education, 5-6 (August - November, 1972), p. 21