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Shirley Ann Tousignant, Gregorian

University of Windsor

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USE OF THE CLOZE PROCEDURE TO EXAMINE READING MATERIALS USED IN THE SECONDARY SCHOOLS: FRENCH PROGRAMME

by

Shirley Ann Tousignant Gregorian

A Thesis submitted to the Faculty of Graduate Studies through the Faculty of Education in Partial Fulfillment of the requirements for the Degree of Master of Education at The University of Windsor

Windsor, Ontário, Canada

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ABSTRACT

USE OF THE CLOZE PROCEDURE TO EXAMINE READING MATERIALS USED IN THE SECONDARY SCHOOLS' FRENCH PROGRAMME

by

Shirley Ann Tousignant Gregorian

In order to find out whether reading materials to be used in the classroom are at a suitable level for the students, a Cloze test may be prepared from the material, following the standard guidelines, and given to the students before the materials are used.

In this study, two sets of tests were prepared for Grades 10, 11, 12 and 13 and administered to all students taking French as a second language in five of Windsor’s Secondary Schools in October, 1980 and April, 1981.

The Cloze test is an easily constructed, easily marked integrative test which can be used to assess both feeling for the language and knowledge of detail. Based on the Gestalt concept of closure (that human minds tend to complete the incomplete according to expectations of the complete form that they have developed through experience), the cloze test is constructed by omitting every nth word in a continuous passage. This may be every fifth, sixth, or seventh word. Because I was testing
for readability in a second language. I deleted every seventh word. I left the first sentence or two intact to provide some background for what followed as well as the concluding sentence or two. The students were expected to read the test carefully, filling in all the omitted words according to their idea of the evolving meaning. This tests their knowledge of many aspects of the language in a context of meaningful discourse. The students were guided by syntactic, morphological, and semantic clues, of which there are many because of the redundancy (both intended and normal) in natural sequential language. The omission of every seventh word was an arbitrary scheme to avoid subjective over-emphasis on certain aspects of the language.

In standard Cloze Procedure based on exact word completions, a mark of 44-57% is considered to indicate the Instructional Level, above 57% the Independent Level and below 44% the Frustration Level. I decided to use the same rankings in my research. The results of the testing gave me a good idea of the difficulty of some of the reading materials which we were using or were planning to use in the French programme in the Secondary Schools. The percentages have been arrived at after extensive comparisons were made with Multiple-choice tests and other Readability tests which researchers have been working
on for decades. This study follows the procedure suggested.

Although the Cloze Procedure has not been widely used in second language teaching, I have found that the procedure has a great deal of merit in assessing the reading materials as well as being a very good instructional device. Used in my own classroom, it enables me to determine the reading level of individual students so that group or individualized reading can take place. Even though the students sometimes find this type of test frustrating, it does make them think and relate already learned concepts to the unknown. It offers them a challenge and an opportunity to expand their reading and reasoning abilities.

As a result of my research, I believe that the Cloze Procedure is a worthwhile addition to our store of aids in educating young people.
ACKNOWLEDGEMENTS

I would like to acknowledge my appreciation to Dr. Suzanne Majhanovich for suggesting that I work on this very interesting aspect of the Secondary School French programme and for her kind, helpful assistance during the lengthy time it has taken me to complete this thesis.

I would like to thank the Windsor Board of Education and its Resource Committee for granting me permission to do the necessary testing.

My sponsoring committee has given time and expertise to make this thesis possible and my thanks go to Miss Peggy Buck and Dr. Marie Caron for their assistance.

Nick Keren, a graduate Computer-Science student of our school, W. F. Herman Secondary School, has been of invaluable assistance to me in working out the computer programme and obtaining the results. I thank Miss Honi Huyck for having taught him so well.

I wish to thank many other students who helped me to process the answers on data-cards (necessary before the micro-computer came into being) and those anonymous students who took the tests and their teachers who used their class time to administer the tests for me.

Cliff Davies, our co-ordinator, who approved of my endeavour and facilitated the testing in the schools, also is deserving of thanks.
Finally, I wish to thank my dear husband, Don, and my two sons for giving up a great deal of the time I would have spent with them but had to spend researching and typing, and to them and to all my friends who had to encourage me during my low times and listen to my enthusiastic raving when I got so excited about the possibilities of the Cloze Procedure in the French programme, I extend my heartfelt thanks. My heartfelt thanks go to my typist, Mrs. Joan Reid, who did a fine job typing the final draft.
PREAMBLE

Since reading is one of the more important aspects in the educational process even with the advent of more and more computer-related aids to education, the idea of using the Cloze Procedure to test the readability of materials in the French programme seemed like an interesting subject to investigate. I did not realize at the time how extensively the Cloze Procedure has been, and is presently being used in English. It has great potential as an aid to teachers of a second language both in determining the readability of the reading materials for use in the classroom or for extensive or supplementary reading by the class as a whole or for individual students. In my thesis, I feel that I have helped to show that the Cloze Procedure is indeed a useful tool for the teacher to employ both in determining the readability of the materials and in an instructional manner to encourage students to read more and to enjoy reading what they have to, or want to, read. Having used it with my own students in the Secondary School French programme, I can attest to its value in the teaching of reading French for enjoyment or for information as well as a diagnostic instrument. The test itself can be treated as a puzzle for the students to solve while at the same time it is able to solve some of the puzzles which teachers have
to face when confronted with a class of thirty distinctly
different individuals of various levels of reading
ability and who have different interests and backgrounds.
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Throughout the paper, "he" has been used to avoid the cumbersome repetition of two pronouns. No sexual bias is intended.
CHAPTER I

INTRODUCTION

Because at the secondary level, the development of reading for meaning and appreciation becomes increasingly important, some potential reading materials in the Secondary French programme were examined to try to determine:

a) the level for which these materials are best suited, and

b) whether these materials might best be used as supplementary reading, as instructional (teacher-directed) materials, or whether they are deemed too difficult for a given level.

The procedure which was followed to determine the above factors involved the preparation of Cloze tests based on sight passages drawn from the proposed materials.

Cloze Procedure (or Cloze Technique)

A method of intercepting a message from a transmitter, mutilating its language patterns by deleting parts (in this case, every seventh word) and so administering it to the receivers that their attempts to make the pattern whole again yields a number of cloze units (the score).

The Cloze Procedure is based on the Gestalt idea of closure which is the desire of an individual to supply a missing part to make a structure whole. As a diagnostic
instrument, it can be used to determine the readability of a passage or a textbook. It can be used accurately and quickly to screen each student's ability to understand the text.

John Bormuth states what he terms an "oversimplified description" of the Cloze Readability Procedure. It includes, he says, these steps:

a) passages are selected from the material whose difficulty is being evaluated;
b) every fifth word in the passage is deleted and replaced by blanks of approximately fifteen spaces in length;
c) the tests are duplicated (colour-coded in this case) and given, without time limits, to students who have not read the passages;
d) the students are instructed to write in each blank the word they think was deleted;
e) responses are scored correct when they exactly match (disregarding minor misspellings) the words deleted.

When the tests have been made properly, a student's score can be interpreted as a measure of how well he understands the materials from which the tests were made.

Further instructions are:

1) selected passages should have 250-300 words in each;
2) each passage should begin, at the beginning of a paragraph;
3) the tests should have 50 deleted words each, and
4) students whose percentage scores fall between 44-57 (these figures differ slightly according to the authority) on the passage have reading skills adequate for the use of these materials in normal classroom usage - that is, they are at the instructional level. For students whose score is above 57 percent, the materials are suitable for use at his independent level where
no instructional assistance is needed. Conversely, those scoring below 44 percent
are at a frustrational level where normal classroom assistance is not adequate.

The Cloze Procedure is dependent upon certain specific factors. These factors determine the ability of
the student to reproduce similar language patterns as used by a writer. They involve the student's (1) grammatical
skills and familiarity with language, (2) intelligence, and (3) related past experiences.

Rationale

Since literacy has been viewed as an artifact of man, we should also investigate what determines literacy.

Bormuth tells us that the definitions and teaching of literacy are usually left up to educators and therefore they attempt to specify what types and amounts of reading skills a person acquires; however, the kind and amount of reading skill that a person has is just one of the factors that determines his literacy. The other major factor is the readability of the materials the person is confronted with. If a person who has a certain level of skill were provided with materials that were written in a very complex language, he would probably not get the information that he needed from them, and we would classify him as subliterate. However, if we were to provide him with other versions of those materials that were written in simple language and that required many fewer and more common skills,
we might find that we could classify him as literate or even as over-literate. Thus, since literacy is an artifact of man, printed language not only constitutes a problem that man must deal with; it also constitutes a problem that he creates.

As a result, much more attention must be paid to the scientific testing of reading materials before they appear in our classrooms. The Cloze Procedure is one technique which can show up weaknesses in the grade levels assigned to textbooks and readers placed in our schools.

As Amelia Melnik points out,

Teachers must note that comprehension of language is a complicated skill starting admittedly with a literal extraction from the passage but moving on to a transfer into the individual's own words, for it is only when we recast the author's words into our own that we achieve understanding. Having arrived at this stage the child must evaluate, look for any contradictions, suppressed evidence or prejudice in the author's work and weigh facts and opinions against his total experience. At this stage new worthwhile knowledge can be memorized and stored for use in future evaluation or action. Comprehension should therefore be an active, ever-expanding activity.\(^5\)

**Background Information**

a) Teaching Reading of the First Language (L\(_1\))

Many teachers of a second language are unaware of the methodology or the philosophy of teaching reading. Before we can attempt to teach a student to read a second language, we should examine the process of learning to read one's
native language. In so doing, we discover many facts which will aid us in understanding how children learn to read.

According to Emmett Betts,

All teachers deal directly with language facts relationships. Learner experiences with these relationships range all the way from the direct to the vicarious. It is the teacher's problem to insure an adequate background of experiences with facts and to direct the learner in his acquisition of language facility for dealing with the facts.

No facet of language, especially reading, can be developed in isolation from facts. Teachers at all grade levels and in all content, or subject-matter, areas are directly responsible for the systematic development of reading ability as an aid to learning.

Thus we are becoming aware of the fact that all teachers are responsible for teaching reading. We should be knowledgeable about our students' reading levels and the readability of the materials which we are planning to use in our classrooms.

Donald Moyle tells us that there are four characteristics of a good reader. First of all, the good reader enjoys reading for its own sake. In other words, he derives some pleasure in increasing his knowledge and also appreciates the aesthetic aspect and the emotional effect the writing has on him.

Secondly, reading techniques such as recognition of words and phrases are unconscious and automatic to the good reader and he is able to increase his pleasure in reading along with his comprehension and fluency.
Thirdly, the good reader responds to material read by interpreting new facts according to his own knowledge and evaluates opinions given according to his own judgment.

Lastly, when he recognizes that reading is an "active and reactive process between two minds," he can adapt his reading technique to different purposes, for example, skimming, speed-reading, and studying.

He also states that reading is a further and wider form of communication than is the spoken word.

The child should be capable of understanding the material he is asked to read. Thus, the vast majority of words should be within the child's spoken vocabulary.

Do we really know what is meant when we hear the word "reading"? As defined by John Bormuth,

"Reading is an artifact of man and not a product of nature. Reading is based on language and therefore is simply a special adaptation of general language processes. Some tend to view these language processes as being products of nature. This view may arise partially from the fact that the processes come down to us from prehistoric times and partially from the fact that they are so well adapted to our innate learning mechanisms that children learn languages at an early age with little or no conscious instruction from adults. But the fact is that languages must be learned by humans from other humans. At some point, humans must have invented and developed language as a tool to serve their needs. Therefore it is as much an artifact of man as is a clay pot, a symphony or a Ford. And its special form, reading, must be seen in exactly the same way, as a structure of processes that we design and build in people to suit our needs."

In order to teach students to read, teachers should know what skills are involved in the act of reading. Bormuth
begins with decoding skills which he says enable a person to change letters, letter groups and patterns as well as typographical features of print into oral language units. Some of these skills include phonics skills, word structure skills, sight recognition skills, context recognition skills and the dictionary skills which enable a person to locate, pronounce and grasp the meaning of a word from its entry in the dictionary.

Secondly, he refers to literal comprehension skills such as vocabulary meaning, sentence comprehension, anaphoric comprehension (enabling a person to identify the recurrences of concepts in a reading task so that the appropriate concepts are modified when they recur in sentences), and the skills of discourse comprehension (which enable a person to combine the meanings of sentences in a passage according to patterns signalled by the discourse syntax of a reading task).

Next, he mentions inference skills which enable a person to derive information not explicitly signalled by the reading task, also known as "reading between the lines."

Another set of skills he calls the critical reading skills which are used to test the consistency of the logic of a text, verifying its factual claims, verifying the authority of the writer and detecting and evaluating propaganda devices. Other skills are the aesthetic appreciation skills such as detecting tone and mood of
the story, sensing the deeper meanings, detecting pacing or rhythm.

He talks about reading flexibility skills which demonstrate the ability to speed up or slow down his reading, depending on the nature of the task along with the ability to focus on just the parts of the text containing the types of information tested by some set of questions or described in some set of instructions.

Finally, we have the study skills which include the use of various reference devices to locate information and then to judge its relevance to some problem. These also include the interpretation of maps, graphs, outlines, charts and diagrams.

A much simpler definition of reading is proposed by Mark A. Clarke who states,

Reading is not an exact process which depends upon accuracy at all levels of language, but rather, it seems to be a process of hypothesizing, testing, confirming, rejecting. 9

This latter definition could be more easily applied to the reading which is done by students studying a second language since most of their reading is of a non-technical type and includes basically short stories, poems, short novels or plays, and cultural materials. However, a teacher can encourage students to set their own purposes for reading and help them to grow in their critical reading and critical thinking abilities.
When a teacher is analyzing material for use in a classroom, one of the prime factors to be considered is how well specific students will be able to learn from it. It should be tested by what Thomas Estes and Joseph Vaughn call an interaction between the reader and the material (which) will prove more fruitful than one based on prediction.

In order to teach even the most basic reading in the second language, we should once again look at the abilities which the student has acquired (or should have acquired) in English (or L1). We should also continue to be a teacher of reading in any discipline in order to help the student continue to improve his abilities.

Amelia Melnik states,

We must aim to give the child the ability to organize materials and recognize the purposes in reading them so that he can suit his approach and reading technique to them. We have often been so busy ensuring that a child achieves a satisfactory level of word recognition that we have overlooked the other skills which would ensure that this basic one shall be put to good use. Consequently, many adults read a novel for pleasure and study a science textbook at the same level and speed. It should be obvious that one should learn to vary speed and manner of reading to the task in hand.

In order to be an effective teacher of reading, one must know what competencies are necessary. According to William Powell, we must first have some conception of what makes up diagnostic teaching. He refers to it as a four-dimensional process in which we must have the discriminating ability to collect data in the teaching-learning
situation or, in other words, be clinical thinkers. In the second dimension, we need to have a clear-cut conception of the nature and the components of the task we are about to do. In other words, we should develop conceptual maps of those items related to the task: the sound system, the cognitive system, et cetera. Thirdly, he suggests that we need to have the ability to design and devise effective strategies for teaching which are based on data from the other two dimensions. We should also have the ability to match the performance level of the child, the difficulty level of the material, and the valence of the interest value with the task. The teacher's instructional ways and means of perfecting the match is of great importance. Fourthly, we must develop a diagnostic attitude which includes the skill and the technique which brings the other three major parts into congruence and consonance.

The second competency is obvious if the teacher knows how to determine the various reading levels inherent in each child, the most important of which is the child's instructional reading level. This technique encompasses a frame of reference, that is, a way to monitor oral reading behaviour constantly, and a way to measure daily growth in reading.

A third competency is demonstrated by the teacher who appreciates the value of, knows how to determine, and how to interpret accurately the potential of each student he has in his class.
Fourthly, we need to have a conceptual system of the organic nature of comprehension (cognitive system), the relationship between reading characteristics, the language basis for comprehending the elements of the materials to be comprehended, and the specific comprehension skills we wish to develop.

Fifth, we should develop an understanding of the concept of readability. That is, we need to know those message characteristics which influence the difficulty of the material and we need to utilize this information immediately since we do not have time to resort to specialized formulas.

Finally, we must clearly recognize the basic ingredients of phonics, structural analysis and linguistic patterns as part of our repertoire of knowledge and skills.

Although a teacher of a second language uses very few of these abilities in the teaching process, he should be aware of the fact that teaching and learning reading is a highly-complicated science. Some of these competencies mentioned above may be demonstrated by the teacher without his even being aware of the fact and while it is not imperative that he practise each of these, it is helpful to him to know the dimensions which exist in such a discipline.

Another suggestion as to timing of the teaching of reading is that communication both through listening and speaking should be emphasized prior to, and during, the
Introduction of reading and writing tasks. Using oral language meaningfully readies the student for processing written language. Pupils learn language as a communication tool, the basic rules of language in regard to word order in sentences (syntax), meanings of words and word parts (semantic aspects) and sounds (phonemes), and also the varied purposes for listening and speaking.

In the classroom where a great many ideas are talked about and examined and where children do not feel self-conscious and inhibited, the good reader is born. Children want to learn a great deal more about language and how to use it. They look upon printed materials as a good way to discover more about the world. While pointing out how spoken and written language are similar, the teacher also brings out the differences, because even though oral language readies the child for, and reinforces, written language, there are certain differences which it is important for the student to understand. Oral and written language are quite similar when children write about their own experiences or write friendly letters because they are sharing ideas with their peers and friendly adults. However, when readers turn to books written by unknown adults, the differences then become more obvious.

In reading such books, students must realize that the clues to meaning are more difficult than in oral language and that they have to learn certain ways of
discovering the meaning. When they realize this, they become more aware of certain advantages and disadvantages of both means of communication.

Students need a certain amount of guidance in bringing what they know about language to the more complex materials they must read. All the aspects of language are involved in these strategies which help to discover meaning in the printed word. The learner himself as well as the teacher should understand the basic learning processes in order to become independent and self-directing. The ability to read and understand the language of any subject will determine the learner's competency and mastery in that subject.

The changes taking place in our society as well as the individual's functioning in a democracy require independence in gaining and communicating ideas through reading.

According to David L. Shepherd,

In assigning reading passages or novels, the teacher may note evidence of the following:
1) the student's approach to a reading selection;
2) his tendency to relate ideas rather than merely seize on isolated details;
3) his ability to uncover the author's pattern of thought;
4) his ability to organize and show the relation among details;
5) his tendency to let his emotions or prejudices and personal experiences influence his comprehension;
6) his tendency to relate what he reads to other knowledge he has gained;
7) his ability to communicate in writing what he has gained from reading.

He also says that the student's ability to use the printed form of language is dependent upon his proficiency
in using three reading systems: grammatical (recognizing words through the use of phonics, letter-symbol relationships, word patterns, shape, etc.), syntactic (grammatical relationships, inflectional endings, and punctuation); and semantic (meaning through context coupled with the reader's background of experience).

The level of language usage and the scope of experience are two aspects which determine the student's success in comprehending reading material.

It has been noted that the reading process will be much the same for all languages except that there will be minor variations to allow for the specific characteristics of the type of alphabet and spelling used and the grammatical structures of the language.

A. J. Harris tells us,

One of the most effective means of enriching a student's vocabulary is to encourage him to read widely. In this way he meets many new words in different fields and also becomes familiar with their different meanings in a variety of contexts. Vocabulary can be enriched by giving students experiences with figurative language. For example, they can study sentences using figurative patterns of speech to determine the meaning of sentences.

Teachers of a second language can also point out to students that the same figures of speech do not necessarily translate directly into their native tongue. "I'm as hungry as a bear" is expressed in French as "J'ai une faim de loup" or "I've a hunger of a wolf."
Howard Livingston quotes Bertrand Russell and Alfred North Whitehead in *Principia Mathematica* who point out the fact that a dictionary definition deals solely with symbols and not with what these symbols represent. Therefore, any meaning that results from the dictionary definition of a word comes from the interpreter's experiences, either verbal or physical. In the case of an unknown word encountered in reading, it is the other words in the context that provide the interpreter with the ingredients which make the dictionary a useful tool. The word draws its meaning from its verbal environment.

Students of a second language should be made aware of the pitfalls of reading with a dictionary and attempting to translate unknown words in a reading selection by looking them up as soon as they encounter them. It is preferable that they attempt to guess at the meaning of the word as it is used in the context and continue reading. The word may be explained or used in another, more obvious situation and there will be no need to look it up.

According to Harold Madsen,

\[ ... \] the redundancies in written material help the reader to understand words and grammatical relationships that he does not know, or knows imperfectly, by enabling him to 'fill in the blanks' from information present elsewhere in the context. This means that, for any level of readership, the skilful writer or translator anticipates his readers' difficulties and builds in extra redundancy at points where the going is rough and the communication load is in danger of getting above the horizon.
of difficulty of the intended readers. The particular amount of redundancy in a given passage will depend on the level of the readers and the difficulty of the material. 16

It is this redundancy which enables us to use the Cloze Procedure so effectively in determining the readability of materials used in the classroom.

We may summarize very briefly by saying simply that a teacher who wishes to teach a child to read a second language should at least become acquainted with the techniques used in, and the linguistic aspects of, the teaching of reading of the first language.

b) Teaching Reading of the Second Language (L2)

Although today reading is still one of the major goals of modern foreign language instruction, it is not the primary goal. The development of reading skills follows the development of the skills of oral comprehension and speaking. We know that volumes have been written about the teaching of reading skills of English to students. There have been many arguments proposed about the "pros and cons" of the phonics method as opposed to the "see-say" method. Generally speaking, good teachers use both of these techniques. They teach the sounds of English by having the students sound out words and also teach the student to read through word recognition.

The teaching of reading of one's own native language is extremely complex. We see how it begins in the home
with the parents' reading to their children. It continues in nursery school and kindergarten with experiences designed to get the pupils ready to read. Here, the psychological and motivational elements along with readiness come into play. If the student comes from a stable family environment with no unsettling family problems, he is probably ready to learn to read. Also, his general and visual health play a good part in reading.

Fortunately, the student of a second language brings with him his habits of reading his own language. He brings a maturity, and a wealth of experiences upon which he can draw. The foreign language teacher does not have to start a high school pupil with pre-primers, primers, and finally readers. Such a process would be extremely wasteful, as well as insulting to the student. The teacher has to begin with materials that have meaning and interest for the particular age level of the learners in his classes.

The techniques a language teacher uses to teach reading depend on the purposes for which the learner reads. He may read as a way of gaining command of the language, to get additional practice in the use of the language. He may read to discover more about the country and the people; to understand foreign peoples better. He may read for pleasure; he may find a certain enjoyment in the challenge and accomplishment of being able to read in a language different from his native tongue. He may also read
to appreciate the styles of famous authors through the
great works of literature written in that language.

Teachers of a second language all hope that their
students will acquire a taste for good literature. They
would love to see their students choose great works of
literature in the original and read them for pleasure.
However, this ideal situation rarely takes place. Even
for language majors and teachers, leisure-time reading of
literature in the original is limited to the bare necessities.
If there is any of this type of reading done, it will be
achieved only insofar as senior students are exposed to
it during their language studies. They will tend to con-
tinue reading in the language only if they have specific
reasons for doing so: that is, they may teach the language
or they may glance at foreign language newspapers,
magazines or scientific journals.

The principal goal of reading instruction in foreign
languages is the development of the ability to read with
understanding relatively difficult written material in-
cluding newspapers, magazines, and books read by the general
public of the foreign country. This should be accomplished
by the end of the high school years.

According to Peter Oliva,

Reading in the early stages of language instruction
is intensive. The student reads short passages.
It is vitally important that the reading materials
be interesting to adolescents. Material dealing
with sports, history, teenage customs, clothes,
entertainment and foods are some topics that will be
meaningful and of interest to the learner. The device of reporting the life of a teenager in his own country is an effective approach; the adolescent is able to identify with his counterpart in the foreign country.17

He also suggests that, for intensive class reading, a story with some plot, drama, and suspense is preferable to one with long descriptive passages.

Many teachers of a second language do not realize that reading and translating are not the same. As Oliva so wisely points out,

"Reading and translating should not be confused. Translation, oral or written, is the act of rendering material in one language into a second language in such a way that a person who has no training in the first language may understand the material. The objective of reading instruction is to enable the student to read without translating, much as he is taught to understand and speak the foreign language without translating. Because it introduces an intermediate process, translating slows a reader down. Therefore teachers should discourage literal translations."18

Many teachers feel that students do not understand the reading passage, and either translate all or part of it for the students or assign different students to translate segments of the passage. If students are reading aloud, the teacher can explain difficulties in simpler language in the foreign language or reread it with enough expression that the meaning becomes clear.

Oliva also suggests,

"Better than translating as a technique in the teaching of reading is asking the student to summarize a passage in his own words, preferably in the foreign language. More frequently, teachers ask students questions about a reading passage. A few clues in English may be supplied by the teacher. This will give the students an idea of what to..."
expect in the reading and start them thinking on the right track. 19

In order to meet individual differences in the class, the teacher can assign extensive reading. A student may choose books that are of interest to him, and once the teacher has categorized the books as to their readability level, the student may fit the number and difficulty of the books to his own particular ability and level of achievement.

J. Carroll Brooks and Bob W. Jerrolds have suggested that,

Research in applied linguistics has provided language educators and textbook writers with a sounder basis for structuring valid materials for teaching the listening and speaking skills. A solid corpus of research in the area of teaching French language reading skills to American students just beginning their formal study of the language, however, is virtually nonexistent. 20

They used the Fry Readability Graph (see Graph #1) and the Rudolph Flesch formula for determining readability. More research is being done now with cloze testing to assist the teacher in choosing and assigning reading material for the students in order to make it enjoyable for them and to enable them to read independently without the terrible frustration they now feel at times.

John B. Carroll 21 says that a student can go far in mastering a foreign language quite independently of what his home background circumstances may have been. How far he will go depends very much on the kinds of educational
Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do not count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the - sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, Joe, IRA, 1945, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, stopped is one syllable and wanted is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, 1945 is four syllables, IRA is three syllables, and & is one syllable.

Fig. 8.2. Fry graph for estimating readability—extended. (From Edward Fry, "Fry's Readability Graph: Clarifications, Validity, and Extension to Level 17," Journal of Reading 21, 3 (December 1977): 249.)
opportunities that are provided in school. If this is true for learning foreign languages, it could also be true for other school subjects - even the mastery of reading skills.

The teachers of a foreign language as well as other subject teachers should consider themselves teachers of reading and therefore become knowledgeable about teaching the reading skills in order to apply these to their own areas. However, as Clarke suggests,

Models of L2 reading have not been developed because of a lack of research data to support them. Rather, theorists have assumed that reading is basically the same in all languages, and teachers have developed methods and materials to reflect research insights into L1 reading.

Tight test performances and oral reading behaviour suggest the presence of a 'language competence ceiling' which hampers the good L1 reader in his attempts to use effective reading behaviours in the target language; apparently, limited control over the language 'short circuits' the good reader's system, causing him to revert to 'poor reader strategies' when confronted with a difficult or confusing task in the second language.22

A teacher who is teaching students to read in a second language should attempt to provide students with an overall picture of what they are about to do and emphasize how reading is not completely exact, how they must take chances and even guess at the meaning of words which are unknown to them.

Other excellent suggestions come from Wilga Rivers when she proposes that,

A study of recent writings in foreign-language methodology will show that no leader in this area advocates the neglect of reading, while the most
recent textbooks all provide a great deal of carefully selected reading matter for the advanced classes. The difference lies in the approach to reading. Instead of observing that all high school students can read in the native language and presuming that they can therefore be expected to read in the foreign language without much help, the modern methodologist tries to understand the processes involved in the reading of a written text, especially a text in the foreign language. She suggests that the teacher try to plan learning experiences which will help the students to develop good reading habits which will enable them to comprehend the text directly, without translating into their native language. Without leaving anything to chance, the teacher should progress slowly and steadily and teach the reading skills continuously in order to achieve this aim.

Although students and their parents believe that fluency in speaking should be achieved in our classrooms, we are aware that emphasis on the development of the reading skills is certainly justified. In many countries, foreign languages are learned by numbers of students who will never have the opportunity of conversing with a native speaker, but who will be able to read the literature and periodicals, or scientific and technical journals written in that language. They may need these publications to help them in further studies or in their work; others may wish to read them for pleasure. Once the reading skill is developed, it can be easily maintained at a high level by the student himself, unassisted by his teacher. He is able to continue his search for understanding of another
culture, their ways of thinking, and their contributions to fields of artistic and intellectual endeavour.

Once again, we realize that those who do continue this search are few and far between. However, times change and people do return to pursue further study of a language which they learned at a younger age. The ability to read the language enables them to continue their studies more readily than if they had learned it only by the audio-lingual method.

Rivers offers another suggestion to teachers about teaching reading to a student of a second language.

"... he must ... be taught to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without necessarily vocalizing what he is reading. He has learned to do this in his own language, but he is now faced with a different language code and one with which he is far from familiar. In reading, then, the student is 'developing a considerable range of habitual responses to a specific set of patterns of graphic shapes.'"

She also points out the fact that there are dangers in allowing students to range too widely in reading material before being thoroughly trained in the reading skill. The development of good reading habits, she says, is dependent upon the teacher's providing only readers which are simple enough in expression for the student to follow them without too much thought and effort. Material for extensive reading will be selected at a lower standard of difficulty than that for intensive reading since the
The purpose of an extensive reading programme will be to train the student to read directly and easily in the foreign language for his own enjoyment, without the aid of the teacher. Structures in the text will already be familiar to him, and new vocabulary will be introduced slowly in such a way that its meaning can be deduced from the context or quickly ascertained. The student will be encouraged to make intelligent guesses at the meaning of unfamiliar items. The student should be encouraged to read a great deal if he is to become a fluent reader. This will be possible only if the material is of real interest to him and is suitable for his age level. It should be very similar to the material he would enjoy reading in his mother tongue.

One of the fallacies about reading is explained by Rivers as follows:

Reading is sometimes referred to as a passive skill, but if we examine the abilities to be developed for fluent direct reading with comprehension of meaning we shall see that the reader is far from passive during this activity. He must be able to recognize sound patterns represented by the graphic symbols and identify their combinations as language units already learned. He must be able to recognize structural clues; the indicators of word classes and of persons and tenses of the verb; the words which introduce phrases and clauses and the particular modifications of meaning they indicate; the adverb and adverbial expressions which limit the action in time, place, and manner; and the indicators of interrogation and negation. He must be able to distinguish with ease word groupings and their relationships with other word groupings. As he takes in these various clues at a glance he must be able to anticipate what probably follows while holding in his immediate memory inconclusive
elements from what precedes. All of this activity is recognition of the language code in its graphic form. These reactions must be trained to such a degree that they occur almost automatically. The mind is then free to assimilate the message being communicated by the interrelationships in the coding, and to deduce from the context the meaning of unfamiliar elements through their relationship to the whole message.  

Reading skills in the foreign languages are very similar to the skills required in English except for the added dimension of learning to decode another language. There also is greater emphasis on the sounds of the 'new' language as well as new vocabulary to acquire. The student must also comprehend and appreciate the common idiomatic expressions and attempt to 'think' in the foreign language, by using context to deduce the meaning of a word. Students should read to reinforce the reading skills as well as for general meaning. The teacher should have an understanding of the theory and structure of language and give the students examples of written language which will demonstrate the beauty of language as well as examples of effective communication. The skills of reading are one means of developing student language abilities and appreciation and they enable them to communicate effectively and creatively with those of another culture.

According to Rivers, reading with direct comprehension and with fluency is a skill which must be taught in progressive stages, and practised regularly with carefully-graded materials. Robert Lado offers a suggestion
for a method of doing intensive reading. He combines class reading with outside reading since eventually more reading will be necessary than can be done in class.

This can be done through a single reading program for everybody as follows:

Read a page aloud in class. Make sure it is fully understood by asking questions. Assign the next two pages for outside reading. Check each assignment at the next class to find out if the students did the reading and understood it. Read the next page aloud in class with student participation in chorus, checking comprehension; then assign the next two pages. Check the homework as before; read the succeeding page in class; assign the next two, and so on. As the students' skill increases, the outside assignment is increased. Through some such program, a substantial amount of reading can be done.

He also suggests that the teacher have available an extensive list of titles with an indication of the level of difficulty. A combination of uniform and diversified reading with oral and written reports and discussion lends itself to courses in reading, composition and conversation for students who have learned to speak the language and wish to investigate the culture and maintain and expand their language skills.

Up to this stage, the student has been chiefly learning to read. Now the task shifts to reading to learn. Or more accurately, he now reads for information, since he is still learning to read but at a more advanced level at which his attention is on the information he can gather rather than on the graphemes or the fit.
Subject matter becomes important at this stage. There has been a great deal of faulty thinking in the application of this area: children's stories are used for adults because the language is supposedly simple; stories that insult the intelligence of children and adults are used again and again; stories which make a complete farce of the target culture are read and become a caricature of a people.

We must apply certain principles when selecting materials for reading, such as worthwhile and interesting subject matter which is adapted to the maturity of the students. The language must be graded for their level of proficiency.

Lado sums it up in the following statement:

We should teach literature when the student is advanced enough in his control of the language and his understanding of the culture to experience it somewhat like the native reader.

... Selection and arrangement of titles on the basis of difficulty for the students permits the appreciation of literature at a level of mastery of the language within the reach of the nonnative student.

From the above quotations and commentary, it is clear that a teacher's being able to know or to determine quickly and readily the readability of the material he is to use in his classroom is a necessity.
ENDNOTES


3 Ibid., p. 434.


8 Bormuth, op. cit. (4), pp. 70-71.


10 Thomas H. Estes and Joseph L. Vaughn, Jr., Reading and Learning in the Content Classroom (Boston: Allyn and Bacon, Inc., 1978), p. 29.

11 Melnik, p. 435.


Ibid., p. 148.

Ibid., p. 149.


Clarke, op. cit., p. 138.


Ibid., p. 266.

Ibid., p. 261.


Ibid., p. 142.
CHAPTER II

REVIEW OF THE LITERATURE

In 1953, Wilson L. Taylor introduced the "Cloze Procedure" as a new tool for measuring readability to a group of reading specialists. His article dealing with this proposal was printed in the Journalism Quarterly.

He adopted the word "Cloze" from the Gestalt concept of "closure," implying filling incomplete parts in order to form a complete message or whole. Taylor's reasoning was that if a person could understand the message of a mutilated passage well enough to replace the missing words exactly, he was experiencing a form of closure. He suggested that every fifth word of a passage of approximately 250 to 300 words be deleted up to fifty items and he continued, in further research with the procedure in 1956 and 1957, to insist that the exact-word scoring method be used since scoring synonyms was not worth the extra time and effort.

The Cloze Procedure has a unique feature—the capacity for both testing and teaching. We will look at the teaching aspect in a subsequent chapter.

E. F. Rankin, Jr., noted that for some time the main weakness of the Cloze Procedure as a measure of readability
was the absence of criteria for interpreting raw scores. The relative difficulty of two or more passages could be determined, but no interpretation could be placed upon the difficulty of each passage.

Then John Bormuth\(^2\) established criterion-reference scores after researchers such as Edgar Dale and Jeanne S. Chall, and Frederick Lord tried to develop readability formulas for predicting the difficulties of materials. Others such as E. A. Betts and Rudolph Flesch have attempted to test materials directly on students.

Unfortunately, since all of these devices depend on either the multiple-choice or the completion-type comprehension test, they are difficult to use and do not yield very accurate or useful results. For tests of this kind to be accurate, they must contain many items, and these must be skilfully written.

With the cloze test, it is now possible to perform readability research with an ease and precision not possible when a researcher was found to use traditional multiple-choice or completion tests. Of at least equal importance is the fact that the development of these tests has provided teachers with a valid and convenient way to find out how well instructional materials can be understood by their students. The cloze tests are valuable for these purposes because they are highly reliable and valid and can be easily and objectively constructed and scored.
The readability researcher must be able to judge whether any given cloze test score represents an "acceptable" level of performance by the student who made that score. His readability formulas express the difficulty levels of materials in terms of the average grade placements of students who are able to demonstrate an "acceptable" level of comprehension on those materials. Also, a teacher must be able to judge whether or not a student's score demonstrates that he can understand the instructional materials at an "acceptable" level.

Bormuth has presented extensive evidence that the linguistic variables which influence the comprehension of readers at one level of reading ability have an almost identical influence upon readers at other levels of ability.

He stated that if the conventional readability standards are accepted, a passage on which a student receives a cloze score of 38 percent is sufficiently understandable to him to be used in his instruction.

Bormuth did a great deal of research with the Cloze Procedure and published a paper to introduce the procedure to educators. I would briefly like to highlight some of the points which he made in this paper which was my first introduction to the Cloze Procedure.

The paper discusses ways in which teachers can use the procedure to determine if instructional materials are
understandable to children. The steps in producing the tests are provided including the fact that responses are scored correct when they exactly match (disregarding minor misspellings) the words deleted. He contrasts them to conventional tests saying that in a cloze test, only one word is deleted at a time even though these may be structural words. Cloze tests are made only from the sentences in the text and they are taken by students who have not read the undeleted version of the passage. Cloze tests seem to measure a variety of comprehension responses.

The mean percent of items a group answers correctly on a cloze readability test seems to provide an accurate measure of the difficulty of the passage. It is the most desirable procedure to give the tests to students who have not read the passages from which the tests are made.

As for scoring, since a student's response can differ from the deleted word in semantic meaning, grammatical inflection and spelling, we should score as correct just those responses which exactly match the deleted word, but minor misspellings are disregarded. Bormuth found that only grammatically correct responses had significant correlations with a comprehension test and decided that responses that exactly match the deleted words furnish the most valid measures of comprehension.

The standard for conventional comprehension tests asserts that materials are suitable for use in a student's instruction when he is able to answer correctly 75 percent
of the questions asked him about the materials. The materials are said to be suitable for his independent study when he can answer 90 per cent of the items. Bormuth found that a score of 75 per cent on conventional comprehension tests is comparable to a score of 44 per cent on a cloze readability test made from the same passage and that answering 57 per cent of the cloze items is comparable to answering 90 per cent of the items on conventional comprehension tests. To summarize, there are four points which emphasize the validity of the Cloze Procedure.

First, cloze readability tests provide a valid measure of the student’s reading comprehension ability.

Second, the close readability procedure provides a valid method of measuring the comprehension difficulties of passages.

Third, the procedure incorporates both the most valid and the most economical of the possible alternatives.

Finally, the scores can be used to judge the suitability of materials.

The Cloze Procedure can be used to make a set of tests which permit the rapid and accurate assignment of students to materials having an appropriate level of difficulty.

The procedures for constructing, administering, and scoring the cloze tests are discussed briefly below:

a) Select several passages from a book with each passage beginning at the normal beginning of a paragraph and being at least 250 words in length;
b) Give the tests to the students at the grade level at which the text is most commonly used (25 to 30 students are usually enough to obtain reliable results);

c) Calculate the mean score on each test and then the mean of the mean scores;

d) Select the test whose mean score is closest to the mean of the entire set of tests and discard the others;

e) Mineograph the test and include it in a booklet which can be provided to teachers of the texts;

f) When a student's score falls between 44 and 57 per cent on one of these tests, the materials are at the level of difficulty thought to be suitable for use in his supervised instruction. Materials on which a student's score is above 57 per cent are suitable for use in his independent study.

It is important to note that the procedures outlined for constructing, administering, and scoring the cloze tests must be followed exactly or the results will be meaningless.

The analysis of students' scores begins by converting each score on each passage separately into a percentage score. A useful analysis is to determine what proportions of the scores were 44 per cent or larger. This provides a measure of the proportion of students for whom the book, as a whole, is or is not suitable.

In further research, E. Rankin and J. Culhane discussed Bormuth's comparisons between scoring of cloze tests
and multiple choice tests. They state that,

... substantial correlations between cloze and multiple-choice tests indicate that the cloze procedure is a highly-valid measure of reading comprehension. The average validity coefficient was .68. Since the multiple-choice tests took several weeks to construct, the cloze tests are preferable for measuring comprehension or readability, and they are measuring substantially the same thing.3

Again, to show that cloze readability test scores can be reliable indicators of the readability of materials, Rankin and Culhane state:

In view of these findings, it is now possible for teachers to interpret cloze test results with some degree of confidence by using specific percentage scores as criteria of acceptable performance. These comparable scores may also be used in selecting reading materials for use in a particular class. If the average cloze percentage for several cloze tests based upon samples from a book falls below some agreed upon criterion (for example, 41 percent cloze score) then the book might be considered to be too difficult for that particular class of pupils. It should be remembered that these norms are based upon a specific type of cloze test as described in this study.4

One of the rules for the deletion of words in a cloze test is that random deletion, that is, every nth word, usually every fifth word, be used, rather than using the concept of "key words." The advantage of this procedure is that the tests are completely replicable, making true validity studies possible. The tests made in this manner do not reflect the biases of the test maker.

The use of the cloze tests is relatively complex. In general, the tests should be long enough to be fairly reliable whether they are for a group or individual
predictions. In making group predictions, the group should be large enough to give the precision desired. Bormuth\(^5\) states that cloze tests allow a greater degree of precision by permitting more questions per word of text than the other form of comprehension questions.

H. D. Simons\(^6\) has suggested that cloze tests more accurately measure comprehension of the passage since the reader is not faced with the additional task of understanding questions.

Judith Cohen speaks in favour of the Cloze Procedure as follows:

The cloze procedure has overcome some of the major limitations that have been found with readability formulas. Specifically, cloze procedure does more than count syllables, words and sentence length, as it measures the difficulty of a passage relative to a subject, with a particular background, interests, and purpose for reading, at a specific point in time.

The cloze procedure has been applied to the measurement of passage difficulty in textbooks, as both general comprehension and specific skills needed for various different content areas could be determined. Various researchers have attempted to correlate cloze scores with multiple-choice comprehension scores, so that corresponding levels of proficiency might be ascertained. Without these so-called 'criterion reference systems' classroom teachers would not be able to interpret the level of student performance based upon cloze test percentages.\(^7\)

She also suggests that further research needs to be conducted "to analyze the variety of linguistic structures used in content textbooks, as the interaction between 'language' and 'information' poses distinctive problems for the reader."
She cautions teachers not to assume that the commonly used 44 per cent and 57 per cent criteria for instructional and independent levels can be validly applied in the evaluation of cloze performance taken from content area material since this material presents special problems for students that seem to increase the difficulty of performing on cloze tests.

Daniel Hittleman\textsuperscript{8} suggests that there is a certain amount of confusion as to whether one is attempting to predict or measure the degree of readability of any text. There are factors which reflect language characteristics and reader characteristics as well as the difficulty of ideas.

In another article, Hittleman\textsuperscript{9} has proposed that readability is a "moment" at which time the reader's emotional, cognitive, and linguistic backgrounds interact with each other, with the topic, and with the proposed purposes for doing the reading, and with the author's choice of semantic and syntactic structures all within a particular setting.

Those who attempt to measure readability seek to estimate the reader's understanding of that material as a function of the reader's language competence, the subject matter of the message, and the syntactic and morphological complexity of the message.
Those who attempt to predict a message's difficulty seek to use those characteristics of the material that will place it within a "continuum of selections" whose readability scores have already been established. The Cloze Procedure takes into account the interaction between the reader, the material and the reading situation. The estimates of readability are more reliable with the Cloze Procedure than through standard formulas. It is not only a predictor of readability but an accurate measure.

Cloze Procedure scores are percentages. Some way had to be created for translating them into meaningful scores of readability. Recent research has identified scores that represent a desirable level of performance on instructional materials that accounts for variables such as 1) the reader's learning, retention and transfer of information; 2) the reader's rate of reading and response; 3) the reader's preference for the subject-matter, style and difficulty of the passage and willingness to study it; and 4) the effects on the reader's self-concept and attitudes from having studied the material.

Readability scores varied depending upon the grade level of the readers and the purpose for which the material was to be used (textbook reading, reference reading, or voluntary reading).

One variation of the Cloze Procedure investigated by some researchers was comparing a reader's responses
against all responses placed in blanks by a criterion group.

The word "Clozentropy" was coined to describe the function of deeming a word correct to the degree that members of the criterion group agree it is correct. In this case, the tests are relative to a specific audience and messages can be matched to a particular audience.

When pupils read, they bring not only knowledge and understanding of content but also their anticipation and expectations of the purposes and objectives to the reading. Cloze tests are useful then because they actively involve the reader in the assessment of difficulty.

Robert Bortnick and Genevieve Lopardo presented a paper in favour of cloze tests suggesting that the cloze test is...

... preferable to other tests because it is the most psychometrically sound test available. A fundamental problem with most traditionally constructed tests is that it is difficult to determine whether a high score indicates good performance or simply an easy test. The cloze test is objectively derived directly from the written instruction in an operational manner; therefore, different test writers can produce reliable and equivalent instruments over the same material. This test eliminates the variance in test construction caused by the biases and idiosyncrasies of the individual test writer. Consequently, the difficulty of the test is directly dependent upon the difficulty of the written material over which it is derived, no matter who actually constructs the test.

Nila Benton Smith and Alan Robinson discuss other useful aspects of the cloze test. Since the objective of
the test is to find out how capable pupils are of making connections among ideas as they use the syntactic and semantic clues in the material. The first and last sentences are left intact and they may retrace their steps and erase whenever they wish. One may use this procedure to see how the pupil searches for meaning, what cues he or she uses, and in determining how to help some pupils make connections among ideas in and across sentences. This latter aspect of using the Cloze Procedure for instructional purposes will be discussed in a subsequent chapter.

All blanks in a cloze test are the same size to avoid space cluing. Some of the blanks can be filled in because pupils are aware of logical word sequence. Some may be filled in because of normal redundancy, and pupils are able to pick up semantic clues within the material. Other blanks can be filled in only when the learner has prior knowledge to bring to the material.

Smith and Robinson also suggest that, above 57 percent indicates that pupils can read the material on their own. Some teachers want to count synonyms as correct. Such a procedure is fine when closure procedures are used for instructional purposes. But for the evaluation of readability, stick to exact words. A body of research indicates that the counting of synonyms and all the problems involved in deciding on what is a synonym—does not improve the readability scoring significantly.12

Although some researchers found that the mean was higher on the cloze tests for the acceptable-word scoring method than for the exact-word method, the performance
pattern on the test was virtually the same. That is, if the subjects were ranked according to both sets of scores, there would be few differences in rankings. Furthermore, it has been calculated that the cloze-exact responses and the cloze-acceptable responses correlated at .97 (p < .001), indicating a nearly total overlap in variance (94%). These data suggest that there is little appreciable difference in information provided by the different scoring methods.

Another opinion about the value of accepting only exact replacements is given by Thomas Estes and Joseph L. Vaughn who indicate that it retains objectivity because it does not require a subjective evaluation of the subtle connotations of synonyms and secondly, that it allows a set of stable criterion scores to be used in interpreting the results.

Teachers and students often express scorn, disdain, and a few four-letter words for such seemingly arbitrary procedures. However, if synonyms were allowed to be correct, valid interpretations of the results would be all but impossible. It may help to mention that the rank order of scores rarely changes appreciably when synonyms are included as correct responses.¹³

They suggest that it may be advantageous to chart individual results in a format like the one that follows. This will allow comparison to criteria modified from the research of Bormuth (1968).
Cloze Test Results

<table>
<thead>
<tr>
<th>Material:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 60%</td>
<td>Between 40% and 60%</td>
<td>Below 40%</td>
</tr>
</tbody>
</table>

Interpreting Cloze Results

The difficulty of the material can then be determined by comparing the class average to the following set of criteria.

If the mean score is:

60% or higher
Easy for this group and will be on their independent reading level.

between 40% and 60%
Suitable for this group and is within their instructional reading level.

below 40%
Difficult for this group and will be on their frustration level

To summarize, the following guidelines may be helpful:

1. Count only exact replacements. Do not include synonyms.
2. Determine the percentage scores for each individual.
3. **Compute** the class average and compare it to the criterion scores.

4. Use the material appropriately or discard it as being unsuitable for that group of students.

When Edward Fry\(^{14}\) compared his Readability Graph (see Graph #1) and other methods with the Cloze Procedure, he found that the Cloze Procedure seemed to be the most accurate and made the finest distinctions. Comparing the rankings assigned by his method with those attained using the Spache Readability Formula, the Cloze Procedure and oral reading errors, he found that the method was excellent as a research tool, but all but impossible to use for practical purposes since a number of different passages have to be tested on the same group of children and over a period of time in which their reading abilities will change.

Rankin has conveniently summed up the advantages of the cloze test over presently available reading formulas:

In contrast to readability formulas, the cloze procedure measures readability directly from a person, not from material alone. It measures specific contemporary target groups, and thus it need not rely on norms established in the past. It measures readability in relation to a given background of experience and in a motivational context. Unlike many formulae, it is not fooled by long, easy sentences or short, hard words. It assesses language correspondence between the author and the target group. It reflects the redundancy in the passage. In so far as factors like organization and subtle elements of style influence comprehension, this is reflected in a cloze score.

Furthermore, cloze tests are easily constructed and scored.
Summary of the Review of the Literature

Other research on the Cloze Procedure will be summarized very briefly with a suggestion of the variations which were attempted. The source of this information was Eugene R. Jongsmo.

Fellenbaum (1963) increased context and deletions. Bormuth (1964) researched reliability in measuring comprehension difficulties and found that cloze exercises of less than 50 deletions are unreliable (consistent with Taylor's findings).

Greene (1965) deleted every twelfth word.

Heitzman and Bloomer (1967) and Weaver and Bickley (1967) explored selective deletions.

Gallant (1964) found that the use of substitute scores (responses which approximated, to a reasonable extent, the meaning of the word deleted and agreed in person and tense) decreased the efficiency and the objectivity of the scoring procedure.

Miller and Coleman (1967) used a weighted scoring system which included three points for exact replacements, two points for synonyms, and one point for the correct word class. Since the weighted score correlated .99 with the exact replacement score, the authors concluded that weighted scoring was not worth the time.
Thus it appears that the literature shows the scoring of exact replacements to be the most objective, efficient and useful scoring system to use.

Ransom (1968) compared cloze with an Informal Reading Inventory for students in first through sixth grade.

Weaver and Kingston (1963) concluded that "Cloze tests are related only modestly to the verbal comprehension factor." Bormuth disagreed with them because they included only selective deletions of structural and lexical words; subjects were highly select, that is, college students; the standardized tests showed unusual patterns of factor-loadings; and the cloze tests showed inconsistencies in their loading patterns.

Chall (1958) and Klare (1963) have defined three major aspects of readability: (1) legibility; (2) interest; and (3) ease of understanding or comprehensibility.

The greatest usefulness of the Cloze Procedure is the study of the structure of language. As Weaver has suggested, we are on our way toward developing differentials between the syntactic and the semantic, using the cloze procedure. If finally realized, this would be a major methodological achievement.

Schneyer (1965) stated that discussion of the reasons for selecting responses might be more effective than just checking for correctness.

Bloomer (1963) suggests that the Cloze Procedure has a positive effect on comprehension and college grades but that one is skeptical of the results of these tests.
The main advantage of the cloze tests is that they are sensitive to the conceptual difficulty of the material. Therefore, the Cloze Procedure has been coupled with the use of linguistic variables for a new approach to the study of readability.

It is only in the last few years that any research has been done using the Cloze Procedure to test for readability in a second language.

J. B. Carroll et al. commented,

An ability to restore text is somewhat independent of competence in a language as it is ordinarily defined. That is to say, we observe many people who are perfectly competent and literate in a language but who do not show facility in the special task of guessing what a missing letter or word might be.

If we wish to propose 'cloze technique' tests for measuring proficiency in a second language, it will be necessary to adjust for the individual's ability to perform 'cloze' tests in his native language.

J. Charles Alderson proposes five different procedures for scoring cloze tests in a second language:

1) the exact word procedure, where only replacement of the exact word deleted is allowed;
2) the semantically acceptable procedure (SEMAC), where any semantically acceptable word in a given gap is allowed;
3) the grammatically correct procedure (GRCO), where any replacement that is grammatically correct, even if semantically unacceptable, is allowed;
4) the identical form class procedure (IDFC), which allows any replacement which came from directly the same form class as the deletion;
5) the acceptable form class procedure (ACFC), where any replacement from an acceptable form class is allowed provided that it filled the same grammatical function as the deletion.
In his studies Alderson noted that

... no differences between deletion rates were
found when only identical items were considered, and
it is impossible to conclude ... that differences
in cloze tests are not due to the change in deletion
frequency as such, but simply to the fact that
different words are deleted by different deletion
rates. Neither native nor nonnative speakers were
aided in their ability to restore deleted words, or
a semantic equivalent, or a grammatically correct
word, by the addition, even the doubling, of context
around the deletion. 20

He also says that one may speculate that the exact
word procedure is a better measure of reading comprehension
abilities for native speakers than for nonnative speakers,
but says that it is not clear that this is so, or why it
should be. Possibly native speakers' greater experience
of and ease with the "bones" of the language - the lexis
and syntax - enable them to use distant relationships among
ideas in text more easily than nonnative speakers, who
might be held up to a greater extent by difficulties with
the language at sentence level.

He concludes that the results gained in cloze research
with native speakers can be extended to nonnative speakers,
making the appropriate allowances for differences in
difficulty and bearing in mind the lower intercorrelations
of scoring procedures with native speakers.

There are undoubtedly many more books and articles
dealing with this topic. However, these were either un-
available or overlooked unknowingly. What I have presented
in this chapter is an overview of the subject with which I will be dealing in my own attempts to determine the readability of the potential reading materials used in our French programme.
ENDNOTES


4Ibid., p. 198.

5Bormuth, p. 361.


51.
12 Ibid., p. 118.


15 Rankin, op. cit., p. 1.


18 J. B. Carroll, A. S. Carton and C. P. Wilds, "An investigation of cloze items in the measurement of achievement in foreign languages." A report on research conducted under a grant from the College Entrance Examination Board (Laboratory for Research in Instruction, Graduate School of Education, Harvard University, Cambridge, Mass., 1959).


20 Ibid., p. 116.
CHAPTER III

RESEARCH PROCEDURES

Before requesting permission to use the Cloze Procedure to test French reading materials city-wide, I decided to prepare a number of cloze tests to see if my own classes would be able to cope with them. Since the Cloze Procedure is rather difficult even in English, I wondered if the tests in French would be too confusing for the students learning French as a second language. I used the materials which were to be studied in my Grades 9, 10, 11 and 12 classes and a colleague's Grade 13 class and prepared several tests on each, according to Bormuth's outline.

Each test was approximately 250-300 words in length; each one started at the beginning of a paragraph of which the first and last sentences were left intact; and every seventh word was deleted up to fifty deletions. I chose to delete every seventh word instead of every fifth word because of the fact that there are many idiomatic expressions in French and only one word can be filled in. Thus, there would be less confusion for the students since many of these expressions would be left intact or perhaps only one word would be missing in the expression, thus maintaining the flow of the syntactic phrase.

53.
Each blank was the same length (15 spaces) to avoid space-clueing and students were asked to attempt to replace every blank with a suitable French word. Proper nouns were usually not deleted unless they were mentioned before in the passage. The students were given as much time as they needed for the forty-minute period allowed and were told that they could erase and go back as often as they wished.

After giving and marking several of these tests at each level, I chose the test which proved to be the median of the tests as the model for the ones to be used in the city-wide testing procedure. The results of the first set of tests were rather meaningless to me since I had not yet begun my intensive research into the Cloze Procedure. However, I felt that the idea was a sound one. My students seemed to like the challenge of the tests and especially enjoyed the ensuing discussions during the correcting sessions. A couple of the tests were used as an introduction to a short story and thus were used in an instructional manner. This aspect of the Cloze Procedure will be discussed at length in a subsequent chapter.

When I had received permission from the Research Review Board of the Windsor Board of Education to proceed with the testing, I approached our co-ordinator of languages for his suggestions. He agreed to speak to the various heads of the language departments in the city high schools about the proposed testing for readability of the
materials in the French programmes. He, however, had certain apprehensions. He felt that the Grade 9's should be excluded because they were already being tested in some other area. He preferred that the testing process be called a "survey" of the reading materials rather than a test so that the students would not feel that they were being tested. We decided not to do the semestered schools or those on a two-day cycle since they seemed to be pressed for time to finish their own courses. That left us five high schools whose teachers were willing to help us administer the tests. The procedure was carefully explained to them and appreciation of their time and assistance in having their students do these tests was expressed. However, in spite of the fact that it was not the students who were being tested but the materials, many of the tests which were returned had to be discarded from the final analysis because of the extremely high number of blanks left on the answer sheets.

All of the Grades 10, 11, 12 and 13 French classes in each of the five schools were given the tests twice—once in October and once in April. The tests which were given in October were prepared from materials which the classes would be using that year, but had not yet used, and the April tests from new or potential reading materials. Since as much data as possible was desired, the tests were answered on separate answer sheets and Data Processing
students were hired to type the answers on data cards. The tests and answer sheets were colour-coded to preserve the students' anonymity and also that of the schools from which the tests were received. All tests were put together and shuffled before being looked at.

A competent Computer Science graduate prepared the programme for the computer to calculate the results of the tests. We decided to discard the tests that had 50% of the deletions incompletely and, in order to save paper and computer-time, ran off only fifty student answers for each test from those remaining. Since a valid sampling can be procured from thirty or thirty-five students, the results which were obtained from these fifty students in each level would be sufficient for the purpose for which they were given.

The computer was to classify as "Frustrated" those tests whose results were below 44%; as "Instructional," those between 44% and 57%; and as "Independent," those above 57%. However, when the final data was produced, we realized that the total number of students had been included in the graph and thus it was not a valid analysis of the results. The results were again computed using only the fifty student answer sheets.

Upon examining the computer print-outs, many errors were observed; such as, the misplacement of columns of answers, typographical errors by the data-processors,
perhaps because of illegible handwriting; and another major problem which needs further discussion. This was the fact that even when marking these tests according to the exact-word process (see Chapter I), minor spelling errors are to be ignored. The computer, however, had not been programmed to allow for these minor errors and thus, far more "Frustrated" results were noted than should have been. Upon marking these computer print-outs manually, a more realistic balance was achieved. In future, I would suggest that anyone attempting a similar study not use as wide a sampling and mark them by hand rather than by computer. The students themselves appeared to have difficulty using a separate answer sheet instead of just filling in the blanks on the original test. The separate answer sheet is easier to mark, but does not allow the students to see the completed passage. Psychologically, the idea of "closure" needs to have the blanks filled in in the original deleted passage.

Some of the teachers told me later that the students were very frustrated taking these tests because they did not find out how they did; because they did not receive any credit for doing the tests; and, although they were told that 45% was acceptable, many of them were disappointed that they were unable to complete every blank. It was stressed that the material was being tested, not them, but this did not make them feel any better.
The teachers were given the answer sheets so that they could discuss the answers with their students, but most of them felt that just giving the tests was enough time taken out of their own curriculum. One can hardly blame them, since it is difficult to appreciate the value of such a study unless one is interested in it and understands all the ramifications.

I am hoping to produce a set of cloze tests which will be useful to teachers and which will save them valuable time in future selection of reading materials for their classes. It is too late to change readers in the middle of a term or a semester when a teacher finds that it is too difficult or too easy for the class. If a one-period cloze test on that material could be administered as an introduction to the reading material, it would serve a dual purpose. It could whet the students' interest in the reading selection, especially if a group discussion is held and answers compared; (sometimes the students' choice of word seems better than the author's); and, it would enable the teacher to see at what level the story or novel should be placed - instructional or independent. If most of the students appeared to be frustrated by the opening selection of the material, perhaps it could be delayed or replaced altogether.
I would like to include at this point a sampling of comments which I received from some of my students about the cloze tests.

Student A: My opinion on these tests is that they are not too bad. I learned a few new words from these tests. When I write them, I think they are stupid, but in fact, they're far from stupid. Also, from the writing of these tests the book which it came from sounds pretty interesting.

Student B: Often I knew which word was needed but not its French translation. I could express myself by rewriting the sentence and using a synonym, but the survey does not allow this.

Student C: I felt rather bored. All of the blanks that I could fill were filled in the first twenty minutes, and the rest of the time was spent attempting to fill the others. I could understand most of the story, but at times I couldn't figure out a word or phrase. The biggest problem was knowing what word was needed to fill the blank but being unable to remember it or find it elsewhere on the page. This causes a slight sense of frustration. It is difficult to concentrate or think up to one's potential due to the fact that it is anonymous (sic) and doesn't effect (sic) one's marks and the fact that one never knows the mark.

NOTE: I have since given them an opportunity to see how they've done and to discuss the answers once I realized how necessary it is to their sense of completing a task. When a "test" is written, one wants the results; ergo, the results should be given to them.

Student D: It was interesting. I like doing this even though I really didn't understand it. I couldn't follow the story. However, I would like to do it again. Half the answers I put down were extremely ridiculous.

Student E: It was difficult to follow the story at first. After I filled in a few words, it became easier. Sometimes I was frustrated and gave up. I wish
I could have been told what the story was about, then I would have had a better idea of what type of words to use. I guess that would defeat the purpose.

Student F: This was very difficult for me to do. I understood most of it, but my vocabulary was not very good. I could not think of how to say it in French. This is very good practice though for everyone. We should do it more often. This helps me too (sic) understand a little more.

Student G: While I was writing this I felt sort of loose, not intense the way I usually write a test because the test had no importance to myself personally. If the test had counted, I might have done a bit better.

The above comments were included to point out the students' reactions (these selections were typical) to doing the cloze tests as well as enabling us to read between the lines and see that the students do realize the techniques involved in reading a short story or a novel. Such expressions as "follow the story," "learning new words," "using synonyms," "understand or comprehend the story," "find the word elsewhere on the page," "type of words to use," "good practice," "felt . . . loose" speak volumes about the attitude and aptitude of the students. Since the students who assisted us with these tests were all in the Advanced Level French programme, there is a certain innate attitude and aptitude since these students have chosen to continue in the French programme and have been able to continue in the Advanced stream. The General Level (or 4-year) students were not included in the survey at that time since only three schools had General Level French
students. Our own school at that time was just re-introducing the General Level.

Now that more and more students are pursuing their study of French at the General Level and almost all the high schools have included it in their curriculum, a study of the reading materials for readability for these students is imperative. As an addendum to my research, I plan to examine the materials available for the General Level student and also what may be available for the upcoming Basic Level student since, in these courses, interest and personal success are so vital.

Results of the Study

If one examines the computer findings of a random sampling of 50 of the cloze tests which were completed by the students of each level of the Advanced French course (Grades 10 to 13) at two points in the school year, some interesting conclusions can be made.

Beginning with the Grade 10 results of October (see Appendix B) we see that the average mark out of 50 is 14.3. There were 9 at the Independent Level, 13 at the Instructional Level and 28 at the Frustrated Level. Since 56 per cent of the students appeared to be frustrated with the test on this material and only 26 per cent were at the Instructional Level, several conjectures can be arrived at; namely, the material is too difficult for this level or the test itself was too difficult. These ideas need to be
tempered, however, with a little rational thinking. These students in Grade 10 have done little or no reading of a lengthy nature thus far in their French programme. They have read short paragraphs, dialogues and perhaps short stories. This cloze test was prepared from a fairly lengthy novel of 75 pages which involves mastering vocabulary which they have not seen before and sustaining their interest for several paragraphs instead of only one. I feel that the second test in April gives us a better idea of the readability procedure. In April, the students, of course, are more experienced in French syntax and have at their command a larger vocabulary and control of structures. The results of the April test with 48 per cent of the class at the Independent Level, 40 per cent at the Instructional Level and 12 per cent at the Frustrated Level indicate that this material could perhaps be studied a little earlier in the year or could be used as Supplementary Reading with one-half of the class. It could also be assigned as a project in which the better students could read it with the poorer students since it could benefit the good students as well as the poorer students.

Let us say that a teacher of Grade 10 Advanced students wanted to begin reading either of these two books, Aventure en Gaspésie or La Maison Hantée. The cloze test could be given at the point at which the teacher thought the
reading should begin and the results of the test would 
indicate whether the class was ready to read the material 
and/or if the material was suitable for that particular 
class.

I believe that the reading materials should not be 
introduced arbitrarily in a course of study. Because it is 
suggested that a Grade Level read a certain book and it is 
placed on the course outline at a certain point, it is not 
absolutely necessary that the teacher introduce it at that 
time. Some classes are ready to read novels earlier than 
others; some should wait a little longer to begin. Each 
class should be treated individually and, it is to be 
hoped, each student can be given some individual considera-
tion. These tests which I gave were merely a rough tool 
to give us an idea of whether some finer instrument of 
measurement derived from these tests and kept up-to-date 
could be used to help the teacher assess the reading 
materials which are to be used in the classroom.

To continue examining the results, it was found that 
the Grade 11 October tests showed 4 students at the 
Independent Level, 27 at the Instructional Level and 19 at 
the Frustrated Level. These results would indicate that 
this might be a good point at which to begin reading this 
novel. Since *Aventure à Oakville* is a continuation of 
the novel *Aventure en Gaspésie*, the characters are known to
the students (if they have, indeed, previously studied or at least read the other novel) and the author's style of writing is familiar even though it is more difficult material. The students do not necessarily need to have read the other book since each novel is a complete story with the same main characters, Michel and Suzanne, one year older at the next grade level and with more mature adventures and romantic feelings. I feel that this novel could be read at any point in the Grade 11 course, generally speaking. Once again, though, it depends on the aptitude and attitude of the individual class.

The second test in April gave us 15 students at the Independent Level, 19 at the Instructional Level and 16 at the Frustrated Level. This test was made up from a short story taken from an Anthology of short stories, Histoires de Nos Jours.5

When such a distribution as mentioned above is found, an instructional approach could be taken which would challenge those who can read the material easily but encourage the students who have difficulty reading it. When the material is presented to the class, the better readers could read aloud and perhaps ask simple questions so that the poorer students could follow the ideas in the story. This technique of having students question their peers works very well in a situation such as this.
Also, the teacher may choose to have the better readers read something of a little more difficulty on their own while the other students study this story together. Different approaches to the same story or using other material can thus be implemented if the class is given a cloze test before the material is started with the whole class.

The October Grade 12 test was taken from an Anthology of short stories, epigrams, and very short humorous anecdotes entitled Nouveau Style. The story chosen was one of the more difficult passages and, as the results indicate, could be used instructionally at this point or kept until later in the year or semester. There were 8 tests that indicated the Independent Level, 20 that indicated the Instructional Level and 22 that indicated the Frustrated Level.

The April cloze tests were taken from another Anthology, Histoires de Nos Jours, which is normally used in the Grade 11 course. The story came last in the book. The results were surprising since there were 9 tests at the Independent Level, 10 at the Instructional Level and 31 at the Frustrated Level. Even though the story was written in the present tense and the passé composé, the students seemed to have difficulty with the deletions. Perhaps they were expecting to have to use more difficult vocabulary and the subjunctive mood since the stress in
Grade 12 is the use of the subjunctive. Sometimes students are "thrown" by easier material when they have become accustomed to using more sophisticated structures and vocabulary. The irony in the story also made it more difficult to follow.

The October Grade 13 test was taken from the Grade 13 textbook used in our school, En Bonne Forme, which contains a good number of reading selections taken from some of the great French authors.

The results showed 11 students at the Independent Level, 12 at the Instructional Level and 27 at the Frustrated Level. The fact that more than 50 per cent of the class was at the Frustrated Level indicates that this material should be used later in the course, and indeed, it was found in Chapter 16.

The April test was taken from Le Petit Prince and showed 11 students at the Independent Level, 13 at the Instructional Level and 26 at the Frustrated Level. These corresponded almost identically with the October results even though the tests were not those of the same students, but were chosen at random from the total given.

One of the conclusions at which I have arrived after studying the results of the tests is that a person should do a great deal of research about reading and cloze-testing before attempting to make up these tests. I, personally, knew just the basics before I made up and gave these tests. The results of the tests are not completely
valid in my estimation because there were too many variables involved. If I were to do this type of research again, I would not use as wide a sampling and would try to ensure a more controlled situation for the administration and marking of the tests. With the new word-processors and more sophisticated computers, these tests could be easily prepared, written and marked with immediate results. Too much time has elapsed between the preparation, administration and scoring of these tests for any results to be useful to those participating in the testing procedure. However, the instrument (the cloze test) can be improved and perhaps can be put on the computer diskettes to be administered when the teacher sees that it is appropriate. I would like to undertake such a project in the very near future.
ENDNOTES


CHAPTER IV

CLOZE FOR INSTRUCTION

It is possible to use the Cloze Procedure as a teaching device rather than for diagnostic purposes only. For this, a teacher will select a passage which is felt to be of interest to the class. A cloze test is prepared according to Bormuth's directions, but this can be varied according to the nature of the material, the competencies of the students, and what you are attempting to teach them.

To correct the test, group discussions can be organized and a polished copy produced with the best words for the deletions. During the discussion, critical thinking is expressed as well as a discussion of style and tone. This permits the students to learn from their peers. They can also see the shades of meaning that words can carry in a specific content.

Donald Moyle suggests,

Cloze Procedure, though developed as a device for measuring readability, can be a most useful teaching device. One group of students can prepare material for another by counting out every tenth word and covering it with masking tape. The students try first to fill all the spaces individually. Having done this, they come together in a group and compare their answers, discussing the ones on which they do not agree. In this discussion they will have to explain why they reached the conclusion they did and this encourages reading with anticipation and a questioning attitude. Finally agreed-upon responses are compared with the author's original word. Where differences occur, they may be synonyms.
and students can reflect on the appropriateness of their word compared with the author's. This in itself leads to an appreciation of style.²

He also says that where the word the students found was incorrect, they have to review whether they asked the right questions in order to fill the space, whether they understood the idea being expressed, and whether they had made use of all the contextual cues available.

The contextual cue is a powerful word recognition strategy which is most often employed by the efficient adult reader. The Cloze Procedure lends itself to instruction in the use of contextual cues and can be used to teach other aspects of the reading programme such as word analysis, vocabulary development, and knowledge of structure. These aspects of reading are useful to those reading English and essential to those reading a second language.

Students should read the whole passage to make maximum use of redundant information and contextual cues. Asking students to offer reasons for their choices encourages an understanding of the structure of the language and provides the teacher with a considerable amount of information about the instructional needs of the students.

By means of discussion and direct instruction, the teacher helps students to decide which responses are acceptable and which should be eliminated. Reasons for acceptance or rejection are discussed. The passage is then compared to the original undeleted passage. The group
should focus on whether meaning is affected by the acceptance of certain responses. The teacher then points out cues which immediately surround the blank as well as those appearing at the beginning, middle, or end. The strategies used in completing cloze passages will help them in their independent reading and they need opportunities to apply and practise these strategies.

According to Gwennéth Rae and Thomas C. Potter,

The cloze test has been extensively utilized as a technique in teaching and readability research and as a means of determining a child's ability to comprehend printed material.

. . . The child must write in the exact word; a synonym is not considered correct, even if the alternative makes sense. The interpretation of the scores (or percentage of correct answers) obtained has been the subject of considerable research. If 44 percent of the answers are correct, this score appears to be equivalent to a 75 percent score on a conventional multiple choice comprehension test. This score represents the instructional level. The independent level of 90 percent on a multiple choice test is equivalent to 55 percent on a cloze test.3

They also say that those who have used the cloze test maintain that this technique taps more than comprehension levels. They see the test as defining the reading act-by measuring the degree to which the language patterns of the author and the reader coincide. Using this definition of reading, they suggest, it may be possible to measure how well a child understands any material we wish to use in the curriculum, whether or not we have "grading" information on it. They have also discovered that most children find cloze tests challenging and fun - a puzzle rather than a test.
This makes their frequent use possible without the children becoming frustrated.

Wilga Rivers comments about the use of cloze tests in the foreign-language classroom:

In a cloze test, the native speaker projects expectations about the development of the message. The foreign-language learner has also to think carefully about grammatical detail. . . . The cloze procedure provides an interesting and thought-provoking exercise which trains the student to look carefully at all structural clues and to range around within a semantic field for related concepts. It is good preparation for careful reading and a useful overall written test.

Having done a great many of these tests myself, I find that they are never boring or the same and that every one poses a challenge. They do have a tendency to make you read more carefully and also to seek for clues to meaning instead of immediately looking up an unknown word in the dictionary.

Another good point about the Cloze Procedure is the fact that it has a framework which is much closer to normal language than conventional multiple choice tests and thus it is useful for reinforcing grammatical features at required points in a sentence. In the ensuing post-test discussion, certain points of grammar which may have been poorly understood by the students when they were first introduced to them are reviewed in context and explained once again. This reinforcement will often clear up problems before they are magnified. It is also possible for the teacher to control structures students will use.
Rivers also points out that,

Benamou suggests the cloze procedure for introductory courses in 'literature' for developing sensitivity to the author's choice of a particular word in preference to other semantic alternatives. He says, 'Ce procédé concerne à la fois la structure et l'écart. Il y a structure quand on peut fermer sans effort un texte incomplet: la pression du contexte seule suffit à remplacer l'élément manquant. Le tout est de comprendre l'organisation structurelle de l'ensemble. Il y a écart lorsque ce n'est pas la fermeture attendue, mais un élément inattendu que l'auteur a choisi à ce point du message. Ici, l'écart entre ce que le lecteur attend et ce que l'auteur a dit fournit une mesure du style.'

To translate freely what Benamou states so eloquently in French is that this procedure concerns structure and a departure from the commonplace at the same time. There is structure when one can complete effortlessly an incomplete text; the pressure of context alone suffices to replace the missing element. The main thing is to understand the structural organization of the whole passage. There is a shock when it is not the expected completion, but an unexpected element which the author has chosen at this point in the message. Here, the difference between what the reader expects and what the author has said supplies a certain amount of style.

This I have found to be very true in many of the cloze tests which have been given to the students. They seem to have learned French in a repetitive way and tend to associate certain adjectives with certain nouns. If a new or unusual adjective is used it seems to disorient them and they are unable to accept the revised words together.
Many of the clichés are similarly difficult to rephrase for them since these have been repeated for and by them for so many years. To help them to personalize their use of the language, it is essential then that they look at the ways in which the authors combine words and phrases to make them sensible and comprehensible but also unique and interesting.

I found Eugene Jongsma's work indispensable when researching the use of the Cloze Procedure as a teaching technique. He organized and synthesized most of the literature which could be found on cloze for instructional purposes and offered suggestions for future research. He isolated several weaknesses which have been characteristic of many of the studies utilizing cloze as a teaching technique. These are as follows:

1. Lack of direct teaching and over-reliance on pupils' completion of exercises alone;
2. Lack of a lucid definition of the problem;
3. Weak experimental designs;
4. Measurement problems which interfered with true assessment of growth;
5. Inadequate description of studies.

His recommendations for future studies were,

1. Development of teaching strategies be they teacher-pupil, small group, or whole class in nature;
2. Investigation of presentation methods which can vary as follows: students complete cloze exercise; students complete cloze exercise and answer multiple-choice questions; read intact passage and complete cloze exercise; complete pre-cloze exercise, read the passage and complete post-cloze exercise;
3. Use of shifting scoring methods wherein grammatical class responses, synonyms, and later exact replacements are requested;
4. More intense and longer studies;
5. Statement of specific desired outcomes;
6. More attention to the choice of deletion systems;
7. Use of cloze in areas such as context clues, vocabulary development and content reading;
8. Less attention to experimental-control comparison and more to factorial designs;
9. More attention to randomization;
10. Better measurement procedures;
11. Adherence to guidelines when reporting research.

It has become increasingly important for content teachers to be aware of reading problems or inadequacies in their students. According to Mabel Smedaker and Ernest Horn,

One result of the growing realization of the importance of relating training in methods of study to the specific needs of each field of the curriculum has been to place the responsibility for the efficient study of a subject squarely upon the teacher of that subject. In effect, every teacher becomes a teacher of reading. Such a plan has distinct advantages, not only for motivation of drill in reading skills, but also for guidance in the application of the skills to specific fields.

Since students have been taught oral French from the early grades and associate meaning with aural recognition of words and phrases more than the visual for so long, it is necessary that teachers of French or another second language in the high schools acquaint their students with the necessary abilities to comprehend the written language as well as the oral-aural.
D. D. Hammill and G. McNutt tell us,

... it would appear that methods of teaching reading that emphasize written language would be more effective than methods that emphasize oral language.

... the relationship between meaningful speaking and reading is less useful than many professionals believe... oral expressive language is not related to reading performance although aspects of oral receptive language are minimally related. There is a very strong relationship between written expressive language and reading, a low relationship between oral receptive language and reading, and practically no relationship between oral expressive language and reading.9

The above quotation leads me to believe that a student must become familiar with many different types of written language in order to improve his comprehension and reading ability in a second language. Not only should he be exposed to narrative writing but also to newspapers, magazine articles and even technical language. In this way, his ability to read a second language is improved and becomes an integral part of his life which he may be able to use in a practical way or regard as a life-skill which he has acquired and may draw upon later in life. One often does not know how he will use skills which he acquires as a young person.

Florence Steiner says,

Reading is in many ways the most crucial of the skills, for it is a major vehicle to further learning... In the early stages, the student should read primarily for comprehension. He should also be encouraged to read aloud so that he hears the sounds correctly. He should then be led into reading for accuracy. As soon as possible he should be taught to read for information.10
Most of these stages in improving the students' reading skills can be reached readily by using the Cloze Procedure for instruction. His comprehension of the material improves as he strives to complete the deleted sentences and realizes that the natural redundancy in any literature or article allows him to understand the printed material without having to resort to a dictionary each time he encounters a word which is unfamiliar to him. When he reads it aloud often he will realize what word is needed from the sound of the phrase. His reading becomes more accurate since he must be aware of the idioms and the syntax of the material. Reading in a second language is more difficult than reading in English because of the inflection and agreement which are required. The grammar and especially irregular verb forms sometimes cause problems when a student attempts to read a second language.

Steiner again reflects,

As our student population changes in foreign language classes, so, too, must our materials change. We must select some materials for the poor reader, others for the gifted one. Instead of embracing a single set of materials, the foreign language teacher of the future will need to become an expert on available materials. Meeting student interests will become a prime concern as we select a variety of resources, and we will select these resources to help us meet our objectives.

Using a cloze exercise to teach the materials enables a teacher to diagnose difficulties or superior abilities of students before proceeding with the reading for an extended length of time. If the teacher realizes
that some students are overwhelmed or frustrated by the material while others find it easily comprehensible, a compromise can be reached in which she can work more individually or at a slower pace with the weaker students and assign an enriched approach to the material to the stronger students.

Sometimes the material can be replaced by another which is deemed more appropriate when a cloze test indicates that it is on the instructional level of the majority of the class. Until the tutorial system of the Middle Ages is re instituted, we must realize that there will always be a few students in our classes who are not capable or who are over-capable of being properly instructed in a group situation. Again, these students' needs can be met by individualizing the reading programme and allowing them to read materials which they can enjoy at their level. With a little supervision of their reading by the teacher, these students can feel a sense of accomplishment and enjoyment rather than utter frustration.

One of the most recent and enlightening articles which I found in my research was written by Eugene Jongsm a who believes that cloze exercises are not, by themselves, a complete instructional treatment but he attempted to find out which variations serve which purposes best for which students. Three of the features of this review are the clarity and brevity of the summaries; the good organization;
and the offers of challenges instead of conclusions. During his analysis of the literature, he observed a definite trend in that more and more researchers are using cloze to teach subject matter content or reading in the content areas.

He tells us that,

Two studies explored transfer effects in foreign language instruction. Binkley (1975) found that cloze training with German passages did improve reading ability in German but did not significantly increase performance on the Nelson-Denny. Grenewald (1974) found no significant difference on a French cloze test between students who received instruction on French cloze passages and those who received training on English cloze passages. 12

From many of the studies which he researched he speculated that training in general cloze materials does transfer to the reading of specific content materials while cloze instruction in specific content materials may result in improved ability to read similar materials but is unlikely to raise general reading ability. He suggests that transfer effects are an issue worth exploring in future research.

Another point he makes is that there are indications that many researchers may have used materials that were too difficult for their students. Working a cloze exercise is a difficult task and researchers should therefore be more cautious in matching cloze instructional materials with their students' abilities. He also found that cloze instruction has been strongly successful, moderately
successful, and unsuccessful at all grade levels. Overall, he tells us, with respect to reading ability and effectiveness of cloze instruction, the research consistently indicates that cloze instruction is no more/no less effective for particular levels of reading ability nor are certain types of cloze formats better suited for particular learners.

Another aspect of the instructional use of cloze is the presentation to students. Since there are so many different ways of using the Cloze Procedure, it is difficult to judge its effectiveness without considering the particular ways in which it was used.

Some of these features are discussion, grouping, sequencing, and length of instruction.

Contrary to logical expectations, he found that studies that have specifically tested the effects of discussion have consistently proved that cloze instruction with discussion is no more effective than independent completion of cloze exercises. Some researchers did find that cloze instruction with discussion was successful but for the most part, it was found that discussion as a research variable is rather nebulous. He states,

Effective discussion depends upon many conditions; such as the teacher's ability to recognize syntactic and semantic clues to cloze replacements, the ability to communicate those clues to students, students' abilities to perceive and internalize those clues, and probably a host of other conditions. It's impossible to judge the quality of discussion from written research reports.
However, he does concede that the literature seems to suggest that cloze instruction is likely to be more effective with discussion than without it. He also points out that Culhane’s study (1972) found teacher-led discussion following cloze exercises to be significantly more effective than student-led discussion. He also indicates that at this point there is no empirical evidence to suggest that one type of grouping arrangement is more effective than another for cloze instruction. From several researchers’ efforts, it was found that cloze instruction which is carefully sequenced, for example in length and difficulty, and adjusted to the reading abilities of students, is more effective than the undifferentiated use of cloze exercises.

With reference to length of instruction, the conclusion seems to be that the quality of a cloze instruction programme is more important than its length. The research also does not give any firm evidence as to the minimum length needed before cloze instruction is effective.

It was also discovered that the deletion system that is used has little or no differential effect on instruction. Apparently, modified cloze formats such as the retention of specific letter clues do not alter the effectiveness of the basic procedure.

In analyzing deletion strategies, he states,

In summary, it appears that selective deletion systems aimed at particular contextual relationships are more effective instructionally than semi-random
deletion systems such as every-nth word or every-nth noun-verb. Of course, theoretically, cloze has been built on the notion of semi-randomness and this notion has held up well, particularly in readability research. However, for instructional purposes, selective deletion systems seem to be more effective.\textsuperscript{14}

When he analyzed scoring methods, he found that when the Cloze Procedure is used for testing comprehension or assessing readability, the preferred scoring method is to count only exact replacements. However, when used for instructional purposes, teachers have been encouraged to accept synonyms as well as exact replacements.

One noteworthy researcher was mentioned as having examined the linguistic changes in cloze responses that result from cloze instruction. Martínez (1978) analyzed replacements for syntactic acceptability (Does the response change the syntax of the sentence?) and semantic acceptability (Does the response change the meaning of the sentence?). She found that students receiving cloze instruction improved significantly in both categories. Interim testing also revealed that syntactic acceptability improved more quickly than semantic acceptability.

Jongsma\textsuperscript{15} says that these studies suggest that syntactic and/or semantic scoring systems may be more sensitive to changes that result from cloze instruction than exact replacement scoring or conventional comprehension tests. This, he says, would have implications for the evaluation of cloze instruction. The literature offers no
clear answers as to which scoring method should be used during the actual instructional process. He mentions that common sense would suggest that if cloze is used for instructional purposes, synonyms or semantically acceptable replacements should be encouraged, but there is no research evidence to support this belief. He also suggests that it should be recognized that synonym or semantic scoring lacks the objectivity and reliability of exact replacement scoring. However, objectivity may be less important in teaching than in testing.

One of the major observations derived from the literature is the broadened definition of the term "Cloze Procedure." As originally conceived by Taylor (1953),

the Cloze Procedure relied on the semi-random deletion of whole words. By deleting every n-th word, the odds were that the types of words deleted, for example lexical or structural, would balance out over an entire passage. In the past ten to fifteen years of cloze instruction research, that definition has been used to refer to the deletion of individual letters within words, groups of letters, individual words, phrases, clauses, and entire sentences. In addition, the deletions often have been made systematically, not randomly, in unrelated sentences rather than continuous prose. One may ask "When does a fill-in-the-blank test cease to be a Cloze Procedure?"
One answer could be "What difference does it make, or who cares what it's called as long as it works?" However, this may lead to acceptance of faulty assumptions. The issues of validity and reliability which have been established through the collective efforts of researchers following uniform procedures may be sacrificed. These experiments with modified formats will not possess the same psychometric properties as traditional cloze. Future research needs to examine particular features of cloze instruction, not simply compare cloze teaching with conventional methods of instruction.

An analogy by Jongsma concerning the use of selective deletions which are focused on particular contextual relationships as having a greater instructional effect than random deletions is very appropriate at this point. He says,

Suppose one wanted to improve his/her tennis game. One way of doing so would be to simply go out and play lots of sets of tennis under game-like conditions. A second approach would be to practice (sic) on selected aspects of the game, say the serve, backhand, or the volley in contrived non-game-like situations. Working random deletion cloze exercises is somewhat like playing sets of tennis. Some shots are easy, others are difficult. It's also difficult to predict, before a set begins, what aspects of your game will be tested the most. Working selective deletion exercises, on the other hand, is like practicing selective aspects of your game. Eventually, of course, those selective aspects must be combined into a unified whole.17

Cambourne (1977),18 in his research with selective deletions, discovered differences between good and poor readers' results which led him to infer five specific
reading abilities or processes that are needed to do well on cloze tasks. Those five are as follows:

1. Ability to refer back into the text to find a clue to meaning.

2. Ability to refer ahead in the text to find a clue to meaning.

3. Ability to use real world knowledge - the network of meanings and relationships already known about the topic or story being read.

4. Ability to use cumulative and logical build-up of story-line, i.e., monitoring the story/topic line to enable logical predictions.

5. Ability to use letter clues.

To summarize briefly, we see that it is possible to use the Cloze Procedure as a teaching device.

The contextual clue is a word recognition strategy most often employed by the efficient adult reader and young people can be helped to adopt this and other methods to improve their reading abilities by discussion of cloze exercises.

The cloze test measures comprehension, reinforces grammatical structures and idiomatic expressions in a second language in context, and encourages appreciation of an author's style. Although there are weaknesses in the techniques used when applying cloze as an instructional technique, there are many things that can be done to remedy these inadequacies. Content teachers should also be teachers of reading and can use the Cloze Procedure to assist students to read better in any subject-area.
Students should be exposed to many varied types of reading in order to broaden their reading abilities. Materials should also be graded according to their readability so that any student can achieve a measure of success in his reading endeavors. Diagnosis of the students' abilities can also be made by using the Cloze Procedure.

There is room for further study about transfer effects of cloze-training in general cloze materials to reading specific content materials. Cloze materials should be matched to students' ability so that they will not be frustrated by material which is too difficult. The presentation to students may include discussion, grouping, and sequencing but all of these are effective only if the teacher is knowledgeable about their use. Quality of testing is more important than quantity or length of time spent on the testing.

For instructional purposes, selective deletion seems to be more effective than random deletion and acceptance of synonyms instead of exact-word replacements more useful in scoring the tests since objectivity is not as important in instruction as in testing readability of materials.

The use of selective deletions focused on particular contextual relationships has a greater instructional effect than random deletions.

Students' reading abilities can thus be improved by the judicious use of the Cloze Procedure in the instructional process.
ENDNOTES


5 Ibid., p. 284.


7 Ibid., p. 124.


11 Ibid., p. 16.

13 Ibid., p. 15.
14 Ibid., p. 17.
17 Jongsma, op. cit.
CHAPTER V

CONCLUSION AND RECOMMENDATIONS

FOR FURTHER STUDY

In the previous chapters, I have discussed some of the aspects of cloze testing including its use to test the readability of materials and its use for instructional purposes. My main objective was to see if it could be used in the French programme to assess the reading materials for their appropriateness for the students. However, as I began using it more often with my own students, I could see its value as an instructional aid as well. To introduce a novel or a reading selection of some length, a cloze test could be prepared to whet the students' interest and make them want to find out more of the story. The students' reaction to the test also gave me some insight into their attitudes towards reading and also their sense of inquisitiveness and desire to try something different and challenging as well as their reading ability.

After we discussed the correct answers to the test, some students felt a sense of achievement when they were able to complete more than just the required number of blanks correctly to obtain the Instructional Level. Those students who were at the Frustrated Level were helped to
see why they made mistakes during the class discussion which followed the test.

Very recently, I prepared an English cloze test for my Grade Eleven class which is comprised of over thirty, rather intelligent and enthusiastic students. I wanted to compare their ability to write a French cloze test with their ability to do so in English. During class one day, I explained the Cloze Procedure briefly to them, emphasizing the fact that I was testing the readability of the material, not them. I purposely chose a paragraph entitled "The Reading Skill" from a book written for teachers, Teaching Foreign Language Skills by Wilga M. Rivers. I thought that this passage might be a little difficult for the students but it did not contain any English words which they did not know. The language was straightforward and the passage itself was instructive. (See sample test, p. 96.)

The results of this test were set aside until the French cloze test was given the next day. For the purpose of this study, the students agreed to sign their names on the test so that the French test could be compared to the one in English. When I marked the two sets of tests, I found a remarkable correlation between the two as shown below.

Because the English test was written for a level of reading ability far above the level at which most of these students are, at present, even in English, we can perhaps
<table>
<thead>
<tr>
<th>Language</th>
<th>Below 44%</th>
<th>Between 44% and 57%</th>
<th>Above 57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>15</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

deduce from this that the students do not read French with a great deal of facility and need a certain amount of help from a teacher. They should progress from material which they can read without a sense of frustration to a more challenging story or book.

The French cloze test which I gave them was the same as the October Grade XI test done in the original research testing. Those results showed 5 students at the Frustrated Level, 27 at the Instructional Level and 19 at the Independent Level based on a random sampling of 50 students drawn from 5 Secondary Schools in Windsor.

The results of the French cloze test made up in 1980 and given to students in the non-semested schools were very different from those obtained on the test when I gave it to my own class in April, 1984. There were 30 students who took the test (3 were absent) and of these, 15 were at the Frustrated Level, 12 were at the Instructional Level and 3 were at the Independent Level. The percentages in order to compare the two would be 50% of my class at the Frustrated Level compared to 8% of the research results,
40% of mine at the Instructional Level compared to 54% of the subjects in the study and 10% of mine at the Independent Level compared to 18% in the research sampling.

<table>
<thead>
<tr>
<th>Results of the French Cloze Test</th>
<th>Grade XI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 44%</td>
</tr>
<tr>
<td>1980</td>
<td>8%</td>
</tr>
<tr>
<td>1984</td>
<td>50%</td>
</tr>
</tbody>
</table>

Since the majority of the students in my Grade XI class are at a good level of achievement in French after two months of the second semester, I was disappointed in the results of their test. However, I have discovered that semestering does have its disadvantages in teaching a second language. Some of the students have not had any French since the first semester of last year and have had very little reading up to this point. Their retention of idioms and vocabulary has suffered as well. Because there are so many structures, verb tenses and new vocabulary to be taught in the Grade XI course and if the course is taught as it should be entirely in French, very little time is left in the semester for reading a novel or many short stories. In our course, we also use a film series entitled Toute la Bande which portrays French culture as experienced
by an exchange student from Dakar who lives with a French family for one year. The students watch the films and discuss in French the differences and similarities in our two cultures. We do read the script after the film but it is in the form of dialogue, rather than continuous prose. We also spend time doing oral presentations and role-playing. To assign a novel or even a short story to be read at home would be futile since students do not have (or take) the time to read even in English. I also do not want to frustrate them completely or have them get into the bad habit of looking up every unknown word in the dictionary. Most of the students at our school work after school and on weekends. This allows them very little time for reading as well as doing the necessary homework.

Recommendations

I would recommend that a researcher attempting to do a study of this type have the time available to administer the tests himself since it is necessary that the testing procedure be explained carefully to the students involved. An objective viewpoint is also essential so that the time allotted is the same for all the testing and the students are encouraged to fill in every blank. Even though the tests are anonymous and colour-coded according to Grade level—only, a teacher giving the test to his own class on behalf of the researcher may wonder whether his class is
being compared to others and thus, a certain amount of subjectivity creeps in. I do not feel that this was the case in my testing, but it could occur in other situations.

Another recommendation that I would make is that the tests be scored by hand and that the answers be written in the blank right on the page rather than on a separate answer sheet. The idea of closure involves physically closing the gap as well as mentally doing so, thus making it rather important that the students write the missing word on the test itself. With a cloze testing programme produced for a computer, both taking the test and marking it would be simplified. Also, if a handbook for teachers of a Second Language which contained copies of cloze tests for the reading materials of each level and grade were available, it would help the teacher to individualize the reading programme for his own classes. As mentioned at the end of Chapter III, I hope to work on just such a handbook for the Secondary French teachers.

I have found that students in my General Level Grade 9 classes (some of whom have been "diagnosed" as having a Third Grade reading ability) have enjoyed reading French and have become very proficient at it, since we progress from simple to slightly more complex readers on a fairly individual basis. The Cloze Procedure enabled me to discern individual students' reading ability.
In the near future I would also like to work at producing some cloze exercises on computer software so that students can practise this technique individually at their own speed. I believe that this would enable them to become better readers. It would definitely make them more aware of the language processes and would be enjoyable at the same time. The software with cloze exercises might help the students at the General and the Basic Levels of French to improve their ability to read and comprehend the French language.

My final recommendation would be that teachers of all subjects become familiar with the Cloze Procedure and use it to test both the textbooks which they are using to see if the language is at the right level for their individual classes and also to see if individual students have the ability to read and understand what is being said in the text of the book.
SAMPLE TEST

The Reading Skill

Clearly, reading is a most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. The main difference in attitude to reading in _______ years has been the _______ on providing guidance for _______ in developing their skill _______ reading, rather than merely _______ it to develop somehow _______. Its own accord. Contemporary _______ of languages try to _______ the processes involved in _______ reading of a written _______, especially a text in _______ non-native language. They then _______ learning experiences to help _______ students develop habits of _______ which will lead them _______ direct comprehension of the _______, without resort to translation _______ their native language. They _______ that, if this aim _______ to be achieved, progress _______ be unhurried but steady _______ the teaching of the _______ continuous.

Justification for an _______ on the development of _______ reading skill is not _______ to find. In _______ many _______ foreign languages are learned _______ numbers of students who _______ never have the opportunity _______ conversing with native speakers. _______ who will have access _______ the literature and periodicals.
scientific and technical journals, in the language they are learning. Many will need publications to assist them further studies or in work; others will wish to enjoy reading in another in their leisure time keep them in touch the wider world.

The skill, once developed, is one which can be easily maintained at a level by the students without further help from teacher. Through it they increase their knowledge and of the culture of the speakers of the language, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic and intellectual endeavour.
### FRENCH

Some READERS used in Grades 9-12, 1980-81

<table>
<thead>
<tr>
<th>READERS</th>
<th>GRADES</th>
<th>5-Year</th>
<th>4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aventure à Montréal</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; en Gaspésie</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>&quot; à Oakville</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>&quot; dans les Laurentides</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Point de Départ</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aérodrome</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Suivez la piste</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C'est la vie</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nouveau Style</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. C. HEATH READERS</strong> (Old series)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Maison Hantée</td>
<td>10</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Le jardin de la mort</td>
<td>10</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>D. C. HEATH READERS</strong> (New series)</td>
<td></td>
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<tr>
<td>Bonne Route (P. F. Book 1)</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histoires de nos jours (P. F. 6)</td>
<td>11</td>
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<tr>
<td><strong>Aquila series</strong> (several titles)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voici le Québec (factual)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Readers</strong></td>
<td></td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Aventure en Gaspésie

Aujourd'hui dimanche, Michel et Suzanne ne travaillent pas. Ils ont mis leur costume de bain et ils sont allés sur la plage. Ils se sont baignés.

Suzanne : Brr ! L'eau est froide.

Michel : Moi, (1) adore l'eau froide.

Suzanne : Toi, tu (2) un ours polaire, pas moi.

Au (3) : J'en ai assez.

Suzanne court (4) la plage. Elle se couche sur (5) sable chaud et prend un bain (6) soleil. Michel lui, continue de nager. (7) est seul et il n'est (8) très content. Tout à coup, il (9) :

Michel : Suzanne ! Viens voir. J'ai trouvé (10) étoile de mer. Oh ! Qu'elle (11) belle !

Suzanne adore les étoiles de (12) . Elle court vers lui. 

Suzanne : Où est (13) étoile de mer ?

Michel : Là, regarde !

Suzanne : Je (14) là vois pas.

Michel : Mais oui, là ! (15) !

Suzanne regarde mais elle ne vois (16) l'étoile de mer. Elle ne (17) pas non plus les yeux de...
(18) qui brillent. Soudain il pousse Suzanne
(19) elle tombe dans l'eau. Il (20) beaucoup
et il court vers la (21) . Suzanne court vers la
plage aussi.

(22) autre jour, Michel et Suzanne sont
(23) en pique-nique sur l'Ile-Bonaventure.
(24) est un sanctuaire d'oiseaux et (25) y a des milliers d'oiseaux (26) l'île. Suzanne a
préparé un (27) déjeuner. Max, le chien de Marc,
(28) monte sur le bateau aussi. Il (29) 'est assis près du déjeuner.

Michel - Il (30) le déjeuner.

Suzanne - Qui, mais ... qui garde (31) garde?

Michel et Suzanne rient. Ils (32) heureux.

Plus tard, ils ont visité (33) 'île. Ils ont
marché tout le (34) . Maintenant, ils ont faim.
Suzanne met (35) nappe sur l'herbe.

Suzanne - Voilà le (36) , voilà le pain français
et voilà (37) bananes.

Michel - Et ça, qu'est-ce (38) c'est?

Suzanne - Ça, c'est le (39) de Max. Tiens, Max.

Voilà ton (40) .

Max est content, car il a (41) faim. Michel
ouvre la bouche pour (42) mais tout à coup il voit
(43) gros oiseau qui le regarde.
Michel - Suzanne, (44) ne peux pas manger de poulet.
Suzanne - (45) ?
Michel - Parce que ce gros oiseau me (46) .
Suzanne - Et alors?
Michel - Il croit que je (47) son frère. Il croit que je (48) un cannibale.

La vie est belle (49) ! Perce. Michel travaille un peu et (50) s'amuse beaucoup. Il est allé faire des excursions à pied, à moto et en bateau.

Il s'est couché sur la plage et il a pris des bains de soleil. Il a écouté le chant de la mer et le cri des oiseaux. Il a écrit des cartes postales à ses amis. Oui, la vie est belle à Perce.
La Maison Hantée

Le docteur s'assied dans son fauteuil favori.
Comme ça fait du bien.
Il commence à lire son journal.
À ce moment un jeune homme arrive à la porte. Il sonne.
"Ah non!" s'exclame le docteur. "(1) ______ suis vraiment trop fatigué. "Mais il (2) ______ lève lentement, et va à la (3) ______.

Quand il ouvre la porte il (4) ______ un jeune homme.
"Docteur Lebeau?"
"Oui."

(5) ______, s'il vous plaît, sauvrez-moi."

(6) ______ jeune homme ne peut plus parler. (7) ______ voix tremble trop.

Dans le salon (8) ______ s'assied et le docteur lui (9) ______ quelques questions.

Le jeune homme continue (10) ______ trembler de partout ses mains, sa (11) ______ sa voix.

Après quelques minutes voici (12) ______ 'histoire qu'il raconte.

"Quelle horreur! (13) ______ nuit j'ai le même rêve (14) ______. Et je sais que je vais (15) ______. Je vais mourir demain."

Ses mains (16) ______ . Sa voix est faible.

"Je travaille (17) ______ un bureau en ville. Je travaille (18) ______ ce bureau depuis dix ans." Oui, (19) ______ 'est vrai. J'ai quitté l' (20) ______ il y a
dix ans... dix (21)_______... dix'ans...

Il s'arrête. Sa (22)_______ est ouverte. L'expression dans ses (23)_______ montre qu'il voit une scène (24)_______. Il se lève vite.

"Non! non! (25)_______ sauvèz-moi! Sauvez-moi!

"Au nom (26)_______ Dieu ne m'é laissez pas mourir!

(27)_______ comme c'!

Puis soudain il tombe (28)_______ le fauteuil.

"Pardonnez-moi. Mais je (29)_______ cette scène. Je la vois chaque (30)_______ dans mes rêves. Je la vois (31)_______. Mais cet incident s'est passé (32)_______ y a dix ans à l' (33)_______. Mais chaque nuit... mes rêves... pendant (34)_______ ans."

Il ne parle plus. Quelques (35)_______ passent.

"Dans mon rêve, je suis (36)_______ nouveau à l'université. Avec mes (37)_______. Un groupe de jeunes gens en (38)_______ année d'études. Une sorte de (39)_______, nous passons ensemble nos soirées, nos (40)_______, nos grandes vacances. Nous jouons au (41)_______ Nous nageons. Nous allons au cinéma. (42)_______ allons danser. Comme nous nous amusons!

(43)_______ nous... nous... amu..."

L'expression de (44)_______ visage change. L'horreur est encore (45)_______!

"Un soir nous n'avons rien (46)_______ faire."

'Allons à cette maison,' dit Paul.

'(47)_______ maison?
'Tu sais... Cette vieille maison (48) dix milles d'ici. A la (49) .'

'Ah, la maison hantée?'

'Où?'

'Une histoire stupide!'

Paul continue: 'Vous n'avez pas vu cette maison mystérieuse? C'est une maison très laide. Tout à fait vide.'
Aventure à Oakville

Simon Meloche va mourir.

Le médecin parle à ses parents dans la salle d'attente.

Le détective Girard arrive à l'hôpital de Oakville.

Le Détective - Vous m'avez téléphoné?

Le Médecin - Oui, Simon Meloche délire, mais il insiste pour vous parler.

Il est dans la salle 251.

Quelques minutes plus tard, une garde-malade (1) cherche le médecin. Elle lui parle (2) l'oreille.

La Garde - C'est Simon . . .

Le médecin (3) lève aussitôt et suit la garde-malade. (4) la porte de la chambre de (5), il rencontre le détective Girard.

Le Médecin - Est-(6) qu'il a eu le temps (7) vous parler?

Le Détective - Oui. Il a dit: "(8) . . . Michel Leblanc . . . cent dollars . . ." 

Le Médecin - C'est (9) ?

Le Détective - C'est suffisant.

Le détective quitte (10) 'hôpital. Il pense: "Enfin, nous allons (11) le responsable."

Peu après, le médecin (12) à la salle d'attente. M.(13) Mme Meloche sont encore là.
Il (14)________ 'approche d'eux.

Le Médecin - Il y a (15)_______ choses dans la vie qui sont (16)_______ à expliquer . . .

Madame Meloche a compris.

Mme Meloche - (17)_______ est mort, n'est-ce pas?

(18)_______ médecin baisse les yeux.

Le médecin (19)_______ maintenant seul avec ses pensées. Il (20)_______ à son bureau à l'hôpital.

(21)_______ a la tête entre les mains. (22)_______ pense à Simon, à ses parents, (23)_______ ses enfants à lui . . .

Il pense (24)_______ beaucoup de choses.

"Quelle drôle de (25)_______ ! Je me sens responsable, et pourtant . . . ."

(26)_______ soupire.

"La mort, Je ne m'(27)_______ accoutume jamais. Mourir jeune semble un (28)_______ contre la nature."

Il se lève (29)_______ va à la fenêtre. Le soleil (30)_______ couche à l'horizon.

"Simon, était (31)_______ prédéfini à mourir aujourd'hui? Est-ce (32)_______ tout est décidé dès la conception? (33)_______ oui, est-ce que ça vaut (34)_______ peine de lutter jour après jour (35)_______ jour . . . ."
Il sent la fatigue envahir (36)________ corps. Il se verse une tasse (37)________ café noir. Il s'assied dans (38)________ fauteuil. Tout à coup, le haut-parleur (39)________ sort de sa méditation. On demande (40)________ urgence au docteur Germain de se (41)________ au dispensaire.

Le haut-parleur répète le (42)________, mais le docteur Germain est déjà (43)________ le couloir. Il a oublié pourquoi (44)________ combat. Tout ce qu'il sait, (45)________ est qu'il faut combattre.

Chez (46)________ Leblanc, l'horloge vient de sonner (47)________, et tout le monde dort.

(48)________ la rue déserte, trois automobiles de (49)________'escouade anti-narcotique arrivent silencieusement. Les agents (50)________ la maison, puis le détective Girard frappe à la porte.

Bientôt, une lumière s'allume dans la chambre des parents. Puis, dans l'escalier. Puis, dans l'entrée. Enfin, une lumière s'allume à l'extérieur et monsieur Leblanc ouvre la porte. Il est en robe de chambre.
Histoires de Nos Jours

L'Autre Coureur

Je fais du jogging. Comme beaucoup de gens dans notre monde mécanisé, j'aime faire du jogging.

Je suis fatigué maintenant. J'ai déjà complété cinq kilomètres ce soir, et je me demande si je peux continuer le kilomètre et demi pour arriver à ma cabane. Une voix intérieure m'assure que je peux le faire. Le chemin monte et descend autour (1) Lac Clair. Un moment je vois (2) les arbres ma petite cabane, et, (3) toujours, cette vue me donne de (4) forces.

Je monte une petite colline. (5) mes jambes me font mal et (6) respire plus fort et plus vite. (7) Le chemin tourne et je vois (8) mes pieds le Lac Clair, bleu, (9) brillant.

Je respire fort et je (10) la dernière partie du chemin, une (11) de petites collines, puis une longue (12) à ma cabane. Cette descente finale, (13) est la meilleure! Comme j'aime (14) gravité. Trente minutes plus tard, je (15) sur la véranda de ma cabane. (16) bonne bière froide sans calories sur (17) table, j'attends la nuit.
Je (18) ______ du jogging depuis six semaines, depuis (19) ______ divorce. Quand Marthe m'a quitté, (20) ______ ai considéré ma condition. J'étais (21) ______ et pas en forme. C'est (22) ______ à l'âge de quarante-trois ans. (23) ______ sur il y avait une autre (24) ______ pourquoi j'ai commencé à faire (25) ______ jogging. La tension. Pendant le divorce (26) ______ y avait beaucoup de tension terrible.

(27) ______ le jogging et la solitude de (28) ______ petite cabane près du Lac Clair (29) ______ _ont beaucoup aidé. Je suis ici (30) ______ deux semaines maintenant, et chaque jour (31) ______ deviens plus content. Oh, la tension (32) ______ toujours là, mais ça va mieux.

(33) ______ solitude aide. Et il y a (34) ______ une autre maison occupée au Lac, (35) ______ grand bâtiment moderne. Les Mulain y (36) ______ -Daniel et Iris. Daniel semble être (37) ______ peu plus âgé que moi, un (38) ______ solide aux cheveux gris qui a (39) ______ visage brutal. Iris, je l'ai (40) ______ une fois, une femme au cou (41) ______ et aux longs cheveux bruns. Je (42) ______ _ai pas encore parlé aux Mulain.

(43) ______ ai appris leurs noms d'un (44) ______ aux village.

Je vois Daniel Mulain (45) ______ tous les jours. Il fait du (46) ______ le matin. Toujours vers neuf heures, (47) ______ fatigué, passe devant ma fenêtre comme (48) ______ bois mon café. Il ne s'(49) ______ jamais arrêté.
Mais un matin il (50) arrête !

-- Bonjour, je m'appelle Daniel Mulain.

-- Et moi, Alain Cardon.

-- Ma femme et moi, nous habitons la maison sur la colline.

Nous sommes ici pour oublier nos problèmes.
LES PÊCHES

Un jour, en passant sur le boulevard, je rencontrai Vital Herbelot, un ami d'enfance que je n'avais pas vu depuis vingt-cinq ans. Nous avions été au collège ensemble. Nos études finies, je savais qu'il était entré dans les bureaux d'une importante maison d'affaires où j'avais appris par des amis que son avenir était assuré.

- Eh bien! lui dis-je, comment (1) _______ les affaires? Tu es toujours dans (2) _______ même maison?

- Non, mon ami, je (3) _______ simplement fermier.

- Fermier! Toi qui avais (4) _______ avenir si brillant dans les affaires, (5) _______ cela est-il arrivé?

- Mon cher, (6) _______ il en riant, les grands effets (7) _______ souvent produits par les causes les (8) _______ simples. J'ai quitté les affaires (9) _______ deux pêches.

- Deux pêches?

- Ni plus (10) _______ moins. Mais entrons dans ce café. (11) _______ une table de libre et, tout (12) _______ prenant le café, je te raconterai (13) _______ histoire.

Nous nous installons et mon (14) _______ commence:

- Tu sais que mon père, (15) _______ employé, avait
rêvé pour moi d'(16)_________ carrière dans les bureaux. J'acceptai (17)_______ décision parce que je n'avais (18)_______ préférence personnelle pour aucune profession. J'(19)_______ un garçon travailleur, poli, élevé dans (20)_______ respect de mes supérieurs. Mon directeur (21)_______ 'avait pris en affection et il (22)_______ 'attacha à son service comme secrétaire (23)_______ . Tous mes camarades parlaient de ma (24)_______ chance. C'est alors qu'à vingt-cinq (25)_______ je me mariai avec une jeune (26)_______ très jolie, très bonne, mais sans (27)_______ . Mon directeur était riche. Il avait (28)_______ belle maison et il recevait souvent. (29)_______ donnait de magnifiques dîners, et de (30)_______ en temps invitat à un grand (31)_______ les familles des employés supérieurs et (32)_______ personnels les plus importantes de la (33)_______ .

Un soir que mon directeur donnait (34)_______ bal le plus important de la (35)_______ , ma femme était malade et ne (36)_______ pas m'accompagner. J'aurais bien (37)_______ rester à la maison pour lui (38)_______ compagnie, mais mon directeur ne permettait (39)_______ aux employés de refuser ses invitations (40)_______ je n'osai pas m'absenter. (41)_______ l'heure du départ, ma femme (42)_______ fait beaucoup de recommendations.
— Ce sera (43) ______ beau, me dit-elle. N'oublie
(44) ______ de bien regarder, pour me raconter
(45) ______ en détail. Les noms des dames (46) ______
seront au bal, leurs toilettes et (47) ______ menu du
souper, car il y (48) ______ un souper. Il paraît qu'il
(49) ______ aura beaucoup de bonnes choses; on (50) ______
de pêches qui ont coûté trois francs pièce... Oh! ces
pêches! ... Sais-tu? Tu serais bien aimable de m'en
rapporter une.
La quatrième planète était celle du businessman. Cet homme était si occupé qu'il ne leva même pas la tête à l'arrivée du petit prince.

- Bonjour, lui dit celui-ci. Votre cigarette (1) _______ éteinte.


- Cinq cents millions (9) _______ quoi?

- Hein? Tu es toujours là? (10) _______ cent un millions de ... je ne (11) _______ plus ... J'ai tellement de travail! (12) _______ suis sérieux, moi, je ne m'(13) _______ pas à des balivernes! Deux et (14) _______ sept ...  

- Cinq cent un millions de (15) _______, répéta le petit prince qui jamais (16) _______ sa vie, n'avait renoncé à (17) _______ question, une fois qu'il l' (18) _______ posée.

Le businessman leva la tête.
(19) cinquante-quatre ans que j'habite cette (20) ci, je n'ai été dérangé (21) trois fois. La première fois ç' (22) été, il y a vingt-deux ans, (23) un hanneton qui était tombé Dieu (24) d'où. Il répandait un bruit (25) , et j'ai fait quatre erreurs (26) une addition. La seconde fois ç' (27) été, il y a onze ans, (28) une crise de rhumatisme. Je manque (29) exercice. Je n'ai pas le (30) de flâner. Je suis sérieux, moi! (31) troisième fois... la voici! Je disais (32) cinq cent un millions... 

- Millions de (33) ?

Le businessman comprit qu'il n (34) d'espoir de paix:

- Millions (35) ces petites choses que l'on (36) quelquefois dans le ciel.

- Des mouches?

-(37) non, des petites choses qui brillent.

- (38) abeilles?

- Mais non. Des petites choses (39) qui font rêvasser les fainéants. Mais (40) suis sérieux, moi! Je n'ai (41) le temps de rêvasser.

- Ah! dès (42) ?
C'est bien ça. Des étoiles.

- Que fais-tu de cinq cents d'étoiles?

- Cinq cent un millions cent vingt-deux mille sept cent trente un. Je suis sérieux, moi, je précis.

- Et que fais-tu de étoiles?

- Ce que j'en fais?

- Rien. Je les possède.

- Tu possèdes étoiles?

- Oui.

- Mais j'ai déjà vu un roi qui.

- Les rois ne possèdent pas. Ils règnent sur.

C'est très différent.

- Et à quoi cela te sert-il de posséder les étoiles?

- Ça me sert à être riche.

- Et à quoi cela te sert-il d'être riche?

- A acheter d'autres étoiles, si quelqu'un en trouve. Celui-là, se dit en lui-même le petit prince, il raisonne un peu comme mon ivrogne.
Un Jeune Homme sans ambition

Peu après, le patron m'a fait appeler et sur le moment j'ai été ennuyé parce que j'ai pensé qu'il allait me dire de moins téléphoner et de mieux travailler. Ce n'était pas cela du tout. Il m'a déclaré qu'il allait me parler d'un projet encore très vague. Il voulait seulement avoir mon avis (1) ______ la question. Il avait l'intention (2) ______ installer un bureau à Paris qui (3) ______ ses affaires sur place directement avec (4) ______ grandes compagnies et il voulait savoir (5) ______ j'étais disposé à y aller. (6) ______ me permettrait de vivre à Paris (7) ______ aussi de voyager une partie de (8) ______ année.

"Vous êtes jeune, et il (9) ______ semble que c'est une vie (10) ______ doit vous plaire." J'ai dit (11) ______ oui, mais que dans le fond (12) ______ m'étais égal. Il m'a. (13) ______ alors si je n'étais pas (14) ______ par un changement de vie. J'(15) ______ répondu qu'on ne changeait jamais (16) ______ vie, qu'en tout cas toutes (17) ______ valaient et que la mienne ici (18) ______ me déplaisait pas du tout. Il (19) ______ eu l'air mécontent, m'a (20) ______ que je répondais toujours à côté, (21) ______ je n'avais pas d'ambition (22) ______ que cela était désastreux dans les (23) ______. Je suis retourné travailler alors. J'(24) ______ préféré ne pas le mécontenter, mais (25) ______ ne voyais pas
de raison pour (26) ma vie. En y réfléchissant bien, (27) n'étais pas malheureux. Quand j' (28) étudiant, j'avais beaucoup d'ambition (29) ce genre. Mais quand j'ai (30) abandonner mes études, j'ai très (31) compris que tout cela était sans (32) réelle. Le soir, Marie est venue (33) chercher et m'a demandé si (34) voulais me marier avec elle. J' (35) dit que cela m'était égal (36) que nous pourrions le faire si (37) le voulait. Elle a voulu savoir (38) si je l'aimais. J'ai (39) comme je l'avais déjà fait (40) fois, que cela ne signifiait rien (41) que sans doute je ne l'(42) pas. "Pourquoi m'épouser alors?" a-t- (43) dit. Je lui ai expliqué que (44) n'avait aucune importance et que (45) elle le désirait nous pouvions nous (46) D'ailleurs, c'était elle qui (47) demandait et moi je me contentais (48) dire oui. Elle a observé alors (49) le mariage était une chose grave. (50) ,ai répondu: "Non." Elle s'est tué un moment et elle m'a regardé en silence. Puis elle a parlé. Elle voulait simplement savoir si j'aurais accepté la même proposition venant d'une autre femme, à qui je serais attaché de la même façon. J'ai dit: "Naturellement."
Answers - Aventure en Gaspésie

Grade 10
October

1. j'
2. es
3. revoir
4. vers
5. le
6. de
7. il
8. pas
9. appelle
10. une
11. est
12. mer
13. l'
14. ne
15. regarde
16. pas
17. voit
18. Michel
19. et
20. rit
21. plage
22. un
23. allés
24. c'
25. il
26. sur
27. bon
28. est
29. s'
30. garde
31. le
32. sont
33. l'
34. matin
35. une
36. poulet
37. les
38. que
39. déjeuner
40. déjeuner
41. toujours
42. manger
43. un
44. je
45. pourquoi
46. regarde
47. mange
48. suis
49. à
50. il
Answers - La Maison Hantée

Grade 10
April

1. je       26. de
2. se       27. pas
3. porte    28. dans
4. voit     29. vois
5. docteur  30. nuit
6. le       31. maintenant
7. sa       32. il
8. il       33. université
9. pose     34. dix
10. à        35. minutes
11. tête     36. de
12. l'       37. copains
13. chaque   38. dernière
14. horrible 39. club
15. mourir   40. weekends
16. tremblent 41. basketball
17. dans     42. nous
18. dans     43. nous
19. c'       44. son
20. université 45. là
21. ans      46. à
22. bouche   47. quelle
23. yeux     48. à
24. terrible 49. campagne
25. docteur  50. groupe
Answers - Aventure à Oakville

Grade II
October

1. vient
2. à
3. se
4. à
5. Simon
6. ce
7. de
8. drogue
9. tout
10. l'
11. attraper
12. revient
13. et
14. s'
15. des
16. difficiles
17. il
18. le
19. est
20. est
21. il
22. il
23. à
24. à
25. vie
26. il
27. y
28. crime
29. et
30. se
31. il
32. que
33. si
34. là
35. après
36. son
37. de
38. un
39. le
40. d'
41. rendre
42. message
43. dans
44. il
45. c'
46. les
47. minuit
48. dans
49. l'
50. entourent
Answers, L'Autre Coureur

Grade 11
April

1. du
2. entre
3. comme
4. nouvelles
5. soudain
6. je
7. puis
8. à
9. vert
10. commence
11. série
12. descente
13. c'
14. la
15. suis
16. une
17. la
18. fais
19. mon
20. j'
21. gros
22. dangereux
23. bien
24. raison
25. du
26. il
27. mais
28. cette
29. m'
30. depuis
31. je
32. est
33. là
34. seulement
35. un
36. habitent
37. un
38. homme
39. un
40. vue
41. élégant
42. n'
43. j'
44. garagiste
45. presque
46. jogging
47. lui
48. je
49. est
50. s'
Answers - Les Pêches

1. vont
2. la
3. suis
4. un
5. comment
6. répondit
7. sont
8. plus
9. pour
10. ni
11. voici
12. en
13. mon
14. ami
15. vieil
16. une
17. cette
18. de
19. étais
20. le
21. m'
22. m'
23. privé
24. bonne
25. ans
26. fille
27. fortune
28. une
29. il
30. temps
31. bal
32. des
33. ville
34. le
35. saison
36. pouvait
37. voulu
38. tenir
39. pas
40. et
41. à
42. me
43. très
44. pas
45. tout
46. qui
47. le
48. aura
49. y
50. parle
1. le  
2. cher  
3. pense  
4. pas  
5. dis  
6. d'  
7. me  
8. ce  
9. ça  
10. est  
11. mais  
12. regarder  
13. les  
14. de  
15. une  
16. lentement  
17. les  
18. matin  
19. directement  
20. peut  
21. cette  
22. sans  
23. à  
24. suis  
25. regarde  
26. arrêtée  
27. mouvement  
28. qu'  
29. descend  
30. c'  
31. portière  
32. aù  
33. poche  
34. dernière  
35. nous  
36. aimé  
37. grand  
38. beaucoup  
39. pas  
40. mais  
41. cette  
42. il  
43. dans  
44. je  
45. nous  
46. me  
47. est  
48. coffre  
49. difficulté  
50. chose
Answers: – Un Jeune Homme Sans Ambition

Grade 13
October

1. sur
2. d'
3. traiterait
4. les
5. si
6. cela
7. et
8. l'
9. me
10. qui
11. que
12. cela
13. demande
14. intéressé
15. ai
16. de
17. se
18. ne
19. a
20. dit
21. que
22. et
23. affaires
24. aurais
25. je
26. changer
27. je
28. étais
29. de
30. dû
31. vite
32. importance
33. me
34. je
35. ai
36. et
37. elle
38. alors
39. répondu
40. une
41. mais
42. aimais
43. elle
44. cela
45. ai
46. marier
47. le
48. de
49. que
50. j'
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Each percent = .5 Students.
Total Students tested = 50
GRADE: 10 OCT
Average Mark = 14.3
Adjusted Mark = 20.9
Average Diff. = 6.6

Grade Breakdown:

Independent = 9  
Percentage of class = 18 %
Instructional = 13  
Percentage of class = 26 %
Frustrated = 20  
Percentage of class = 56 %

Conclusion:
Graphic Analysis.

GRADE 10 OCT

100 Z-I
95 Z-I
90 Z-I
85 Z-I
80 Z-I
75 Z-I
70 Z-I
65 Z-I
60 Z-I
55 Z-I
50 Z-I
45 Z-I
40 Z-I
35 Z-I
30 Z-I
25 Z-I
20 Z-I
15 Z-I
10 Z-I
0 Z-I

Each percent = .5 Students.
Total Students tested: 50 for GRADE 10 OCT

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Percentage of total students.
The class average must be raised 10% to this instructional curve.
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GRADE 10 APR:

Averaged Mark = 20.68
Adjusted Mark = 29.12

Average Diff. = 8.44

Grade Breakdown:

Independent = 24
Percentage of class = 48 %

Instructional = 20
Percentage of class = 40 %

Frustrated = 6
Percentage of class = 12 %

Conclusion:
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GRADE: 11 OCT

Average Mark = 14.22
Adjusted Mark = 22.82

Average Diff. = 8.6

Grade Breakdown:

Independent = 4
Percentage of class = 8%

Instructional = 27
Percentage of class = 54%

Frustrated = 19
Percentage of class = 38%

Conclusion:
Graphic Analysis:

Grade 11 Oct:

100% 100
95% 75
90% 70
85% 65
80% 60
75% 55
70% 50
65% 45
60% 40
55% 35
50% 30
45% 25
40% 20
35% 15
30% 10
25% 5
20% 0
15% 0
10% 0

Percentage of total students.

Each percent = .5 Students.
Total Students tested = 50 for Grade 11 Oct.
The class average must be raised 5% to this instructional curve.
GRADE 11 APR
Average Mark = 18.08
Adjusted Mark = 24.64
Average Diff. = 6.56

Grade Breakdown:

Independent = 15  Percentage of class = 30 %
Instructional = 19  Percentage of class = 38 %
Frustrated = 16  Percentage of class = 32 %

Conclusion:
Each percent = .5 Students.
Total Students tested= 50 for GRADE 11 APR
Grade 11 APR

| 100 | 1 |
| 95  | 1 |
| 90  | 1 |
| 85  | 1 |
| 80  | 1 |
| 75  | 1 |
| 70  | 1 |
| 65  | 1 |
| 60  | 1 |
| 55  | 1 |
| 50  | 1 |
| 45  | 1 |
| 40  | 1 |
| 35  | 1 |
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Percentage of total students.

The class average must be raised 5% to this instructional curve.
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Graphic Analysis:

GRADE 12 OCT

Each percent = .5 Students.
Total Students tested = 50 for GRADE 12 OCT.
The class average must be raised 10% to this instructional curve.
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GRADE 12 APR  
Average Mark = 15.76  
Adjusted Mark = 20.98  
Average Diff. = 5.22  

Total Number of students = 50

Grade Breakdown:

Independent = 9  
Percentage of class = 18%  
Instructional = 10  
Percentage of class = 20%  
Frustrated = 31  
Percentage of class = 62%  

Conclusion:
Graphic Analysis

GRADE 12 APR

100 ____________
 95 ____________
 90 ____________
 85 ____________
 80 ____________
 75 ____________
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 65 ____________
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Percentage of total students.

Each percent = .5 Students.

Total Students tested= 50 for GRADE 12 APR
The class average must be raised 10% to this instructional curve.
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F52.

GRADE 13 OCT
Average Mark = 16.44
Adjusted Mark = 22.28
Total Number of students = 50
Average Diff. = 5.84

Grade Breakdown:

Independent = 11
Instructional = 13
Frustrated = 26

Percentage of class = 22%
Percentage of class = 26%
Percentage of class = 52%

Conclusion:
GRAD 13 OCT

Each percent = .5 Students.
Total Students tested = 50 for GRAD 13 OCT.
The class average must be raised 10% to this instructional curve.
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GRADE 13 APR

Total Number of students = 50

Average Mark = 22.76

Adjusted Mark = 26.92

Average Diff. = 4.16

Grade Breakdown:

- Independent: 19
  - Percentage of class = 38%
- Instructional: 20
  - Percentage of class = 40%
- Frustrated: 11
  - Percentage of class = 22%

Conclusion:
GRADE 13 APR

Each percent = 5 Students.
Total Students tested = 50 for GRADE 13 APR

Graphic Analysis
Graphic Analysis:

The class average must be lowered 0 X to this instructional curve.
May 15, 1980

Shirley A. Gregorian
W. F. Herman Secondary School
1930 Rossini Blvd.
Windsor, Ontario
NSW 4P5

Dear Mrs. Gregorian,

Your petition to the Graduate Committee of the Faculty of Education requesting the inclusion of a thesis in your program of work has been approved.

The thesis will be in lieu of four credits in your area of concentration and its successful completion will also satisfy the applied studies component of the degree.

May I commend you on a wise choice of Dr. Suzanne Majhanovich as your chief advisor.

Best wishes for continued success in your academic studies.

Sincerely,

J. H. Nephew, Ed.D.
Coordinator of Graduate Studies
in Education

JHN:sw
PROPOSAL FROM MRS. SHIRLEY GRECORIAN OF HERMAN SECONDARY SCHOOL AND DR. SUZANNE MAJHANOVICH OF THE FACULTY OF EDUCATION, UNIVERSITY OF WINDSOR.

We propose to examine potential reading materials in the Secondary French program to try to determine:

a) the level for which these materials are best suited, and
b) whether these materials might best be used as supplementary reading, as instructional (teacher-directed) materials, or whether they are deemed too difficult for a given level.

The procedure we propose to follow to determine the above factors would involve the preparation of Cloze tests based on sight passages drawn from the proposed materials. The passages would be about 300 words in length and approximately every seventh word would be deleted. Students would have to fill in the missing words. The scores would be determined according to the Cloze procedure formula, and overall scores from the sample would predict the probable level of the material, and the way in which it should be treated in the classroom.

Each set of Cloze tests would be administered twice or possibly three times during the school year. Students are to understand that they personally are not being tested, but rather that by their participation, they are testing the validity of the material.

It is understood that Mrs. Shirley Gregorian and Dr. Suzanne Majhanovich will undertake to prepare and score the tests. It is further understood that students participating in the project would be identified by number only. We hope that the proposal will meet with your approval. We would be happy to answer any questions regarding the proposal or procedure of our study.
May 29, 1980.

Mr. Z. Veres,
Chairman,
Research Review Board,
Windsor Board of Education,
451 Park Street West,
Windsor, Ontario.

Dear Mr. Veres:

I would appreciate permission of the Research Review Board to undertake the research outlined in the enclosed proposal.

Enclosed is an outline of the information required by the Research Review Board in their presentation to the Education Commission of the Board of Education.

Also enclosed is a copy of the approval received from the University. I have also met with Cliff Davies and the Heads of the French Departments in the city and have received their support.

Respectfully yours,

Mrs. Shirley A. Gregorian.
SG/gm
Encl.
TEACHERS: RE READING SURVEY.

Please ask students not to write their names on the question or answer sheets. All answers to the blanks are to be written beside the corresponding number on the separate answer sheets.

Students should read the complete passage before attempting to fill in any blanks. There will be a certain amount of repetition and perhaps clues will be given further on in the passage as to what is needed to complete the idea.

Explain that they are helping to assess the readability of some of the reading materials in the whole French programme in the city and that their help is appreciated. They, personally, are not being tested and if they cannot complete as many sentences as they would like, this is entirely normal. Just try to do as many as they can.
Dear Fellow-teachers:

This is phase two of the Reading Survey you conducted in October. Your assistance in administering this second part is especially appreciated because the end of the year is coming quickly. (Grâce à Dieu!)

The students are asked to attempt to fill in every blank (by guessing if necessary) and not to be concerned if they feel the answer is wrong.

If you would like to give the students some feedback or discuss the portion of the reading material with them, you will find a copy of the answers enclosed with the material.

Please try to take one period this week or the beginning of next week to complete this survey. You will be informed of the results when my thesis is completed next fall.

Merci beaucoup,

Shirley Gregorian,
W. T. Herman Secondary School
Primary Sources


Carroll, J. B., Carton, A. S., and Wilds, C. P. "An investigation of cloze items in the measurement of achievement in foreign languages." A report on research conducted under a grant from the College Entrance Examination Board, Laboratory for Research in Instruction, Graduate School of Education, Harvard University, Cambridge, Mass., 1959.


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Secondary Sources


Ramanaskas, S. "The responsiveness of cloze readability measures to linguistic variables operating over segments of text longer than a sentence. Reading Research Quarterly (Fall 1972).


VITA AUCTORIS

The author was born in Windsor and graduated from Assumption University of Windsor in 1959. She began teaching that same year on a Letter of Permission, obtaining her teaching certificate after two summers at the Ontario College of Education (now Althouse College of Education, London, Ontario). She has been teaching French at W. F. Herman Secondary School in Windsor, Ontario for the past fifteen years. She also taught English, French and Latin at J. L. Forster Collegiate Institute in Windsor for five years, during which time she attained her teaching credentials and an Elementary Guidance certificate.

Besides teaching French, she enjoys being a sponsor teacher for activities in the school such as Le Cercle français, Prefects, the Prom Committee to name some, and is currently the city-wide Co-ordinator for the Quebec-Ontario Student Exchange. She has also taken students to Europe and Quebec City to enable them to live in the French environment and culture.

Her many interests include playing tennis, bridge and the piano, reading and cooking as well as trying to get everyone she knows to speak French.

She is married to Donald Sahag Gregorian and has two fine sons, Marty and Timothy.