

AN EXPLORATION OF THE  
ENGLISH PROFICIENCY LEVEL OF  
GOVERNMENT AND MISSION  
SECONDARY SCHOOL  
LEAVERS

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## Abstract

Today in Ethiopia, there is a widely heard academic common talk, especially in the tertiary level of learning, about a great variation in the English language proficiency level of government and mission secondary school graduates. The degree of this difference has not so far been assessed.

The research described in this paper attempted to examine whether or not there was a significant difference in the English language proficiency level of government and mission secondary school leavers, using two very well reputed instruments. These instruments are the cloze procedure and the dictation, perhaps the most qualified integrative tests of language proficiency. Since constructing discrete-point proficiency tests is extremely difficult for ordinary classroom teachers, like the writer of this paper, unskilled in the technicalities of developing such tests, these two integrative tests, which are considered to be perhaps equally valid and reliable to measure the language proficiency level of the learner, have been employed as best alternative devices for the purpose.

All the possible necessary cautions essential in developing such tests, have been taken in order to determine the grade level of the cloze and the dictation passages, the Fog Index, one of the formulas currently used for the purpose has been used and according to this formula all the cloze and the dictation passages have a difficulty level of grade 12. In addition to this the personal judgement of English language teachers in the Addis Ababa University, about their fitness, has been considered.

They were validated against the Michigan Test of English Language Proficiency Form-B. The results showed that the cloze and

the dictation tests used in this paper, correlated at .97. And in order to examine their reliability the Kuder Richardson formula (Kr-21) has been adopted. This revealed a reliability coefficient of .95 for the cloze and .96 for the dictation tests.

The t-test technique was used to evaluate the differences in the mean scores of each test, so as to assess the extent of the variations in the performance level of English between these two groups of student. The findings showed that there is a significant difference between government and mission secondary school leavers at p .001 level of confidence.

On the basis of these findings, it was recommended that selection for admission of students into the colleges and the universities has to be made on the basis of an English language proficiency test or College Entrance English Language Examination, on the basis of which placement of students into an appropriate program of English language learning could be made so that each group can learn at a pace commensurate with its ability. An inquiry to make a thorough review of the English curriculum of the lower levels has also been made. Further research on the subject has also been invited, so that a reliable solution to the problem can be found.

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## Chapter I

### INTRODUCTION

#### 1.1 Statement of the Problem

There are two major types of secondary schools in Ethiopia today, government and mission schools. The mission schools are also known as private schools. Both of these schools plan and implement their teaching - learning program on the basis of the centrally designed curriculum prepared by the Ministry of Education. The preparation and distribution of the teaching materials is also centrally carried out by the ministry. This is, of course, done in order to offer both the schools an equal opportunity to keep going at a reasonably equal pace for preparing students of similar academic level with respect to their grade levels.

Yet when the question arises as to how much English the students from government secondary schools (GSS) and mission secondary schools (MSS) know, when they leave their respective schools, the answer has always been a hearsay, which draws a sharp distinction between the two. This distinction in their English language ability has become an academic common talk. Teachers, especially in the institutes of higher learning, are always heard complaining that the English proficiency level of almost all government school graduates is utterly discouraging and is far lower than that of mission school graduates, to the extent of becoming increasingly difficult to design the English syllabus for the freshman level. This wide variation in their English language proficiency (the language used as a medium of

instruction in junior and above levels, and upon which therefore evidently no other single subject perhaps exists in the school program the development of the entire school curriculum so heavily depends), they argue, have made learning much easier for the mission school leavers, thereby enabling them to join and successfully complete their academic careers in the prestigious faculties like Engineering and Medicine, while a considerable number of government school leavers are put at a disadvantage of being subject to dismissal or dropping out. In short, they complain that government and mission schools prepare students with remarkably varying levels of proficiency in English.

If as has been often lamented by many, the students from GSS and MSS really leave their schools with a sharply distinct level of mastery of English, the bearing this will have on the teaching - learning process, particularly in the tertiary level is obviously pressing, for it seems pedagogically unrealistic to place together such two groups of students of distinct level of proficiency in English and expect an equal academic performance from them. As many language teaching and testing experts point out, when variations in the language used as a medium of instruction is great effective teaching is put in danger, and in such instances either the disparities in the preparation of the students must be assessed and made equal or their effect in some way eliminated.

It is, as James Rye (1982:12) points out, assessing and not guessing a problem that leads toward the solution of it. This therefore calls for an urgent and effective technique of evaluating their level of proficiency in English. The English examination results of the Ethiopian School Leaving Certificate Examination (ESLCE), an instrument with which both graduation from secondary schools, as well

as selection for admission into the tertiary level is made, cannot provide the true picture of the proficiency level of the learners because it is an achievement test, and not a proficiency test. Only reliable and valid proficiency tests can reveal such a proficiency in English language.

Thus in order to examine the extent of the truth in the above complaints, an alternative means of measuring the English proficiency level of the learners has been designed in this paper by way of answering a couple of questions very crucial in developing such proficiency tests. The questions are the following:

1. Are there instruments that a foreign language teacher (like the writer of this paper) who is not equipped with the technicalities of developing the complex proficiency tests (of the discrete-point tests such as the multiple-choice type) can prepare and use as a best alternative to assess the English proficiency level of students?
2. Are the alternative instruments reliable and valid enough to be employed as a definite yardstick by which assessment can be made of the abilities in language the pupils are expected to have in order to be successful in their future academic careers in College?

The answer to both these questions is an affirmative one. The integrative tests can serve the purpose. In this paper, therefore, two integrative tests namely, the cloze technique and the dictation, instruments very well known as best devices for testing proficiency in language have been selected. These two integrative tests are

reputed as being easy to prepare and administer, especially for an ordinary classroom teacher who is not skilled in language testing.

### 1.2 The Purpose of the Study

So far no sort of study has been carried out to determine the existence and extent of this difference in the level of English proficiency of government and mission secondary school graduates. This paper is an attempt to look into this case. Its purpose is therefore to examine whether or not there is a significant difference between GSS and MSS leavers in their global English language proficiency.

### 1.3 The Importance of the Study

This study is important in that apart from revealing the current picture of the proficiency level of these two groups of students, the findings can help in

1. designing a reasonable plan of teaching in the institutes of higher learning at a pace commensurate with the ability of the students, especially at freshman level,
2. pointing in the direction of reviewing and strengthening the curriculum of the lower grades,
3. provoking the testing authorities in Addis Ababa University (AAU) to reconsider the question of whether or not an entrance examination has to be devised to select students for admission into the tertiary level, and
4. inviting further research on the matter.

#### 1.4. Limitation of the Study

This study is limited to 402 students from 4 government and 4 mission secondary schools in Addis Ababa, out of a total number of 21 government and 9 mission secondary schools with a total population of 14047\* grade 12 students enrolled in the 1986/87 academic year. This number is only about 3% of the total population. The limitation mainly owes to the problem of money, time and other related facilities.

#### 1.5. Hypothesis

In this paper an attempt has been made to examine whether or not there is a significant difference between GSS and MSS leavers in their level of English proficiency. Thus the following Null and Alternate hypotheses are made.

The Null hypothesis ( $H_0$ ) states that there is no significant difference in English between GSS and MSS leavers.

The Alternate hypothesis ( $H_1$ ) states that there is a significant difference in the level of proficiency in English between GSS and MSS leavers.

#### 1.6. Definition of Terms

**Acceptable Word Method:** A technique of scoring cloze tests where in addition to the restoration of the original words all the contextually acceptable responses are also considered correct.

**Achievement tests:** These are tests such as final examinations prepared to show the degree of success or progress of individuals or groups toward the instructional objectives

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\*Source: ESLCE Office, 1986/87 academic year

of a specific course of study. They are on-the-syllabus tests which sample what a student has been taught. Their contents are therefore drawn from past work such as chapters covered in class.

**Cloze Procedure:** A test constructed using a piece of writing in which certain  $n^{\text{th}}$  words have systematically been deleted and the pupil is expected to make maximum possible use of both intrasentential and intersentential context clues available to predict the omitted words.

**Correlation Coefficient:** a statistical method used to express the relationship between two sets of scores.

**Discrete-Point Tests:** Tests where one and only one skill or component of grammar is assessed at one time, such as the test of phonology, vocabulary etc., or the tests that are prepared on the assumption that productive and receptive repertoires, as well as oral and visual repertoires should be tested separately.

**Dictation:** It is a test where a passage divided into suitable rhythm units or phrases is read or usually given on tape at a slightly slower than normal speed of speaking so as to enable the testees to write down what they hear.

**Exact Word Method:** A method of scoring cloze tests where only the restoration of the original words is given credit.

**Global Language Proficiency:** The student's all-round knowledge of language and his language skills.

**Government Schools:** Schools the running of which is entirely done by the government and where students learn free of charge.

**Integrative Tests:** Tests that measure more than one skill at one time, such as the cloze test. They are used to test the learner's efficiency in rapidly processing sequences of the language into action.

**Mission schools:** Schools that are run privately by some organizations like the Catholic mission where students are charged some amount of money for the service they get.

**Proficiency Tests:** These are tests designed to assess the learner's capability in a given language demonstrated at a given point in time, independent of a specific course, book, or chapter in a book. They are usually given to measure the individual's readiness to pursue a certain study in future and predict if the learner is sufficiently proficient to meet the requirements.

**Reliability:** This deals with how much the test is consistent as a measuring instrument. It is chiefly concerned with size of test. In general, the larger the sample the greater is the probability that the test is reliable.

**Secondary Schools:** These are also known as senior secondary schools. They are schools that constitute grade levels from 9 to 12.

**Validity:** This deals with the extent to which the test measures what it is supposed to measure, or the extent to which it provides a true measure of the particular skill or skills it is intended to measure. It is primarily concerned with the content of the sample.

1.7 Symbols and Abbreviations Used

GSS	Government Secondary Schools
MSS	Mission Secondary Schools
MTELP	Michigan Test of English Language Proficiency
N	Number of testees
$N_1$	Total number of sampled government school testees
$N_2$	Total number of sampled mission school testees
$\bar{X}$	Sample mean
$\bar{X}_c$	Sample mean for the cloze test
$\bar{X}_D$	Sample mean for the dictation test
S.d	Standard deviation
$S.d_c$	Sample standard deviation for the cloze test
$S.d_D$	Sample standard deviation for the dictation test
t-test	difference test
t - comp.	t-value got by computation
t - tab.	t-value got from a statistical table of the t-distribution.

## Chapter II

### Review of Related Literature

In this Chapter, an overview of the theoretical aspect of the integrative tests with special regard to the advantage of these instruments in testing language proficiency is given in order to give a clear picture to the reader as to their relevance. A proper review of the available literature on the cloze test and the dictation, two of the integrative tests employed in this paper, as reliable devices for measuring the learners' global language proficiency has been made separately.

Also reviewed in this chapter is works on the use of the Fog Index, a readability formula which has been adopted in this paper, to determine the grade levels of both the cloze and the dictation passages.

Several sources are available in support of the integrative tests as best global measures of proficiency in language. The advantage of using these integrative tests over the discrete-point tests (such as the multiple-choice type), to assess language proficiency has been studied by many language testing experts. John Oller (n.d: 22-3); perhaps the most important of these experts in this field, for instance, states that discrete-point tests are in most instances appropriately employed only by agencies such as educational testing service which prepare large-scale examinations for institutional proficiency testing, but the vast resources available to such agencies are rarely at the disposal of the ordinary classroom teacher, and thus the easier-to-prepare integrative tests such as the cloze procedure and the dictation are more adaptable for for the classroom teacher to assess the efficiency of the learner's

integrated grammar. They are also easy to develop and administer. These make them advantageous especially for a foreign language teacher who is unskilled in the technicalities of constructing language proficiency tests of the discrete-point type, which are considered to be extremely difficult to develop.

### 2.1. Works on the Cloze Procedure

The Cloze procedure which is based on the principle of the Gestalt Theory of Closure, was developed by Wilson Tylor in 1953, initially to measure the readability of prose. But as Oller (1973:106) points out, the use of the cloze technique as a measure of second language proficiency was developed by Tylor himself as early as 1956.

The cloze procedure, now widely used as a test of reading comprehension and general language proficiency, involves the principle whereby the learner is required to supply the deleted items in a passage from the surrounding contextual clues available. In other words, it is a test "... based on a passage from which every n<sup>th</sup> word has been deleted ..." (Peter Hubbard et al (1985:278) for the learner to fill in.

John Oller (1973:111-12) mentions about five major characteristics which make the cloze test an ideal instrument for measuring language proficiency; internal consistency, reliability, validity, ease of construction and administration, and ease of standardizing. The latter one he says is simply achieved by comparing the scores obtained by native speakers to that got by non-native speakers on the test.

In studies which utilize an every n<sup>th</sup> deletion Oller (1975:11) reports that ration reliabilities between .80 and .90 were obtained by the half-score method. Concerning the validity of the cloze test as a measure of language proficiency he reports that cloze tests scored by the acceptable word method yielded correlation ranging between .85 and .89 with the total score on the University of California, Los Angeles, English as a Second Language Placement examination (UCLA, ESLPE) and the Test of English as a Foreign Language (TOEFL).

By way of answering what exactly cloze tests measure and what exactly is taking place when a student responds to items on a cloze test Oller (1973:114) states that on the basis of incomplete information the subject is required to project a word to fill in a blank and thereby complete a sequence. In doing so, both his productive (or active), and receptive (or passive) skills of language has to be employed. The context clues provided in the cloze test, continues Oller (1973:114),

... allow the student by an analysis to synthesise a greater whole. At the same time the synthesis or projection may become part of the next analysis required to produce a subsequent synthesis.

This means that the cloze completion test involves more skills than passive reading, because by sampling the information that is provided the subject formulates expectations about is possibly to follow and by doing so he either confirms or disconfirms his expectations. In other words, a process of synthesis takes place. It follows thus that cloze completion tasks require the control several language skills from the part of the subject, so as to enable him to make sense but of the incomplete cloze

passages, and it is these skills that cloze tests force into action during the completion. In short, as Stephen Newman (1978:24) states, the cloze procedure can be used to test the student's reading comprehension, his ability to discriminate between details and main ideas, arriving at a conclusion, and his ability to predict outcomes from the given cues.

Another equally important point worth mentioning here is that the cloze test is a vital instrument for testing proficiency in language because it eliminates guessing, which is one of the inherent short-comings of the discrete-point tests.

Several researchers have employed the cloze procedure as a measure of language proficiency. Patricia Irvine et al (1974:245) have, for instance, made the following study, with a primary purpose of providing scores attesting the degree of English proficiency of native speakers of Farsi in Tehran, Iran. One hundred and fifty nine (159) non-native speakers of English were administered the TOEFL. These subjects also took a cloze test of 50 deletions. The researchers indicated that a high correlation of about .78 exact-word has been achieved in the cloze test when the results were intercorrelated with the TOEFL total scores (high correlations between two testing techniques shows that the two are probably measuring the same thing). They state that these correlations are evidence in favour of the argument that integrative tests are favourable instruments for testing proficiency in language, because they are task oriented and require the practical use of language for communicative purpose, from the part of the learner.

Joseph B. Stubbs and G. Richard Tucker (1974:240-41) also administered a cloze test in May 1973, as an integral part of the English Entrance Examination (EEE). The test was intended to provide scores attesting the degree of English proficiency of 211 non-English speaking students including 155 Arabic speaking population, who were attempting to enter the American University of Beirut (AUB), where English is used as a medium of instruction. The EEE, a standardized test of AUB consists of four parts: 1) structure, 2) Vocabulary, 3) Miscellaneous tests of language aptitude, and 4) Reading comprehension. The cloze passage totaling 294 words long was prepared and administered. The findings showed significant positive correlation of about .71, at the .001 level of confidence, between the cloze score on the exact word method and the total EEE scores. The writers concluded that the test constituted a powerful and economic measure of English proficiency for non-native speakers.

Jon Jonz (1976:261) also reports that he administered 33 item multiple - choice (M-C) cloze procedure to 33 students of English as a Second Language (ESL) program, at a large University in eastern United States. The results were found to be very significantly correlated with a three-hour placement examination which was administered to these same subjects, suggesting that M-C cloze and placement examination (placement examinations are proficiency tests) measure very similar things.

Similar research on the cloze test as a valid measure of proficiency in language has also been conducted in Nigeria. Adediby Ojerende (1980:32) administered the test to study

whether the cloze technique could reliably measure English language proficiency of Yoruba speakers of a Nigerian primary school students. Based on his findings he suggested that the test was a desirable device for the purpose.

There are few studies available conducted on Ethiopian cases. Two of these worth mentioning here are the following:

Tsegaye Woldeyesus (1982) employed the cloze test to determine the reading comprehension level of freshman students at AAU in which he found some differences between the freshmen enrolled in the faculty of Natural Science, and those in the social science faculty.

Oller and Conrad (1971:185) report J.O. Bowen's 1969 study to measure the relative control of English and Amharic by grade 11 Ethiopian students using the cloze test. They point out that Bowen employed the cloze test to compare the proficiency level of various schools and language groups in Ethiopia with regard to English and Amharic.

## 2.2 Works On Dictation

Dictation is also one of the integrative tests which are believed to be very favourable measures of proficiency in language. It has been the subject of considerable research and has regained emphasis especially since the 1970's as a valid and useful language testing device. Sandra J. Savignon (1982:33), Diana S. Natalicio (1979:168) and Oller (1972:172), for instance, contend that dictation is a simple yet reliable and valid measure of functional language skills capable of being an efficient means of obtaining information about the learner's global language proficiency.

A dictation task is different from simply copying down of material spoken or read. It involves more than one of the four skills and the student has to possess these integrated skills at his disposal in order to reproduce in a written form, what is dictated to him. Natalicio (1979:169) for example, quotes Oller who said that in dictation the student is involved in active and complex process of analysis-by-synthesis of the various integrated language skills. And William Francis Mackey (1965:406) lists these language skills as "... the ability to spell, the discrimination of sounds and words, skills in interpreting what is heard to make sense out of it, a certain knowledge of the structure of the language, skill in writing and punctuation." J.B. Heaton (1979:185-86) also mentions these same skills involved in dictation tasks as listening comprehension, the auditory memory span, spelling, the recognition of sound segments, and the familiarity with the grammatical and the lexical patterning of the structure of language. He states that dictation measures many different language skills thereby providing a good means of alternative test to other discrete - point proficiency tests for assessing the student's competence in language.

In the fall of 1968, Oller (1971:254-55) conducted the following experiment in support of the use of dictation as a device for testing foreign language proficiency. He administered the ESLPE to 100 students for UCLA. This examination had five parts: a section on vocabulary, a composition, a phonological discrimination task, multiple - choice items, and a dictation. In order to determine the amount of overlap between these parts, each

part of the test was correlated with each other part and with the total score. The findings showed that dictation correlated more highly with each other part of the test than did any other part. These correlations were found to be significant at the .001 level of confidence, a fact that forced the researcher to conclude that the dictation test was the best single measure of the totality of the English language skills being tested.

In their attempt to examine the validity of the integrative tests, Patricia Irvine et al (1974:245-50) also provided strong support for the use of dictation as a test of English as a foreign language proficiency. They determined the overlap between two dictation tests they administered to 159 non-native speakers of English in Tehran, Iran. The subjects were also given the TOEFL. The combined total score of the dictation tests scored by counting the number of correct words appearing in the original sequence correlated at .69 with the TOEFL total. The researchers concluded in favour of the use of integrative testing technique rather than using the discrete-point tests as valid means of measuring the student's proficiency in language.

Similar work on the subject was also that one carried out by Rebecca Valette, as C.W. Stansfield (1981:348) reports. He states that in 1964 Valette conducted a study on 6 beginning French classes at the University of Florida. A 50 word dictation was included in the final departmental examination to look into how far dictation could be useful to be a test of language proficiency. The results showed that the dictation scores correlated with the total score on the test at .78 for one group and at .89 for the other group suggesting that dictation was a reasonably good measure of student's language proficiency.

Kamal A. Fouley and Gary A. Cziko (1985:559) also involved a total of 624 foreign students in a dictation test along with other

measures of English language proficiency at the University of Illinois at Urbana - Champaign for whom English was a second language. The purpose of the test was to examine the reliability, validity, and scalability of a technique for constructing, administering, and scoring dictation tests as measures of second language proficiency. Based on the Illinois English placement Test (IEPT) scores, they found that the English proficiency level of the subjects was inadequate for regular University studies, and were made to enrol in a pre-University English program where they were studying English as a second language exclusively.

### 2.3 The Fog Index

There are several readability formulas for calculating the grade level or the reading level of written materials, in use today. Just to name some, Flesh's Reading Ease Formula, Dale and Chall, Smog Grading, and the Fog Index.

The Fog Index devised by Gunning in 1952 has been employed in this paper, to determine the difficulty levels of the cloze and the dictation passages used in the tests. The selection of this formula has been made mainly for the following two reasons; ease of application, and calculation. This is in accordance with John Gilliland (1975:93) who says that the Fog Index requires less time to compute than other formulas like the Flesh which involves the counting of every syllable of each word used in the sample passage, whereas the Fog Index involves only the counting of words of three or more syllables. It is also preferable to the other formulas like Dale-Chall and the Smog in that these two involve more complex and time consuming calculations.

As to the validity of the Fog Index as a good instrument for calculating readability Gilliland (1975:93) mentions Klare's study which obtained a correlation coefficient of .59.

There is only one information available on the use of this formula on tests designed for Ethiopian students; in his study mentioned earlier in this Chapter, Tsegaye adopted the Fog Index to calculate the difficulty levels of the Geography and the Chemistry textbooks used by the social science and natural science freshmen students respectively.

Gilliland (1975:93) also adds that this formula is valid as a measure of readability because it considers both word length (it considers words of three or more syllables as difficult, but with some exceptions) and sentence length, two important factors that contribute to the difficulty of reading materials, as significant variables in reading.

## Chapter III

### Procedure and Methodology

#### 3.1 Procedure

##### 3.1.1. Procedure for the Selection of Sample Population

From the 21 GSS in Addis Ababa, 4 were randomly selected by lot. They were the following:

1. Addis Ketema
2. Kokebe Tsibah
3. Minilik II, and
4. Shimelis Habte

But with regard to the MSS, 3 schools were excluded from the sample out of the total 9. They were, the Italian State School, Lycee Gebre Mariam, and Sanford. The first two were excluded for English is not used there as a medium of instruction but given as a subject. The last one was excluded because the school has no grade 12 prospective graduates this academic year.

Thus from the remaining 6 MSS the following 4 were likewise randomly selected by lot. They were,

1. St. Joseph
2. St Mary
3. Nazreth, and
4. Yehiwot Birhan

From each of the sampled schools, one section was again randomly selected by lot. In this manner a total of 402 students, 257 from GSS and 145 from MSS were selected for the test.

##### 3.1.2 Procedure for the Use of the Fog Index

As has been mentioned in the preceding chapters, the Fog Index is one of the measurements currently employed to assess the reading difficulty level of written materials. This formula has been selected to determine the grade level of the cloze and the dictation passages used in this paper, adopting the procedure proposed and used by Gilliland (1975:93-6), for calculating

the grade level of prose. His steps were:

1. Select a sample of about 100 words from a passage
2. Calculate the average sentence length, by dividing the number of words in the sample passage by the number of sentences.
3. Count the number of difficult words, that is words with three or more syllables (but with some exceptions) in the sample passage.
4. Multiply the sum of steps 2 and 3 by .4 to obtain the Fog Index, and the product is the grade level of the sample passage.

Example: Many freshmen fail during their first semester in college. Some fail because they are unable to adjust to a new kind of life in which they are expected to behave like adults. Others fail because their previous training has been inadequate and their study habits are poor. A number of students bring failure upon themselves because they do not seek advice from their counsellors, they choose the wrong courses, or they try to take too many credits.  
(Mekonnen Dissasa, 1983:55)

1. Number of words = 77
2. Number of sentences = 4
3. Average sentence length =  $77/4 = 19.25$
4. Number of difficult words = 4(semester, expected, inadequate, Counsellors)
5. Add steps 3 and 4,  $19.25 + 4 = 23.25$
6. Multiply the sum by .4,  $23.25 \times .4 = 9.3$

This means that the passage has a reading difficulty level of grade 9.

Words with three or more syllables that occur more than once in the sample passages are counted only once.

### 3.1.3 Procedure for the Selection of the Cloze passage

Two cloze passages of exactly 306 and 322 words long, the difficulty level of both of which was grade 12 were selected. Both of them deal with subject matter of general interest, a fact recommended by many language testing experts like Savignon (1982:36), as an ideal one for the purpose. They were also free of technical jargons. The first passage was taken from a book by F. Bornston Libaw and William D. Martinson (1976:131), starting with the phrase "Students who enter college..." and ending with the phrase "... little planning and self-discipline." The second was taken from Every day English by John Roock (1979:152-3), starting with the phrase " Governments in recent years..." and ending with the phrase "... posts usually occupied by men." Both the passages were given to one native and two Ethiopian English teachers in AAU to evaluate them. They were asked, in view of their experience, to state which one of the two they considered more fit to be a good reading passage for grade 12 students, with regard to its vocabulary, style, content, organization, and interest to the pupil. This is in accordance with Gilliland (1975: 85-95) who contends that this would increase the reliability of such tests because readability formulas have sometimes been criticized for understimating or overestimating the difficulty levels.

Two teachers, one native and one Ethiopian favoured cloze passage I (see appendix A), and the other preferred cloze passage II (see appendix B), as shown in appendix C. Accordingly Cloze Passage I was selected for the test.

On the basis of the techniques proposed by many language testing experts like J. Anderson (1971:181) and Oller (n.d:25) the cloze test was prepared. They propose that for large-scale proficiency testing, a cloze test with every 5th word missing, to make a total of about 50 deletions, the first and last sentences of which are left intact so as to provide contextual clues is ideal. Also on the basis of Anderson (1971:181) and Renate A.Schulz (1981:45-6), the length of the blanks for the missing words was kept uniform, despite the variations on the length of the missing words, so as to avoid the possibility of giving clues to the testees.

#### 3.1.4 Procedure for the Selection of the Dictation Passage

The determination of the difficulty level of the dictation passage was done following the same procedure as used for determining that of the cloze passages. Four passages; dictation test I (appendix D), dictation test II (appendix E), dictation test III (Appendix F), and dictation test IV (appendix G) 105, 105, 111, and 104 words long respectively, each one of which has a reading grade level of 12, were selected. They were rated by the same teachers who evaluated the cloze passages. The aim was to select the best two they thought favourable for the purpose. Dictation test I and II were unanimously selected (see appendix H). Dictation test II was taken from the book by Libaw and Martinson (1967:132), starting with the phrase "Many students cut class mentally...", and ending with the phrase.

"... stimulate further thought and discussion." Dictation test I was taken from a book by Roock (1969:112). It starts with the phrase "A great deal of research continues to find out...", and ends with the phrase "... so that fewer would start smoking." Dictation tests III and IV taken from James M. McCrimmon (1963:213) and J.F. Heaton (1979:213) respectively, were not used for the test. Like the passages for the cloze test, each of these four dictation passages also deal with subject matter of general interest. Care was also taken as Savignon (1982:36) points out, to avoid passages containing numerous proper names and references of a localized or highly specialized nature, because such passages are considered to be undesirable tests of language skills, but test of other subject matters like sociology.

The two dictation tests (of exactly 210 words long) together form a fairly large sample passage. This is done so as to increase the reliability of the scores they yield, thereby estimating fairly precisely the testees' ability to comprehend the stream of speech as it comes to them in lectures in class, as suggested by Bernard Spolsky et al (1968:97).

### 3.2. Methodology

#### 3.2.1. Administration and Scoring of the cloze Test

All the randomly selected 402 students, 257 from government and 145 from mission schools were administered at different times, the cloze test of exactly 306 words long, with 50 deletions. The first and last sentences of the cloze passage were left intact so that the testees could obtain contextual clues by integrating

meaning from within. They were given 60 minutes to finish the entire test. The directions were read silently by the subjects, and an example was also provided to show them how they should work out (see appendix A). But proper instruction was also given by the invigilators, additionally, before the distribution of the test. A separate answer column (appendix I) was provided for them to record their answers in order to give them enough space in case of answer alteration when writing down their answers, and for ease of scoring.

With regard to methods of scoring, this study employed the exact-word method because this method, as Oller (1973:112) points out, helps to maintain consistency of scoring. The acceptable-word method, which is perhaps relatively easier for the testees, but extremely difficult, especially for a foreign language teacher, to decide what constitutes an acceptable answer for each blank (Stubs and Tucker, 1974: 241), was not favoured mainly because it entails only additional work for the score. It has been found that both the exact and the acceptable-word methods are almost equally reliable as Heaton (1979:112) points out, and highly correlated.

Each correctly restored item was awarded 2 marks to make the test count of a hundred. No point was deducted for mistakes in spelling unless the word was so badly spelt that it could not be understood (Heaton, 1979:122).

### 3.2.2. Administration and Scoring of the Dictation Test

All the subjects who took the cloze test also sat for both the dictation tests, administered at different times. The dictation tests were given on tape. This was done to avoid interruptions by students who wanted to have the material repeated or read more slowly if they were read by the test administrator. The dictation passages were recorded by an Ethiopian English teacher in AAU. This was done so because it was earlier learned that both these groups of students were familiar with the pronunciation of Ethiopian teachers, while some students in some government schools were unfamiliar with native speaker pronunciation. In order to keep the linguistic integrity of the passages and maintain the sentence rhythm, intonation and phonetic sequence the dictation passages were divided into chunks or rhythm units, by the test recorder, without disrupting the grammatical construction. This was done in accordance with what language testing experts like George Perren (1967:23), and H.A. Cartledge (1968:227), propose.

The following is an example of such a passage for advanced students from Susan Morris (1983:123). The oblique strokes denote the rhythm units.

... 'Apparently, / the unattractive men/ are seen  
as being less masculine, /and therefore less  
ambitious', / a university spokesman said./  
'Yet unattractive men/ were preferred for jobs  
considered traditionally "female"./ Whenever a  
man succeeds at a "masculine" job, / people tend to  
think/ it is because of his ability./ But when a  
woman is successful, / it is usually attributed  
to luck'./

Each chunk was read in connected groups, while recording, with a speed moderate enough for the testees to write down what they heard. Natalicio (1979:172), states, for instance, that if

the purpose of the dictation test is to measure overall alanguage proficiency, sentence stimuli presented at a normal conversational rate of speech would appear to offer significant advantages because dictation performance requires that a sudent understand the meaning of the passage as a whole, while also understanding each word, and the relationship between the words.

Complete instructions for the tests were given both on the tape and on the answer sheets (see appendix L). The methods of administering the dictation test followed the techniques suggested by Heaton (1979:186), Savignon (1982:38), and Rebecca Valette (1967:140). The techniques were the following:

1. Each passage is read once at moderate speed first, and students simply listen.
2. Then it is read in chunks, with proper pauses in between each chunk for the students to record what they hear.
3. The third time it is again read at moderate speed for the testees to make corrections. And finally they are given one minute to make the corrections before the test papers are collected.

The length for each pause varies according to the length of each chunk, and it was determined by the speed of two grade 12 students who wrote the passage as it was initially recorded. These students were instructed to signal for the recorder to continue right after writing what they had heard. This procedure was adopted from Savignon (1982:38).

In order to avoid what Natalicio (1979:117) calls artificial errors, no punctuation marks were read, because students usually

tend to write punctuation names in words rather than putting the punctuation marks, and this creates confusion for the scorer. But since it was found necessary to insert full stops at the end of each sentence, to enable the students not to complicate the sentence, a single bell sound has been recorded to signal the full stop.

In scoring the dictation test Valette's (1967:137) proposal has been adopted in this paper. Thus;

1. each word in the passage was considered as a separate item worth one point,
2. errors in spelling not affecting phonological or lexical meaning were disregarded, and
3. generally misspelt words that occur more than once were only counted as one error.

The scores of the testees on the two dictation tests were finally combined and were counted out of a hundred.

Answer sheets with proper instructions were provided for the subjects to write down their answers. A vertical line, beyond which students were instructed not to write anything, was drawn at the right side of the page, on each answer sheet (see appendix L). This was used to put the number of mistakes that the testee made per line. The number of mistakes per line was finally added together to constitute the students' scores.

### 3.2.3 Administration and Scoring of the MTELP

This test was administered to all the subjects in order to validate the integrative tests, used in this paper. It has three parts - Grammar, Vocabulary, and Reading Comprehension, constituting a total of 100 items (see appendix M). The administration and

scoring procedure followed the instructions of the test. But since there was no answer key available, it was scored on the basis of answers by two native speakers who teach the language in AAU. Prior to the administration they were given the test booklet to decide on the answers. Their answers were quite identical, and therefore one (see appendix N). was used as a key to score the test.

#### 3.2.4. Validating the Cloze and the Dictation Tests

In order to determine the validity of the cloze and the dictation tests the MTELP Form-B has been used as a standard criterion. The MTELP has three parts, Grammar, Vocabulary, and Reading Comprehension, constituting a total of 100 items scored out of a 100. Count for both the cloze and the combined dictation tests was also made of a 100 (details of the computation will be shown in Chapter IV).

#### 3.2.5 The Determination of the Reliability of the Cloze and the Dictation Tests

The determination of the reliability of the cloze and the dictation tests was made using Kuder and Richardson's Reliability formula as suggested by Norman I. Gronlund (1976:112). This formula also known as KR-21 is well known to be a simple yet accurate means for estimating the reliability of tests with a large number of items such as these ones used in this paper (details of the computation will also be shown in Chapter IV).

## Chapter IV

### Analysis and Results

#### 4.1. Analysis of Data

The data has been collected from the test results administered to all the 402 sampled subjects. The test scores of both the cloze and the combined dictation tests and the MTELP of each student by school are shown in appendixes O<sub>1-4</sub> and P<sub>1-4</sub>.

The mean scores (X) and the standard deviations (S-d) of these groups of students in each test and the correlations (r) between the cloze and the dictation tests of these same students are given in tables 1 and 2 below.

Table 1: Mean scores and Standard deviations of the scores of the sampled GSS subjects on the cloze and the dictation tests and the correlations between them.

School	Type of Test	* N	* X	s.d	* r
1	cloze	90	27.02	13.46	.93
	Dictation	90	27.70	12.83	
2	Cloze	53	27.58	12.26	.96
	Dictation	53	24.46	11.79	
3	cloze	52	30.50	12.68	.97
	Dictation	52	29.33	13.11	
4	cloze	62	30.06	13.87	.97
	Dictation	62	27.39	15.00	

\* rounded to two decimal places

Table 2: Mean scores and standard deviations of the scores of the sampled MSS subjects on the cloze and the dictation tests and the correlations between them.

School	Type of Test	N	$\bar{X}$	s.d	r
1	Cloze	34	64.18	11.51	.96
	Dictation	34	66.52	9.56	
2	Cloze	25	61.04	9.54	.87
	Dictation	25	66.76	8.04	
3	Cloze	44	64.00	8.26	.94
	Dictation	44	67.43	8.99	
4	Cloze	42	57.33	14.86	.91
	Dictation	42	54.81	15.99	

As shown in tables 1 and 2, the differences in the mean scores of the cloze and the dictation tests for each school are very narrow. For instance, for school 1 of the GSS, the mean score for the 90 subjects on the cloze test is 27.02 as compared to 27.70 on the dictation test, and in a like manner, the mean score for the 34 subjects on the cloze test is 64.18 as compared to 66.52 on the dictation test of school 1 of the GSS. The high correlations obtained between these two tests, in all the schools also reflect this point.

The differences in the mean scores within all the sampled GSS, as well as those within all the MSS subjects is also narrow, ranging from 27.02 to 30.50 for the cloze test and from 24.46 to 29.33 for the dictation test of the GSS subjects. Similarly, for the MSS subjects this ranges from 57.33 to 64.18 for the cloze test, and 54.81 to 67.43 for the dictation test. These differences are somewhat negligible.

With regard to the homogeneity of each group of subjects in each school, we can learn from the standard deviations that all the groups are almost homogeneous. An exception however is school 4 of the MSS, where perhaps a relatively heterogeneous group with a standard deviation 14.86 for the cloze test and 15.99 for the dictation test has been obtained. This means that there are no students of very low level of proficiency in English on one side and students of very high level on the other, except for the latter groups.

The variations in the mean scores of the total GSS and MSS subjects on each test and the respective standard deviations are also shown for comparison in table 3 below.

Table 3: Comparison of the mean scores and the standard deviations of the total GSS and MSS subjects on each test.

School Type	Type of Test				N
	Cloze		Dictation		
	$\bar{X}_c$	s.d. <sub>c</sub>	$\bar{X}_D$	S.d. <sub>D</sub>	
Government	28.58	13.18	27.29	13.28	257
Mission	61.60	11.73	63.45	12.63	148

Table 3 depicts a clear picture of the variations in the performance level of the two groups of students. The total mean scores of the GSS subjects is 28.58 as compared to the 61.00 of that of the MSS for the cloze test, and 27.29 as compared to the 63.45 for the dictation test respectively.

In both the tests the differences in the mean scores between the GSS and the MSS subjects seem to be great. The significance of these differences in the level of performance in English between these subjects will be examined later in this chapter.

In order to determine the significance of the differences between the mean scores of these two groups of students a statistical model, namely the t-test technique has been employed. This statistical model has been used for testing the hypothesis (stated in chapter I above) used in this paper, to show whether or not there was a significant difference between the level of proficiency in English of the GSS and the MSS leavers.

There are two anticipated outcomes in the hypothesis:

1. If both GSS and MSS leavers perform in the tests in a similar way in such a way that the difference between their means is not statistically significant, the null hypothesis ( $H_0$ ) which states that there is no significant difference between their level of proficiency in English will be accepted.
2. If the mean score of one of these two groups of the testees differs to a degree that is statistically significant, the alternate hypothesis ( $H_1$ ) which states that there is a significant difference will be accepted.

The acceptance or rejection of the hypothesis will be made on the basis of the established fact that if the t-value calculated is greater than the t-value tabulated (t-value tabulated is that value obtained from a statistical t-distribution table), the alternate hypothesis ( $H_1$ ) is accepted and the null hypothesis

( $H_0$ ) rejected. But if otherwise, the null hypothesis ( $H_0$ ) is accepted and the alternate hypothesis ( $H_1$ ) rejected.

#### 4.2 Results and Discussion

##### 4.2.1 Results of the Validity Test

As stated in the preceding chapter, the validity of the cloze and the dictation tests, used in this paper was examined. This was done by correlating the total scores of all the testees on the cloze test and the combined dictation, with their total scores on the MTELP Form-B, using the computer. The results are shown in table 4 below.

Table 4: Correlation Coefficient of the total MTELP with the total scores of the cloze and the combined dictation tests (rounded to two decimal places.)

Type of Test	Michigan	Cloze	Dictation
Michigan (N=402)	1.00	0.97	0.97
Cloze (N=402)	0.97	1.00	0.97
Dictation (N=402)	0.97	0.97	1.00

As shown clearly in table 4, both the cloze and the combined dictation tests correlated at .97 (0.970935 and 0.972516 respectively, to be more precise) with the MTELP, and with each other.

These figures according to Rye (1982:106) are interpreted as indicative of a high correlation, suggesting that the degree of relationship between the MTELP on one hand, and the cloze and the dictation tests on the other is strong enough so that we can be confident about the cloze and the dictation tests as measuring almost the same thing as the MTELP. They are also in line with other correlation coefficients got by similar studies (see chapter II).

#### 4.2.2. Results of the Reliability Test

In order to estimate the reliability of the cloze and the dictation tests, used in this paper, the KR-21 reliability formula has been employed. According to Norman E. Gronlund (1976:112) this formula has the following components:

$$\text{Reliability estimate} = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

Where K = number of items in the test

M = the mean of the test scores

S = the standard deviation of the test scores

This formula is considered to be a simple yet accurate means for estimating the reliability of power tests that contain a large number items, such as the cloze and the dictation tests used in this paper. Its simplicity lies in the fact that it involves only the test mean and the standard deviation, both of which are normally calculated in routine test interpretation (Heaton, 1979:157).

Thus using this formula the reliability coefficient of the cloze test was found to be 0.95 and that of the combined dictation 0.96. Both these figures show a high degree of reliability of these

these two tests, and the reliability coefficient of the cloze test is in line with the findings of ~~eye~~ (1982:45).

#### 4.2.3. Results of the t-test

As stated earlier in this chapter, in order to determine the significance of the differences in the English proficiency level of the GSS and the MSS leavers, the t-tests for both the cloze and the dictation tests were calculated using the computer. At 400 degrees of freedom (i.e,  $N_1 + N_2 - 2$  or  $257 + 145 - 2$ ), the critical value of a two tailed test was found to be significant at  $P < .001$  level of confidence as shown in table 5 below.

Table 5: Computation of the t-test

School Type	Type of Test	N	X	s.d	t-cal	t-tab
Government	Cloze	257	28.58	13.18	25.08*	3.29
	Dictation	257	27.29	13.28	26.68*	3.29
Mission	Cloze	145	61.60	11.73	25.08*	3.29
	Dictation	145	63.45	12.63	26.68*	3.29

\* Significant at  $P < .001$

At  $P < .001$  level of confidence, the t-tabulated (t-tab) is 3.29 for both the cloze and the dictation tests, and the t-value calculated (t-cal) is 25.08 for the cloze and 26.68 for the dictation test. In all the cases the t-calculated is greater than the t-tabulated, as shown in table 5. This indicates that the difference between the English language proficiency level of GSS and MSS leavers is significant at  $P < .001$ . This means that there is less than one chance in a thousand similar observations for such a difference between the performance level in English of GSS and MSS leavers to

to occur by chance. In other words, even if a sample size as big as 1000 subjects is taken for the study, the possibility of such a difference in the mean scores of the testees to occur by chance is less than one. We can therefore be confident that a true difference in the level of proficiency in English does exist between these two groups of subjects under consideration.

Thus on the basis of these findings the alternate hypothesis ( $H_1$ ), which states that there is a significant difference between the level of proficiency in English of GSS and MSS leavers is accepted and the null hypothesis ( $H_0$ ) which states that there is no difference rejected.

## Chapter V

### Conclusion and Recommendations

#### 5.1 Conclusion

The findings of this paper suggest the students from government and mission secondary schools leave their respective schools with a marked difference in the level of proficiency in English, in spite of completing the same grade levels. The Ministry of Education's English curriculum is primarily geared to direct the learning-teaching activity in these two schools centrally, so as to prepare students of similar academic background, with respect to the grade levels they complete. But this goal, according to these findings, seems to be far from being achieved.

To be more precise it suggests that the English language proficiency level of GSS leavers (these from the bulk of the student population of the country at this level), is generally poor and is remarkably far less than that of the students who graduate from the MSS. This in other words, means that the students from government and mission secondary schools represent a wide range of readiness for successfully carrying out further academic performance at the tertiary level. Thus it follows that to channel together students of such a significantly varied level of proficiency in English and expect them to perform equally in their academic fields in college seems pedagogically unrealistic for as B. Frank Brown (1966:142) says, "There is nothing so unequal as the equal treatment of unequals."

## 5.2 Recommendations

The results of the present paper indicate that there was a significant difference between government and mission secondary school leavers in their level of performance in English. And on the basis of these findings the following recommendations have been made.

1. Selection of students for admission into the tertiary level has to be made on the basis of a valid and reliable English language proficiency test that can provide a successful screening information to find the group of students for whom further work in English would be necessary. Thus the construction of a college entrance English Examination, in addition to the ESLCE has to be considered.
2. The universities and the colleges have to design courses for improving English language skills for the incoming students with emphasis on deficiencies that the students exhibit in the entrance examination. And it would be beneficial for the students if they are placed into an appropriate **program** of English language learning and to be grouped with students of the same level of proficiency. The teaching materials have to be developed in such a way that each group can learn at a pace commensurate with its ability.
3. As long as English remains the medium of instruction in and above the secondary school levels (and a language most important throughout the world) such a great disparity in the level of proficiency in this language

should not be tolerated between these groups of students. Thus a thorough review of the English curriculum and the quality of the secondary school teaching-learning activity in the government schools, with regard to such aspects as the teaching-learning facilities, the proper training of the teaching staff, size of classes, the length of periods and the academic years has to be made, so as to find out the factors that contribute to the problem and overcome them.

4. This paper doesn't in any way claim to be a complete one, it therefore feels that more research has to be conducted on the problem, in order to come out with a reliable solution.

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Appendix A ..

Cloze test I

INTRODUCTION: The following is a passage with every 5th word missing. Each blank in the passage stands for just one word that is missing. First, read the whole passage as it is, to get the proper contextual clues. Second, re read the passage but this time filling in, on the answer sheet provided, each blank with a word that you think best fits. The example below will show you how to answer the test. You will have 1 hour to finish the test.

Example: While attending high school,   i   was given considerable attention        and        guidance by the members        of        the staff. In College   i   find myself on my        own        in the classroom  
(Hekonnen:56)

Students who enter college directly from high school often find it difficult to arrange their time efficiently. There are no demands   1   on them except a   2   hours of classes a   3   no compulsory "study periods",   4   parents to remind them   5   their "homework." It is   6   difficult to adjust to   7   sudden freedom from outside   8   to study.

The good   9   plans his work and   10   his plan. One good   11   of making up a   12   schedule that fits your   13   needs is to discover   14   analyse how you actually   15   your time now. If   16   keep an accurate record   17   one week of how   18   spend your time, hour   19   hour, you will probably   20   surprised to discover that   21   actually spend less time   22   and more time in   23   time-passing than you ever   24  .

Although drawing up a \_\_\_\_\_ 25 \_\_\_\_\_ schedule of where  
your \_\_\_\_\_ 26 \_\_\_\_\_ goes may be bothersome \_\_\_\_\_ 27 \_\_\_\_\_  
will probably present you \_\_\_\_\_ 28 \_\_\_\_\_ some unpleasant  
surprises. You \_\_\_\_\_ 29 \_\_\_\_\_ find it well worth \_\_\_\_\_ 30 \_\_\_\_\_  
\_\_\_\_\_. It can not only \_\_\_\_\_ 31 \_\_\_\_\_ a real revelation as  
\_\_\_\_\_ 32 \_\_\_\_\_ just how you are \_\_\_\_\_ 33 \_\_\_\_\_ your time  
at college, \_\_\_\_\_ 34 \_\_\_\_\_ it can show you \_\_\_\_\_ 35 \_\_\_\_\_  
how much time you \_\_\_\_\_ 36 \_\_\_\_\_ apart from sleep, meals,  
\_\_\_\_\_ 37 \_\_\_\_\_ classes and other fixed \_\_\_\_\_ 38 \_\_\_\_\_  
to spend on studying \_\_\_\_\_ 39 \_\_\_\_\_ other activities. Knowing  
this, \_\_\_\_\_ 40 \_\_\_\_\_ can then make a \_\_\_\_\_ 41 \_\_\_\_\_  
choice as to how \_\_\_\_\_ 42 \_\_\_\_\_ time you will spend \_\_\_\_\_ 43 \_\_\_\_\_  
\_\_\_\_\_ your studies and how \_\_\_\_\_ 44 \_\_\_\_\_ on recreation,  
and \_\_\_\_\_ 45 \_\_\_\_\_ no longer be victimized \_\_\_\_\_ 46 \_\_\_\_\_  
a faulty sense of \_\_\_\_\_ 47 \_\_\_\_\_ and an inability to \_\_\_\_\_ 48 \_\_\_\_\_  
\_\_\_\_\_ whatever time is available.

\_\_\_\_\_ 49 \_\_\_\_\_ chances are that unless \_\_\_\_\_ 50 \_\_\_\_\_  
\_\_\_\_\_ have already worked out a carefull plan ,you will find about  
the same proportion of time devoted to social activities as to classes and  
study combined. But this state of affairs can be improved with a little  
planning and self-discipline.

Appendix B .

Cloze test II

Government~~s~~ in recent years have been in favour of the principle "Equal pay for equal work." This support for what 1 an obvious and undeniable 2 right has come about 3 the nation cannot afford 4 waste a large proportion 5 its potential labour force 6 discouraging women from working 7 unjust treatment in wages 8 salaries. If girls are 9 equally with boys they 10 be similarly encouraged to 11 upon their jobs as 12 and study for the 13 qualifications. Some argue, however, 14 if women are lured 15 go out to work 16 will neglect their families 17 there will be an 18 in marriage-breakdowns and delinquency 19 children, who really do 20 their mothers at home 21 them.

Our society still 22 more responsibilities on men 23 on women in financial 24 it is the men 25 are expected to be 26 bread-winners, provide the family 27 and pay the hundred 28 one bills which fall 29 the letter-box. Yet some 30 have responsibilities equal to 31 of some men and 32 just as much money 33 support and bring up 34 or to look after 35 parents; it is not 36 that they should be 37 <sup>merely because of</sup> their 38. Single women, too, have 39 similar to those of 40 men they have to 41 for flats, buy clothes, 42 fares to go to 43, and save up for 44; there is no justification 45 automatically paying them less 46 their male counterparts. In 47 case, some women are 48

than men in some \_\_\_\_\_ 49 \_\_\_\_\_ but nobody suggests that  
\_\_\_\_\_ 50 \_\_\_\_\_ should receive more, "unequal" pay never acts  
to the advantage of women.

Prejudice still maintains that women cannot expect equal pay, because they are suited in some way less demanding and more repetitive jobs, and because they cannot tolerate the physical and mental strains which accompany the better-paid posts usually occupied by men.

Appendix C: AAU English teachers rating of the  
cloze tests (the tick mark shows  
their choice)

teacher	cloze test I	cloze test II
1		✓
2	✓	
3	✓	

Appendix d : Dictation test I

A great deal of research / continues to find out/whether or not smoking causes cancer / but no definite answer/ has yet been found//. It is true that smoking can cause/ shortness of breath/ and a general lowering of the standard of health/ particularly in the lungs/ but there is, as yet, / no definite link with cancer//. Despite the health hazards/ millions of people smoke/, the numbers increasing annually/ and few of these would stop/ even if it were banned//.

Although it is wrong to ban smoking/ much more could be done / to show smokers, / particularly the young, / the hazards, / so that fewer would start smoking//.

Appendix E : Dictation test II

Many students / cut class mentally/even though they are always present physically/ when the roll is called//. They do not realize/ how important it is/ to make good use/ of the required classroom hours/ from the very beginning of the course//. In classes where there is discussion,/ this involves active participation//. If you choose a seat / toward the front/ and near the centre/, it will be easier to take part/ in what is going on//. Asking questions/ and reciting what you have learned/ will help you learn and remember/, and describing relevant experiences of your own/ to the class / will stimulate further thought and discussion//.

Appendix F: Dictation test III

In the past two generations few new principles have been established in the social sciences. This is contrary to the layman's ~~beliefs~~, but it is true. If you doubt, name some. True, many interesting theories have been advanced, but most of them have not been widely accepted. The reasons, it may be surmised, lie in five difficulties just described, namely, fewness of experiments, uncontrolled conditions, difficulties of measuring results, concluding experiments at the right time, and resistance by the subject of the experiment. Even if the social scientists eventually accept some of the new theories as principles, it will take many more years before the public and its leaders do likewise.

Appendix G : Dictation test IV

It has been found in a recent survey that most people have roughly the same ideas about the ideal place for a holiday. The availability of public transport appeared to play little part in the choice of a locality, even for those people who did not own a car. Congested roads and financial considerations, however, were the two chief factors in deterring people from taking holidays/<sup>in</sup>certain localities. Forty per cent of the people interviewed in the survey gave scenery as the most important factor in determining where to go. Visiting friends was the reason why twenty-two per cent chose a particular destination.

Appendix H: AAU English teachers ratings of the  
dictation tests

teacher No.	Dictation test I	Dictation test II	Dictation test III	Dictation test IV
1	✓	✓		
2	✓	✓		
3	✓	✓		

Appendix I : Cloze test Answer Sheet

Write down the correct word that you think best fits each blank in the space provided corresponding to the item numbers below.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_

- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_
- 31. \_\_\_\_\_
- 32. \_\_\_\_\_
- 33. \_\_\_\_\_
- 34. \_\_\_\_\_
- 35. \_\_\_\_\_
- 36. \_\_\_\_\_
- 37. \_\_\_\_\_
- 38. \_\_\_\_\_
- 39. \_\_\_\_\_
- 40. \_\_\_\_\_
- 41. \_\_\_\_\_
- 42. \_\_\_\_\_
- 43. \_\_\_\_\_
- 44. \_\_\_\_\_
- 45. \_\_\_\_\_
- 46. \_\_\_\_\_
- 47. \_\_\_\_\_
- 48. \_\_\_\_\_
- 49. \_\_\_\_\_
- 50. \_\_\_\_\_

Appendix J : Answer key for the cloze test I

- |               |                    |
|---------------|--------------------|
| 1. made       | 26. time           |
| 2. few        | 27. and            |
| 3. day        | 28. with           |
| 4. no         | 29. will           |
| 5. of         | 30. doing          |
| 6. often      | 31. be             |
| 7. this       | 32. to             |
| 8. pressures  | 33. spending       |
| 9. student    | 34. but            |
| 10. works     | 35. just           |
| 11. way       | 36. have           |
| 12. realistic | 37. transportation |
| 13. study     | 38. requirements   |
| 14. and       | 39. and            |
| 15. spend     | 40. you            |
| 16. you       | 41. deliberate     |
| 17. for       | 42. much           |
| 18. you       | 43. on             |
| 19. by        | 44. much           |
| 20. be        | 45. will           |
| 21. you       | 46. by             |
| 22. studying  | 47. time           |
| 23. aimless   | 48. manage         |
| 24. realized  | 49. The            |
| 25. accurate  | 50. you            |

Appendix K : Answer key for cloze test II

- |               |               |
|---------------|---------------|
| 1. is         | 26. the       |
| 2. human      | 27. house     |
| 3. because    | 28. and       |
| 4. to         | 29. through   |
| 5. of         | 30. women     |
| 6. by         | 31. those     |
| 7. through    | 32. require   |
| 8. and        | 33. to        |
| 9. rewarded   | 34. children  |
| 10. will      | 35. aged      |
| 11. look      | 36. fair      |
| 12. careers   | 37. penalized |
| 13. necessary | 38. sex       |
| 14. that      | 39. expenses  |
| 15. to        | 40. single    |
| 16. they      | 41. pay       |
| 17. and       | 42. find      |
| 18. increase  | 43. work      |
| 19. in        | 44. holidays  |
| 20. need      | 45. for       |
| 21. with      | 46. than      |
| 22. imposes   | 47. any       |
| 23. than      | 48. better    |
| 24. matters   | 49. jobs      |
| 25. who       | 50. they      |

Instruction: You will hear the dictation passage three times. First, it will be read at normal speed, and this time you will not write anything on your paper, but only listen carefully to understand as much as you can. The second time the passage will be dictated at a slower speed and you must write down what you hear. Each word or phrase will be read only once, so you must listen very carefully. You will be given enough time to write down what you hear before the next one is read. The bell sound you hear signals the end of a sentence, and so whenever you hear the bell sound make a full stop. The third time the passage will be read again at normal speed, with a short pause at the end of each sentence to enable you to check your work. After this third reading you will have exactly one minute to make any final correction.

DO NOT WRITE BEYOND THIS LINE



A series of horizontal lines for writing, with a vertical line on the right side to indicate the end of the writing area.

Appendix M :

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY FORM B

INSTRUCTIONS: DO not begin the test until the examiner has read these instructions with you.

1. This test contains 100 items. These are divided into three parts: Part I is a grammar test; Part II is a vocabulary test; and Part III is a test of reading comprehension. There are examples at the beginning of each part to show you how to answer the problems.
2. Each problem in the test has only one best answer. Make only one mark on your answer sheet for each problem. If you want to change your answer, erase the old mark or cross it out several times.
3. Do not make any marks on this test booklet. Write only on your answer sheet.
4. The examiner will not explain any test problem; only the examples in each part may be explained if you do not understand the problems.
5. Try to answer all the problems. Each problem counts the same.
6. You will have 75 minutes to finish the entire test. Do not spend too much time on any one problem or you will not have time to finish the test. If you do not know the answer to a problem, you should make a reasonable guess. Unanswered problems will be counted wrong.
7. Continue working until you have finished the test. Do not stop after each part.
8. Begin the test now.

Part I  
Grammar

This is a test to show how well you can recognize and use English grammatical structures. Each question in this test is part of a conversation. In each conversation a word (or group of words) is left out. Following the conversation are four choices of words which might be used in the incomplete conversation. You are to select the word (or group of words) which would be used by a speaker of English, and which will best fit into the conversation.

---

Example A:

"What is that thing?"

"That \_\_\_\_\_ a spider".

- a) to call            c) be called  
b) for calling      d) is called

The correct answer is: "That is called a spider."

---

Answer all the questions of part I in this manner. Mark only one answer for each problem.

Continue

1. "Why didn't Henry, Peter and Jane go to the movies?"

"\_\_\_\_\_ of them had any money."

- a) None    b) Some    c) Any    d) All

2. "What do you want your son to become?"

"I hope he becomes \_\_\_\_\_."

- a) doctor    b) a doctor    c) the doctor    d) one doctor

3. "Why does John drive fast?"

"He tries to make his dull life \_\_\_\_\_."

- a) interest    b) interested    c) interesting    d) interestingly

4. "Where is Tom?"

"He is still sleeping. He \_\_\_\_\_ to go to class."

- a) must    b) should    c) ought    d) may

5. "Why is the professor tired?"

"Because the students \_\_\_\_\_ so many questions."

a) asked to him b) to him asked c) him asked d) asked him

6. "I would like to have more milk, please."

"How \_\_\_\_\_ more do you want?"

a) many b) few c) little d) much

7. "Are you going to bed already?"

"Yes, I am \_\_\_\_\_ tired that I could sleep for two days."

a) such b) too c) so d) very

8. "Nobody likes her"

"What caused \_\_\_\_\_ disliked by her classmates?"

a) hers b) her to be c) to be d) her

9. "Who is going to come to the meeting?"

"Either my husband \_\_\_\_\_ I will try to be there."

a) with b) but c) and d) or

10. "I can't work tonight."

"\_\_\_\_\_ can I."

a) Neither b) Either c) Also d) Too

11. "Is John sorry that he stole the money?"

"No, he is only sorry \_\_\_\_\_ caught."

a) to have b) that he c) about being d) being

12. "I like New York very much."

"There is not another city in the United States \_\_\_\_\_ New York."

a) like b) as c) so as d) than

13. "I was home all night."

"Why \_\_\_\_\_ to the party?"

a) you not go b) you didn't go c) you didn't go d) didn't you go

14. "Did he need a car?"

"Yes, he \_\_\_\_\_ one or he couldn't get to work on time."

- a) had have b) had to have c) had had d) have to had

15. "What can they do?"

"\_\_\_\_\_ go to the movies."

- a) Them let to b) They let c) Let they d) Let them

16. "What did Jack do last year?"

"I hear \_\_\_\_\_ taught German."

- a) he b) his c) he is d) him

17. "Can Mary go swimming with us when she comes home?"

"No. She will have been \_\_\_\_\_ for two hours."

- a) sim b) swam c) swimming d) swum

18. "Do you cook for yourself?"

"Yes, I'm used to \_\_\_\_\_."

- a) being cooked b) be cooked c) cook d) cooking

19. "Jack is a very nice person."

"Yes, \_\_\_\_\_ other people comes naturally to him."

- a) please b) pleasant c) pleasure d) pleasing

20. "Is Bill in his room?"

"I don't know. I haven't \_\_\_\_\_ him for two hours."

- a) saw b) seen c) see d) seeing

21. "Does finding the right coat mean a lot to John?"

"Yes, he will spend hours \_\_\_\_\_ the one he wants."

- a) being found b) to find c) to have found d) have found

22. "How often do you go to the movies?"

"Once a month, but I wish \_\_\_\_\_ more often."

- a) we went b) us going c) us went d) we are going

23. "Isn't Kate still going to the doctors?"

"No, but she had been \_\_\_\_\_ him regularly before she moved away."

- a) saw b) seen c) seeing d) see

24. "Why is your cat so upset?"

"She doesn't like \_\_\_\_\_ indoors."

- a) to keep b) being kept c) to be keeping d) be keeping

25. "Did Jack sell the pictures?"

"No, he didn't know \_\_\_\_\_ sell them."

- a) where could he b) he where could c) could where he  
d) where he could

26. "Did the thief fall down the stairs?"

"Yes, not until \_\_\_\_\_ did we hear him."

- a) when b) then c) therefore d) because

27. "What happened?"

"The house \_\_\_\_\_ by the wind"

- a) blew down b) was blown down c) was to blown down d) was blown  
to down

28. "Why didn't you help me last week?"

"I \_\_\_\_\_ if you had asked me."

- a) helped b) have helped c) would helped d) would have helped

29. "Whose room is this?"

"It is \_\_\_\_\_."

- a) of our children b) belong to our children c) our children's  
d) of our children's

30. "May I play here?"

"Yes; as long \_\_\_\_\_ you are careful."

- a) like b) that c) while d) as

31. "I am too tired to go shopping today."

"Why don't you \_\_\_\_\_?"

a) have Matt go b) have go Matt c) Matt have gone d) Matt have go

32. "What happened to all the candy?"

"Joe ate what candy \_\_\_\_\_ was in the jar."

a) there b) that c) it d) what

33. "Should I put the coat on the chair?"

"No, I want to keep the \_\_\_\_\_."

a) room neat b) room neatly c) neatly room d) neat room

34. "Why was Joe sent to prison?"

"He was found guilty \_\_\_\_\_ armed robbery."

a) of b) for c) with d) by

35. "Is this Chicago?"

"No, this is Detroit. Chicago is \_\_\_\_\_."

a) farther western b) to the farther west c) farther west  
d) far to the western

36. "Do you think the restaurant will be crowded by noon?"

"Yes, so I would suggest \_\_\_\_\_ go early."

a) to b) for you c) you to d) that you

37. "I haven't written home for a month."

"I'm \_\_\_\_\_; I haven't written for three months."

a) badder b) worser c) worst d) worse

38. "Are mothers pretty?"

"Jimmy and Johnny's mother \_\_\_\_\_ very pretty."

a) is b) are c) has d) have

39. "Do you like most of your classes?"

"Yes, but I dislike \_\_\_\_\_ English."

a) study b) to study c) studying d) for studying

40. "I don't think he is going."

"What are we going to do if he \_\_\_\_\_ come along?"

a) would b) should c) might d) shall

continue to Part II

Part II

VOCABULARY

There are two types of vocabulary items in this test. In the first type you are given a sentence followed by four words or phrases. You are to find the word or phrase that is closest in meaning to the underlined word (words) in the sentence and that could be used in the sentence without changing its meaning greatly.

---

Example B: It's too windy to go for a stroll.

a) swim b) sail c) drive d) walk

The word 'walk' means about the same thing as 'stroll' in this sentence, "It's too windy to go for a stroll."

---

In the other type of item you are given a sentence with one word omitted and a list of four words. You are to find the word that would best complete the sentence.

---

Example C: Because of the storm and rough waves, it would be foolish to go out sailing today in a small \_\_\_\_\_.

- a) automobile b) house c) boat d) beast

The word 'boat' fits best in the sentence so that it reads, "Because of the storm and rough waves, it would be foolish to go out sailing today in a small boat."

---

Answer all of the questions of Part II in this manner.

Mark only one answer for each problem.

Continue

41. If you want to know what the book is about, you should read the \_\_\_\_\_.

- a) predicate b) preface c) precept d) prelude

42. I moved out of that house because the \_\_\_\_\_ created by the neighbours was bad.

- a) acceptance b) allowance c) disturbance d) disposal

43. I don't like this room; it is too gloomy.

- a) dark b) light c) wide d) small

44. Nobody lives here, it is a very \_\_\_\_\_ place.

- a) deliberate b) desolate c) perpetual d) sensitive

45. Hold on for a few more minutes until Mary comes in.

- a) Wait b) Talk c) Stand d) Sit

46. This is precisely what I was looking for.

- a) almost b) better than c) worse than d) exactly

47. In this locality many people are ill.

- a) area b) city c) hospital d) season

48. Fred had a nightmare.
- a) bad dream
  - b) good trip
  - c) strange experience
  - d) black horse
49. Mary was out of the hospital quickly because she had only a \_\_\_\_\_ operation.
- a) hearty
  - b) monstrous
  - c) minor
  - d) neutral
50. Jim said that his cat was as large as a tiger. He likes to \_\_\_\_\_ his stories.
- a) elevate
  - b) overwhelm
  - c) exaggerate
  - d) surpass
51. Professor Burrows teaches Russian history. He \_\_\_\_\_ in the communist period.
- a) specifies
  - b) specializes
  - c) segments
  - d) characterizes
52. You must try to \_\_\_\_\_ your money.
- a) accommodate
  - b) advocate
  - c) adapt
  - d) budget
53. Do you think Mary is going to catch on to the system.
- a) understand
  - b) break
  - c) join
  - d) use
54. As Mabel walked closer to the fire, the heat became more and more \_\_\_\_\_.
- a) wild
  - b) intense
  - c) crude
  - d) scornful
55. He lives alone because he is a \_\_\_\_\_.
- a) biscuit
  - b) bachelor
  - c) buffalo
  - d) founder
56. The room was filthy
- a) not clean
  - b) narrow
  - c) modern
  - d) not small
57. Stop hitting your sister. You are being a \_\_\_\_\_ boy.
- a) significant
  - b) polite
  - c) pious
  - d) naughty.

58. The country here is very rugged.  
a) that b) low c) rough d) pretty
59. The speaker did not mention many facts, so Helen asked him to be more \_\_\_\_\_.  
a) certain b) advisory c) contrite d) specific
60. Tommy took all the apples, so Mrs. Jones told him that he was being \_\_\_\_\_.  
a) greedy b) gullible c) grateful d) generous
61. We live in a busy era.  
a) nation b) time c) city d) manner
62. John wants to return to his country. He \_\_\_\_\_ for his family and friends.  
a) yearns b) yawns c) flares d) grunts
63. When Tom fell from his bicycle, his arm was \_\_\_\_\_.  
a) fractured b) frozen c) frenzied d) fringed
64. Flo wanted to bake a cake for dinner. She asked Susan for the \_\_\_\_\_.  
a) formula b) index c) focus d) recipe
65. Pierre is French and he speaks two other languages \_\_\_\_\_ French.  
a) additionally b) moreover c) except d) besides
66. Did he flee his country?  
a) forget about b) respect c) escape from d) talk about
67. She was gorgeous, so I took her out to dinner.  
a) finished b) hungry c) beautiful d) tired
68. Mrs. Jones hoards butter  
a) wants b) needs c) saves d) sells

69. John is strong but his brother is a \_\_\_\_\_ boy.  
a) foster b) frantic c) frail d) fertile
70. Tom needs a \_\_\_\_\_ to dig a hole.  
a) shelf b) shore c) shutter d) shovel
71. Were these laid out before I came?  
a) stored b) arranged c) sold d) sent
72. You should refrain.  
a) work b) stop c) start d) hurry
73. No new ideas ever penetrate his narrow mind.  
a) change b) awaken c) attack d) enter
74. I think it is warped.  
a) strange b) empty c) bent d) straight
75. I could understand most of his speech, but his last words were \_\_\_\_\_.  
a) ungainly b) unflinching c) unlimited d) un-intelligible
76. Cloth is made on a \_\_\_\_\_.  
a) loom b) loam c) limb d) limp
77. Jack shuddered when he saw the sea.  
a) shook b) hurried c) cheered d) reacted
78. Who would imply such a thing?  
a) admit b) try c) permit d) suggest
79. When Ed told a funny story, everyone began to \_\_\_\_\_.  
a) tickle b) chuckle c) bustle d) crumble
80. She bought a sheer dress for her sister.  
a) beautiful b) thin c) practical d) warm

Continue to Part III

Part III

READING COMPREHENSION

This is a test to show how well you read. There are four reading passages each followed by five questions about the passage. You should read each passage carefully and then try to answer the questions following that passage. If you do not know the answer at first, you may read the passage again, but do not spend too much time on one passage or you will not have enough time to finish.

---

Example:

While I was getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that. I told her I would be glad to do it. And putting the piece of cloth into my pocket, I took the train for town.

D. The person telling the story is .....

- |                      |                     |
|----------------------|---------------------|
| a) a married lady    | c) a married man    |
| b) an unmarried lady | d) an unmarried man |

You know that the person telling this story is a married man because he says, "... my wife handed me..."

E. The autor was given a piece of red cloth ....

- |                    |                      |
|--------------------|----------------------|
| a) in the morning. | C) in the afternoon. |
| b) at noon.        | d) in the evening.   |

The passage says, "... one morning last week, my wife handed me a little piece of red cloth...."

Answer all questions for Part III in this manner.

Mark only one answer for each problem.

Continue

READING COMPREHENSION (1)

Americans do not give cooking, 'considered as one of the fine arts; an important place in life. Lunch is for them a kind of gratuity paid to the body. They hurriedly toss it a fruit or a fish and go back to work. Certain writers, in rebellion, have founded the club, 'Three Hours for Lunch', but they are an agreeable exception. Even at dinner, general conversation is rare. Everyone talks to his neighbour. After dinner the men linger at the table, a custom inherited from England. In New York, your host will often propose taking you to the theatre, or else he will provide a pianist, a singer, a lecturer. The idea of leaving the guests to themselves, and expecting them to get pleasure out of meeting one another, astonishes and even appals him. His excessive modesty does not permit his imagining that his friends can be happy merely in being in his house, with one another. He treats them like children. On Christmas Eve you will see, in some of the pleasantest homes in New York, Christmas trees for grown people. In other places, after a dinner at which you exchange ideas, there will be a magician who will do his best to amuse the oldsters. There you must realize that the absence of conversation in America comes, not from absence of ideas or lack of intelligence or understanding but from an un-conquerable shyness and a prodigious self-distrust.

81. The Americans hurry through lunch because ....
- a) they are ambitious
  - b) they have rebelled
  - c) they don't think it is important
  - d) **talking** while eating is impolite against English customs
82. The author believes that ....
- a) People are capable of getting pleasure out of meeting one another.
  - b) People enjoy their food more when it is attractively served
  - c) Americans don't want to act like mature adults.
  - d) Americans don't think deeply enough to be good conversationalists.
83. The author talks about some American writers who....
- a) wrote stories about American eating habits.
  - b) decided to enjoy leisurely lunches
  - c) eat while they work
  - d) wrote short plays to be presented at fancy clubs.
84. The author feels that Americans lack ....
- a) understanding
  - b) self-confidence
  - c) self-control
  - d) a rebellious spirit
85. According to the author, in England....
- a) the men are accustomed to money.
  - b) the men remain at the table to talk.
  - c) the guests expect the host to have to have entertainment
  - d) people don't consider Christmas dinner important.

READING COMPREHENSION (2)

I first met Alpheus Parr when I was in College. I was walking across campus with my room-mate, Ross Kemp, a leader in all sorts of activities, when Alpheus hove into sight. From a distance of 5 yards, I could feel Parr's eyes upon us; begging for some kind of acknowledgement. Passing abreast of us he gurgled something that could have been "hello." It was all very awkward and pathetic. Today, however, Alpheus looked extraordinary. With the whitest of sheets wrapped about his cumbersome body, his hair brushed carefully to cover the bullet wound and his eyes closed, he looked almost dignified. Curious, isn't it, that a man whose greatest ambition in life was to attain dignity, should accidentally stumble upon it in death. But Alpheus was ever a stumbler, a buffoon, so one more stumble matters very little.

86. When the narrator first met him, Alpheus...
- a) was afraid to look at him.
  - b) stopped him and begged for his friendship.
  - c) looked pleadingly at him
  - d) closed his eyes
87. The narrators first encounter with him shows that Alpheus ....
- a) didn't want to be with people
  - b) was an active person
  - c) didn't notice people
  - d) closed his eyes
88. In death, Alpheus Parr ....
- a) expected to find dignity
  - b) accidentally found dignity
  - c) lost the extraordinary dignity he had in life
  - d) was awkward even then.

89. Alpheus was evidently killed ....
- a) in a fall
  - b) by choking
  - c) by hanging.
  - d) by a gunshot
90. The narrator seems to be ....
- a) a sad because Alpheus is dead.
  - b) unconcerned over Alpheus' death.
  - c) Confused by Alpheus' death

### READING COMPREHENSION (3)

The variety and amount of experimental, as well as traditional, theatre produced at colleges is always surprising to those not aware of their scope. In order to give their students practical and high quality training in theatre, colleges usually offer plays during the year which are student produced, but whose audiences are not limited to students. The entire community enjoys the opportunity the productions offer. Even though they are usually laboratories for the under graduates, they are of sufficiently high quality to make the evenings highly profitable. A season with 30 or 35 productions at a medium-sized college is average.

91. College plays are given primarily ....
- a) for the practical training of students
  - b) for the enjoyment of undergraduates
  - c) to raise money for the college
  - d) to increase the scope of the community
92. The local communities ....
- a) raise money for the plays
  - b) enjoy the plays
  - c) are unaware of the plays
  - d) don't like the plays

93. According to the author the plays ...
- a) are limited in scope
  - b) are of varying quality
  - c) are given in laboratories
  - d) have surprising variety
94. Medium-sized colleges ...
- a) have given 30 or 35 average plays
  - b) have each student play in 30 or 35 plays
  - c) give each play 30 or 35 times
  - d) have 30 or 35 different plays a year
95. The author approves of plays at colleges because they ....
- a) are of high quality
  - b) surprise the audience
  - c) make a lot of money
  - d) are numerous and varied.

#### READING COMPREHENSION (4)

All philosophers imagine that causation is one of the fundamental axioms of science, yet, oddly enough, in advanced science such as gravitational astronomy, the word, "cause" never occurs. Dr. James Ward, in his Naturalism and Agnosticism, makes this a ground of complaint against physics: the business of those who wish to ascertain the ultimate truth about the world, he apparently thinks, should be the discovery of causes, yet physics never even seeks them. To me it seems that philosophy ought not to assume such legislative functions, and that the reason why physics has ceased to look for causes is that, in fact,

there are no such things. The law of casuality, I believe, like much that passes muster among philosophers, is a relic of a bygone age, surviving, like the monarchy, only because it is erroneously supposed to do no harm.

96. According to the author, philosophy assumed legislative functions when it....

- a) supports the monarchy
- b) asks for government support
- c) judges statements and theories as right or wrong
- d) demands that every scientist look for cause#

97. According to the author, philosophers claim that the law of casuality ....

- a) is a fundamental axiom of science.
- b) is not applicable to gravitational astronomy
- c) doesn't really exist
- d) is a relic of bygone age.

98. Physics was singled out for attack by Dr. James Ward because it...

- a) never looks for causes
- b) imagines that causation is fundamental
- c) is looking for ultimate truths.
- d) is a relic of bygone age

99. According to the author, both the monarchy and the law of causality...

- a) are examples of lost causes
- b) do no harm
- c) are thought to be harmless
- d) are revered by philosophers

100. From the description of Dr. James Ward, the reader can assume that he probably is ...

- a) a monarchist
- b) an agnostic
- c) an astronomer
- d) a philosopher

End of Test

Check your answers

MTELP Answer Sheet

Part I

Grammar

Choose the letter preceding the best answer and put it on the space provided against each item number below.

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 1. <u>    a    </u>  | 11. <u>    c    </u> | 21. <u>    b    </u> | 31. <u>    a    </u> |
| 2. <u>    b    </u>  | 12. <u>    a    </u> | 22. <u>    a    </u> | 32. <u>    a    </u> |
| 3. <u>    c    </u>  | 13. <u>    d    </u> | 23. <u>    c    </u> | 33. <u>    a    </u> |
| 4. <u>    a    </u>  | 14. <u>    b    </u> | 24. <u>    b    </u> | 34. <u>    a    </u> |
| 5. <u>    d    </u>  | 15. <u>    d    </u> | 25. <u>    d    </u> | 35. <u>    c    </u> |
| 6. <u>    d    </u>  | 16. <u>    a    </u> | 26. <u>    b    </u> | 36. <u>    d    </u> |
| 7. <u>    c    </u>  | 17. <u>    c    </u> | 27. <u>    b    </u> | 37. <u>    d    </u> |
| 8. <u>    b    </u>  | 18. <u>    d    </u> | 28. <u>    d    </u> | 38. <u>    a    </u> |
| 9. <u>    d    </u>  | 19. <u>    d    </u> | 29. <u>    c    </u> | 39. <u>    c    </u> |
| 10. <u>    a    </u> | 20. <u>    b    </u> | 30. <u>    d    </u> | 40. <u>    b    </u> |

Part II

Vocabulary

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 41. <u>    b    </u> | 51. <u>    b    </u> | 61. <u>    b    </u> | 71. <u>    b    </u> |
| 42. <u>    c    </u> | 52. <u>    d    </u> | 62. <u>    a    </u> | 72. <u>    b    </u> |
| 43. <u>    a    </u> | 53. <u>    a    </u> | 63. <u>    a    </u> | 73. <u>    d    </u> |
| 44. <u>    b    </u> | 54. <u>    b    </u> | 64. <u>    d    </u> | 74. <u>    c    </u> |
| 45. <u>    a    </u> | 55. <u>    b    </u> | 65. <u>    d    </u> | 75. <u>    d    </u> |
| 46. <u>    d    </u> | 56. <u>    a    </u> | 66. <u>    c    </u> | 76. <u>    a    </u> |
| 47. <u>    a    </u> | 57. <u>    d    </u> | 67. <u>    c    </u> | 77. <u>    a    </u> |
| 48. <u>    a    </u> | 58. <u>    c    </u> | 68. <u>    c    </u> | 78. <u>    d    </u> |
| 49. <u>    c    </u> | 59. <u>    d    </u> | 69. <u>    c    </u> | 79. <u>    b    </u> |
| 50. <u>    c    </u> | 60. <u>    a    </u> | 70. <u>    d    </u> | 80. <u>    b    </u> |

Part III

Reading Comprehension

- |                      |                      |                      |                       |
|----------------------|----------------------|----------------------|-----------------------|
| 81. <u>    c    </u> | 86. <u>    c    </u> | 91. <u>    a    </u> | 96. <u>    d    </u>  |
| 82. <u>    c    </u> | 87. <u>    a    </u> | 92. <u>    b    </u> | 97. <u>    a    </u>  |
| 83. <u>    b    </u> | 88. <u>6 b</u>       | 93. <u>    d    </u> | 98. <u>    a    </u>  |
| 84. <u>    b    </u> | 89. <u>    d    </u> | 94. <u>    d    </u> | 99. <u>    a    </u>  |
| 85. <u>    b    </u> | 90. <u>    a    </u> | 95. <u>    a    </u> | 100. <u>    d    </u> |

Appendix O<sub>1-4</sub> Sample GSS student scores on the three tests

1- Addis Ketema

Student No	Scores 100%			Student No	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	33	30	27.62	35	30	22	24.17
2	55	50	47.62	36	29	29	19.01
3	27	10	14.57	37	35	26	30.02
4	29	18	20.33	38	32	26	25.91
5	33	30	27.16	39	26	14	19.81
6	57	54	48.03	40	30	20	14.16
7	36	36	35.93	41	25	12	13.08
8	25	12	11.69	42	28	16	20.02
9	31	18	25.04	43	22	8	11.06
10	26	10	14.11	44	30	22	23.03
11	46	46	47.05	45	36	34	34.06
12	40	38	38	46	30	20	23.02
13	33	30	27.16	47	29	18	19.21
14	35	26	29.61	48	30	24	23.01
15	46	32	38.06	49	32	26	25.09
16	45	42	51.07	50	75	60	56
17	45	46	48.91	51	53	54	56.02
18	40	38	36	52	30	24	23
19	19	8	10.61	53	59	34	55.03
20	45	44	48	54	29	18	17.07
21	27	12	15.63	55	41	38	42.13
22	68	56	54.03	56	26	12	14.08
23	50	48	48.02	57	28	14	17
24	22	10	11.32	58	25	10	12.93
25	29	18	19.08	59	27	12	14.03
26	36	34	35	60	28	22	17.95
27	36	34	44	61	33	28	18.93
28	25	12	13.01	62	33	42	27.04
29	30	22	24.17	63	45	28	48.17
30	37	36	36.11	64	28	14	16
31	45	42	48.03	65	33	28	29.03
32	24	10	12.06	66	29	16	17
33	42	40	38.13	67	35	32	26.19
34	35	48	29.08	68	51	48	47.62

Student No	Scores 100%			Student No	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
69	35	32	27.15	80	24	8	11.72
70	38	36	36.51	81	28	14	15.02
71	30	20	22.02	82	34	32.02	28.05
72	28	16	18.47	83	32	24	25.02
73	31	22	23	84	36	33	38
74	34	46	28.93	85	24	10	11.59
75	33	28	26.03	86	67	54	50.09
76	34	22	28.19	87	24	16	20.18
77	44	40	38.13	88	31	26	24.32
78	33	26	26.04	89	14	8	10.03
79	30	18	20.16	90	28	14	15.06

MTELP: Mean 34.62, Standard dev. 10.70

Cloze: Mean 27.02, Standard dev. 13.46

Dictation: Mean 27.70, Standard dev 12.88

Corfections : MTELP Vs Cloze .90

MTELP Vs Dictation .92

Cloze Vs Dictation .93

2. Kokebe Tsibah

Student Number	Scores 100%			Student Number	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	31	22	21.02	25	35	30	26.12
2	33	26	23.08	26	26	14	14.08
3	53	48	42.17	27	39	40	35.04
4	38	32	28.13	28	26	14	14.31
5	23	20	12	29	17	6	3.36
6	39	34	29.03	30	25	14	12.21
7	23	10	10	31	32	26	22.61
8	35	30	29.14	32	33	26	23
9	42	42	37.03	33	27	16	15.08
10	28	18	17.03	34	39	40	35.02
11	26	16	14.18	35	28	16	16.92
12	29	20	18.09	36	36	32	27
13	51	46	40.19	37	39	42	35
14	41	40	36.18	38	39	42	35
15	27	16	22.18	39	39	36	29.92
16	38	32	28	40	34	30	25.93
17	29	18	17.16	41	22	10	6.26
18	24	22	12.03	42	28	26	16
19	62	52	53.14	43	34	30	25.43
20	24	22	12.03	44	39	36	29.92
21	50	46	38	45	19	10	6
22	57	50	48.03	46	34	28	24.31
23	64	56	58.16	47	32	24	22.13
24	49	44	<b>37.81</b>	48	31	20	19.12

Student Number	Scores 100%			Student Number	Scores 100 %		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
49	37	32	27.08	52	23	10	10
50	26	18	13.96	53	32	24	21.61
51	32	24	24.93				

MTELP : mean 34.19, Standard dev. 10.24

Cloze : mean 27.58, Standard dev. 12.26

Dictation:: mean 24.46, Standard dev. 11.79

Correlations: MTELP Vs Cloze .95

MTELP Vs Dictation .97

Cloze Vs Dictation .96

3 Minilik II

Student Number	Scores 100%		
	MTELP	Cloze	Dictation
1	42	36	33
2	67	54	64
3	35	28	28.39
4	30	20	20
5	36	28	26.75
6	20	10	10.03
7	29	16	18.05
8	31	22	21.03
9	30	20	19.17
10	27	16	14.92
11	30	18	18.62
12	49	44	37.24
13	49	42	36.03
14	53	48	47
15	30	18	18.46
16	41	34	30.06
17	34	26	24
18	41	34	30
19	50	46	38
20	43	38	34
21	32	24	22.73
22	43	38	33
23	35	26	26.54
24	35	26	24.06

Student Number	Scores 100%		
	MTELP	Cloze	Dictation
25	50	48	24.06
26	32	24	22
27	26	16	14
28	31	22	20
29	26	16	18.02
30	38	30	28.16
31	30	18	18.12
32	49	42	36.03
33	29	16	17.24
34	36	28	25.92
35	61	50	51.16
36	31	22	20
37	38	30	38.16
38	25	14	13.66
39	65	52	52
40	54	48	49.03
41	45	38	34.01
42	52	46	45
43	36	28	25.71
44	42	36	30.39
45	32	24	21.33
46	29	16	17.04
47	30	18	18.53
48	21	12	18

Student Number	Scores 100%		
	MTELP	Cloze	Dictation
49	59	50	50
50	40	34	29.92

Student Number	Scores 100%		
	MTELP	Cloze	Dictation
51	47	40	39.16
52	69	56	68

MTELP : mean 39.19, Standard dev. 11.76

Cloze : mean 30.50, Standard dev. 12.68

Dictation : mean 29.33, Standard dev. 13.11

Correlations: MTELP Vs Cloze .98

MTELP Vs Dictation .99

Cloze Vs Dictation .97

4. Shimelis Habäe

Student Number	Scores 100%			Student Number	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	27	22	15	29	50	40	43
2	21	16	10.21	30	42	38	36
3	45	36	39.67	31	39	34	34
4	57	50	48.22	32	35	20	28
5	32	26	22.03	33	35	30	26.12
6	17	6	7.51	34	32	28	24
7	75	76	74.06	35	31	26	21.78
8	61	52	49.94	36	29	24	17.08
9	53	46	44	37	25	22	14.75
10	40	34	37.85	38	23	18	12.93
11	36	30	30.22	39	20	20	15
12	34	28	24	40	10	4	5.29
13	29	26	18.06	41	62	52	52
14	24	30	13.06	42	50	38	39.48
15	22	16	10.84	43	42	38	36.06
16	59	50	49.18	44	38	34	31
17	71	62	60.01	45	35	30	26
18	51	42	43.21	46	32	28	23.17
19	43	38	37.60	47	18	8	10
20	39	34	34.18	48	23	16	11.08
21	36	30	28.59	49	29	24	16.92
22	34	26	24	50	31	24	18.39
23	32	26	20.02	51	57	48	48
24	29	24	18	52	36	32	30.04
25	26	22	14.75	53	18	14	10
26	23	20	12.93	54	25	22	14
27	16	44	7	55	56	48	44.04
28	68	54	53.37	56	32	28	23.17

Student Number	Scores 100%			Student Number	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
57	23	16	11.91	60	24	20	13.25
58	31	24	18.28	61	32	26	23
59	49	38	38.55	62	41	36	35

MTELP : mean 36.39, Standard dev. 14.49  
Cloze : mean 30.06, Standard dev. 13.87  
Dictation: mean 27.39, Standard dev. 15.01

Correlations: MTELP Vs cloze .98  
MTELP Vs Dictation .98  
Cloze Vs dictation .97

Appendix p<sub>1-4</sub> Sample MSS student scores on the three tests

1. St. Joseph

Student N.	Scores 100%			Student N.	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	53	42	48	18	79	62	68
2	81	68	74.02	19	87	78	77
3	74	60	62	20	78	64	69
4	79	64	69.96	21	82	68	73
5	74	62	63	22	81	68	73
6	93	86	83.81	23	72	62	67.24
7	50	40	48	24	93	80	82
8	68	54	54.61	25	66	50	53.09
9	69	58	59.68	26	80	66	70.10
10	89	86	78.91	27	85	78	74.02
11	71	62	63.01	28	75	62	63.01
12	83	74	75	29	85	74	72.24
13	75	62	66.81	30	77	64	67.31
14	70	58	60.52	31	72	62	67.24
15	69	54	58.12	32	87	74	75.06
16	64	48	52	33	68	50	56.24
17	69	58	56.52	34	89	82	79.04

MTELP : mean 76.09, standard dev. 10.03

Cloze : mean 64.18, standard dev. 11.51

Dictation: mean 66.52, standard dev. 9.56

Correlations: MTELP Vs Cloze .97

MTELP Vs Dictation .97

Cloze Vs Dictation .96

2. St. Mary

Student No	Scores 100%			Student No	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	63	54	59.94	14	72	60	68.05
2	74	66	71.04	15	78	70	73.93
3	80	76	78.21	16	70	58	67.92
4	73	66	69	17	78	70	74.05
5	59	50	59.24	18	71	56	68.13
6	78	70	74.05	19	54	40	42
7	70	64	63.04	20	58	58	54
8	76	66	70.03	21	79	71	76.01
9	65	54	60.91	22	75	68	72.03
10	79	68	73.12	23	56	40	59
11	80	74	73.67	24	69	56	66
12	67	56	64.27	25	73	60	69.08
13	65	54	62.18				

MTELP: mean 70.48, Standard dev. 7.84

Cloze: mean 61.04, Standard dev. 9.54

Dictation: mean 66.76 Standard dev. 8.04

Correlations: MTELP Vs Cloze .93

MTELP Vs Dictation .94

Cloze Vs Dictation .87

Nazareth School

Student Number	Scores 100%			Student Number	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	84	74	78.31	25	75	68	66
2	71	62	69	26	80	72	76.61
3	74	66	73	27	72	64	69
4	66	62	63.80	28	85	74	79.04
5	70	62	67	29	71	62.67	67
6	76	66	74.21	30	57	52	54
7	77	68	70.14	31	58	56	56.08
8	63	56	61.13	32	56	52	50.11
9	66	56	63.99	33	57	48	52
10	74	68	70	34	79	70	76.02
11	60	58	59.04	35	63	58	62
12	85	74	81	36	90	86	84.24
13	87	78	83	37	74	66	68.17
14	79	70	76.12	38	58	52	55
15	70	58	65.21	39	64	60	61.22
16	74	64	71.08	40	71	64	67.54
17	78	68	76.03	41	76	68	73.04
18	86	78	81.56	42	65	60	55.73
19	67	60	63.11	43	83	72	76.22
20	54	46	50	44	71	62	65
21	65	62	60.23				
22	64	60	60				
23	68	62	66.04				
24	80	72	70.01				

MTELP: Mean 71.43, Standard dev. 9.35

Cloze: Mean 64, Standard dev. 8.26

Dictation: mean 67.43, Standard dev. 8.99

Correlations: MTELP Vs Cloze .97

MTELP Vs Dictation .97

Cloze VS Dictation .94

4. Yehiwot Birhan

Student Number	Scores 100%			Student Number	Scores 100%		
	MTELP	Cloze	Dictation		MTELP	Cloze	Dictation
1	48	24	19	22	81	80	72.06
2	56	30	39.06	23	62	48	36
3	62	40	32	24	65	52	41.13
4	64	52	39	25	75	64	67
5	68	58	52.52	26	76	66	64.28
6	54	26	25.03	27	79	78	76.96
7	60	40	43	28	79	72	73.13
8	76	66	68	29	58	30	31.24
9	69	64	60	30	69	58	57.08
10	74	60	66.25	31	64	50	40
11	58	38	49.51	32	74	60	61.03
12	82	80	81.06	33	78	68	68.03
13	78	70	74	34	62	50	38
14	69	58	62	35	68	54	46.16
15	58	36	38.14	36	78	70	70.44
16	81	84	78.93	37	63	52	34
17	74	66	64.03	38	68	64	51.23
18	65	62	48	39	70	60	60.02
19	76	60	68.12	40	78	68	68.03
20	72	64	60.17	41	68	54	53.01
21	79	76	73.03	42	68	56	52.09

MTELP: mean 69.19, Standard dev. 8.41

Cloze: mean 57.33, Standard dev. 14.86

Dictation: Mean 54.81, Standard dev. 15.99

Correlations : MTELP VS cloze .95

MTELP VS Dictation .95

Cloze Vs Dictation .91

