

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Purposes of the Study

The purposes of this study were:

1. To develop and validate a cloze of English structure test by correlating its scores with the scores of a multiple-choice structure test.
2. To find out if there were any order effects on the subjects' scores on performing the two tests.
3. To find out if sex differences affect on the subjects' scores on performing the two tests.
4. To provide a frame of reference to interpret the cloze scores in terms of the multiple-choice scores.

Procedure

Two 80-item multiple-choice structure tests, Form A and Form B, were administered to 100 second-year students in Nakornpathom Teachers' College. After the test results had been interpreted by item analysis, 75 good items were selected and re-arranged according to their difficulty levels to form a new test. A cloze passage was constructed based upon same 75 grammatical points, which were deleted. Both tests were administered twice within a week interval to two groups of second-year students (100 students each) in Nakornsawan Teachers' College in reversed order. The tests was scored, and after the reliability coefficients were calculated, the data were then entered into product-moment correlations,

Fisher's Z transformations, regression analysis and t-tests.

Findings and Conclusions

1. It was found out that the reliability coefficients of the multiple-choice and the cloze tests were .80 and .92, respectively.
2. The correlations between the scores of the two tests in Groups I and Group II were .56 and .70 respectively (both significant at $p < .01$) and the pooled correlation coefficient was .64. This indicates that the cloze scores correlated rather highly with the multiple-choice scores, and implies that the subjects who scored higher or lower than average on the multiple-choice test, would also score higher or lower than average score on the cloze test, and vice versa.
3. It was found that there were no significant differences between the correlation coefficients of both groups. (at $p < .01$, C.R= 1.58) which indicates that the correlation coefficients of both groups were not significantly different. In other words, the subjects in both groups did not score differently. This means that there was no effect on the scores of the tests when taken in different orders.
4. To reprove the just mentioned finding, the mean differences were tested, and it was found that there were significant differences between the means of the tests in both groups. (at $p < .01$, C.R's = 5.47 and 13.04). This result shows that the subjects in both groups could score significantly higher on the multiple-choice test than they could on the cloze test, which supports the hypothesis that there is no order effect on the scores of the tests taken in different orders.

5. It was also found that there were significant differences between the means of the scores obtained by the male and female subjects on the multiple-choice test taken before and after the cloze test, and on the cloze test taken first. (at $p < .01$, when C.R.'s = 3.44, 8.05 and 8.28) This indicates that the female subjects could score significantly higher than could the male subjects on the multiple-choice test taken before or after the cloze test, and on the cloze test taken before the multiple-choice test.

However, it was found out that there was no significant difference between the means of the scores obtained by the male and female subjects on the cloze test taken after the multiple-choice test. (at $p < .01$, C.R. = 1.63) This indicates that the male subjects could score as well as could the female subjects on the cloze test taken after the multiple-choice test. The reasons might lie in the eagerness of the male subjects to perform better than they did on the multiple-choice test taken first. They were told that the scores from both administrations would be counted as mid-term test scores.

6. A frame of reference was calculated. It was found that multiple-choice scores of 30, 40, 50 and 60 percent, for example were comparable to 21, 32, 40 and 52 percent on the cloze test, or to 14, 22, 30 and 37 raw scores, or to 4, 15, 24 and 35 corrected scores on the multiple-choice test, or to 14, 22, 29 and 36 raw scores on the cloze test.

Recommendations

1. It is recommended that cloze tests be used alternatively to multiple-choice tests to measure English structure proficiency, besides reading comprehension, readability and other aspects where cloze tests



have already been used. This study as well as many previous studies has shown that the cloze test is valid, reliable, objective and economical in time, expense, and energy. It can be very easily constructed and standardized.

2. For English teachers who want to test the students' proficiency in English structure (grammar points) all they have to do is to delete the grammatical points they want to test from any passage; Fairy-tales, articles from newspapers, novels, readings, or even textbook extracts can be used as cloze tests.

3. In order to use the frame of reference from this study, the teachers should consider the level, number of students, and their past experience in learning English as a foreign language. If the students are similar and are studying conditions similar to the conditions of this study, the frame of reference provided should be fairly reasonable. However, it should be retested with a large number of samples, if possible, to be widely generalized.

4. It is suggested that frames of reference in many areas, e.g. structure tests and reading comprehension tests, should be calculated for every level. Multiple-choice tests or any valid measures should be used as criteria for validation. Such frames of reference are very useful for teachers especially when a standardized measure is not available.

5. One of the possible variations in cloze tests which has not been investigated either with native or non-native speakers is multiple word deletion. (phrases, sentences or even whole paragraphs) In testing grammatical points (structure of a language) this type of deletion

would be very useful for some grammatical points which consisted of many words together, e.g. past perfect and present continuous tense forms. This is an area where more investigation should be done.

6. Since cloze procedure has been proved as a promising device for measuring English as a foreign language proficiency, it should be used more and more in Thailand, especially during our national printing material shortage. *

7. Another area that remains to be investigated is the mode of presentation. It should be useful to compare performance on a written cloze test with performance on an oral cloze test. If the correlation is sufficiently high, it would be possible to substitute one type of test for the other.

8. Since testing proficiency in grammatical structure is not directly testing reading comprehension, it might be more valid to tell the students what the passage is all about. A brief written or oral translation in the native language might accompany the test. The effect of the translation on the student's cloze scores could then be studied.

9. Moreover, value of cloze already proves for measuring reading comprehension, a unified battery of cloze passages could be used for measuring both structure and reading comprehension.