CONVERSATIONAL CLOZE AS A MEASURE OF ORAL ABILITY

ABSTRACT

THESIS

SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy

IN

LINGUISTICS

BY

MD. SOHEL RANA

Under the Supervision of

Prof. A.R. FATIHI

DEPARTMENT OF LINGUISTICS
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)

2010
ABSTRACT

Introduction:

The present research will make both the descriptive and experimental studies on *Conversational Cloze Test* with a view to look how it works as well as the effects on the students of Class XI and XII standard schools of West Bengal.

The proposed topic intends to focus on measuring the students’ ability of English language in the schools of West Bengal. In West Bengal, both English and Bengali medium schools are available and therefore the present study will attempt to analyze the students’ level of achievement in English and Bengali languages in English and Bengali medium schools. We earnestly hope that the findings of the present study will help in redesigning the curriculum of English language teaching and mother tongue teaching in the schools of West Bengal. The present study critically reviews the current English language teaching methodologies used in the Bengali medium school.

The study is being presented in five chapters with three core chapters, an introductory chapter and a chapter concluding and summarizing the study.
The first chapter will consist of eight sections. The first section will make some general introductory remarks on the proposed topic i.e. Conversational Cloze as a Measure of Oral Ability. The second section talks briefly about testing of various language skills (listening, speaking, reading and writing). The third section will discuss the various testing tools and techniques for evaluating all the four language learning skills to get some ideas regarding the achievement level of the student and it begins with the discussing of the various testing techniques of listening skill. The section four will talk about the testing techniques of listening skill which is the second skill for a language learner. The section five will give a brief account of the testing techniques of reading skill. The section six will discuss the testing techniques of writing skill. The seventh section will talk about the review of literature for cloze test and finally, the whole chapter is very briefly summarized in the last section.

The second chapter will talk about theoretical framework for this present research. It will have five sections. The first section will give a brief account of the theoretical concepts and notions related to cloze test and also discussed each and every part of the research topic i.e. what conversation is, what cloze is, what measure is, what oral is and finally what is ability? The second section will talk in brief about the distinctions
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between test and examination and type of test including definitions with the views of some scholars. The third section will discuss clearly about the characteristics of tests i.e. proficiency test, progress or achievement test, prognostic test/aptitude test, placement test, diagnostic test including the status of test in India. The section four will talk about the full information of cloze tests with their types including the advantages and disadvantages of those particular types of test. And also it will provide the respective information about how often gaps should occur in cloze test. This section will also talk about the position of cloze test in India as well as views of the scholars about cloze test. The chapter will end with an outline of this chapter.

The third chapter will be an experimental chapter. Here, it will discuss the methodology and investigation to provide justification for the conversational cloze tests. This chapter will also have four sections. The first section will discuss a general description of the methodologies which were used for this research that covers the background of the participants, methodology used for the selection of the informants, scoring procedure, test-designed process, recording/collecting of the sample tests, number of deletion process, data collection methods etc. The second section will briefly talk about the study of the methodology used for English conversational cloze tests and it’s result. This section too will discuss the
major findings of English conversational cloze tests in both mediums (English and Bengali) in all four schools i.e. **Domkal Bhabataran High School, Modhurkul High School** (Governmental and Bengali Medium) **Domkal Model School, Betai Senior Secondary High School** (Non-governmental and English Medium). The third section will briefly talk about Bengali conversational cloze tests in both mediums and also provide the major findings of Bengali conversational cloze tests. Next section will end with the summary of this chapter.

**In the fourth chapter**, we have dealt with an investigation of the comparison between English conversational cloze tests and Bengali conversational cloze tests in both the mediums of schools. The first section intends to compare the results between English cloze tests in both English and Bengali medium school. The next section attempts to compare the results between Bengali cloze tests in both English and Bengali medium schools. The third section will be concerned with the mean comparison of four English cloze tests and Bengali cloze tests in both mediums (English and Bengali) of schools. The last section of the chapter will end with the summary of this chapter.

**The fifth and final chapter** will be ‘summary and conclusion’. It will furnish a chapter wise summary of the whole thesis. Besides the conclusion drawn from the research work, will be submitted in this
section. The chapter will end with some implications for further research with different age groups, different test items and with a larger population.
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ALIGARH (INDIA)
2010
Dedicated
To
My Loving Parents
Who always inspire me a lot
Certificate

This is to certify that the thesis entitled "Conversational cloze as a measure of oral ability" submitted by Md. Sohel Rana for the award of the degree of Doctor of Philosophy in Linguistics has been completed under my supervision.

It is further certified that Mr. Md. Sohel Rana has fulfilled all the conditions laid down in the academic ordinances with regard to the Ph.D degree, and that to the best of my knowledge the thesis contains his own original research.

Prof. A. R. Fatih (Ex-Chairman)
Department of Linguistics
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My parents have been constant source of inspiration for me. Without their encouragement and affection it would not have been possible for me to complete this work. I really owe to Mr. Nasim Altaf Pataodi my teacher my childhood guide who always inspires me a lot.

A special thank however, goes to Mr. Najibul Hasan, Seminar Library in charge for his great cooperation in issuing and sometimes suggesting useful books.
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However, I must take full responsibility for errors, inconsistencies, omissions and misrepresentations in this thesis.

Aligarh

Md. Sohel Rana
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<td>CCT</td>
<td>Conversational Cloze Test</td>
</tr>
<tr>
<td>ND</td>
<td>No Date</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>MBBS</td>
<td>Bachelor of Medicine and Bachelor of Surgery</td>
</tr>
<tr>
<td>PMT</td>
<td>Preliminary Test</td>
</tr>
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<td>MA</td>
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<tr>
<td>BA</td>
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</tr>
<tr>
<td>CIIL</td>
<td>Central Institute of Indian Languages</td>
</tr>
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<td>NTS</td>
<td>National Testing Service</td>
</tr>
<tr>
<td>NL</td>
<td>Native Language</td>
</tr>
<tr>
<td>SL</td>
<td>Second Language</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Teaching of English as Foreign Language</td>
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<tr>
<td>EMS</td>
<td>English Medium School</td>
</tr>
<tr>
<td>BMS</td>
<td>Bengali Medium School</td>
</tr>
<tr>
<td>SD</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>GOVT</td>
<td>Governmental</td>
</tr>
<tr>
<td>EW</td>
<td>Exact Word</td>
</tr>
<tr>
<td>SEMAC</td>
<td>Semantically Accepted Word Method</td>
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Chapter 1

Introduction
INTRODUCTION

1.0 Introduction:

The present research is an attempt to investigate "Conversational Cloze Test" (CCT). The main focus of the present study is on measuring the students’ ability of English language in the schools of West Bengal. In West Bengal both English and Bengali medium schools are available and therefore the present study attempts to analyse the students’ level of achievement in English and Bengali languages in English and Bengali medium schools. We earnestly hope that the findings of the present study will help in redesigning the curriculum of English language teaching, and mother tongue teaching in the schools of West Bengal. The present study critically reviews the current English language teaching methodologies used in the Bengali medium school.

The present research is divided into 5 chapters. The Chapter-1, deals with the introduction of the topic and defines the notion of “testing and evaluation” in education and how it is related with language teaching and also discusses the various tools and techniques used for measuring the ability of language. It also reviews the literature available on the present topic and presents the scope of the study and research questions.
The Chapter-2 of the study investigates the theoretical framework of the tests, and provides all relevant information about CCT and its status in India.

The Chapter-3 is divided into four sections. The Section-I presents a general description of the methodology used in the study and the techniques of investigation. The Section-II presents the results of the conversational cloze tests (CCT) accomplished in the English medium schools and analyses the results. The Section-III scrutinizes the result of the CCT conducted in Bengali medium schools and presents its findings with analysis. The section-IV presents the summary of chapter.

The Chapter-4 of the study makes comparisons between the findings of English cloze tests and Bengali cloze tests to answer relevant questions.

The Chapter-5 presents the summary and conclusion of this study.
SECTION-1

The section-1 of the present chapter presents a detailed account of “Conversational cloze test”. The details are presented in the following sub sections.

1.1.1 Conversational cloze test: an introduction

The topic *Conversational Cloze as a Measure of Oral Ability* is fully based on the major part of ‘Testing and Evaluation’, which are two different notions in language teaching. Actually, testing is concerned with the measurement of the learner’s performance in a language course at a given time. Here, in the context of language courses, the focus is generally at the end of the course.

In general, we can define testing as an objective and standardized procedure/device for measuring a behavioural sample such as ability, achievement, proficiency and other traits. It is conducted usually after a prior announcement and is designed to cover a specific unit of instruction as part of the learning process.

On the other hand, evaluation is a modern term in the area of testing. In the book *An Introduction to Evaluation Terminology* (Subbiah, 2008, p. 72) the term evaluation has been defined as the judgment of performance as a process or result of change. He writes:
In other words, it is the method of testing, appraising, judging achievement, growth, product, development, or changes in these, through the use of formal and informal tests and techniques. Here if there is no evaluation, no quality can be assured. The process of evaluation is comprehensive in conception and application. It represents a broad concept that may be distinguished from the concerns of measurement, judgment, and assessment in that the final operations can form the base for evaluation, but not the reverse.

Gronlund (1976), an educationist, defines evaluation by stating that: “it as a systematic process of determining the extent to which the pre-determined the objectives are achieved”. It is also clarified as the process of making value judgment based on factual information or evidence. Another definition is given by Ebel (1979), where he writes: “a judgment of merit, sometimes based solely on measurements such as these provided by test scores, but more frequently involving a synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence”.

1.1.2 Role of teaching in testing and evaluation:

The ‘testing and evaluation’ is an integral part of language teaching. In other words they are very closely related and interdependent activities. The absence of any one of these will have a bad effect on the other. They are like soul and body with each other. The reason is that whatever the students is being taught must be tested. As it has been
pointed out by Lado “what the students has to learn constitutes the corpus of what we have to test”. (Sharma, 2002, p. 212)

Teaching, also known as instruction, is an important factor to be used as text content for assessing educational programmers. Narrowly, it is defined as the act of instructing in an educational institution; broadly management by an instructor of the teaching, learning situations, including direct—interaction between the teachers and the learners; the pre-active decision making process of planning, designing, and preparing the materials for the teaching-learning conditions, and post-active redirection (evaluation, re-design, and dissemination). In most cases, it is used to the formal class room teaching, and also an object for ‘process evaluation’ as well as ‘programme evaluation’.

Hence, the major differences between the strategies of language teaching and testing are that teaching may go on for years. On the other hand testing is a matter of hours. In this regard testing is a very important component in a language teaching program. Glyn Lewis (1974, p. 270) suggests that: “language testing, whether it is to assess individual group achievement, to evaluate the impact of instructional techniques, or to diagnose individual difficulties is a part of language pedagogy”. Now to achieve the expected result in any work, testing is necessary/compulsory. For example, in the end of any language teaching class there are some
sessionals given by the teacher for the purpose of testing and evaluation. That’s why, in teaching a language, testing is very necessary.

Here language testing is the measurement of the result of teaching task. In this context Pit Corder (1975, p. 140) says “language testing is an integrated part of applied linguistics procedures, since the object is to evaluate all or any of the previous activities”.

Now our main concentration is about the relationship between teaching and testing. Testing involves Tests that are used for predictions. Only through these tests the level of proficiency of the students is evaluated. Testing also helps the teacher to know what the learner has learnt and thus it helps him to teach effectively. By taking such tests, some help for the teachers will be obtained in preparing the teaching materials.

As a result, many linguists and educationalists expect tests to reflect the teaching process. Soles (1983, p. 168) state that: “specific aspects to be tested should be assessed as separate items, although ability in isolated areas does not indicate overall ability to handle the language”.

Hence, it can’t be denied that a great deal of language testing is of very poor quality and very often language tests have a harmful effect on teaching and learning and also they fail to measure accurately whatever they are intended to be measured.
There is a consideration that testing can help the teacher to get a general idea of what students bring to new instruction and that examining the past test results can help the teacher, who is new to a specific school, assess the school setting that he or she will work on; see, Rudman, Herbert cf. (1989).

According to him testing can help teachers to take decision about grouping of the students in the class. Here the teacher can change the groups later after practicing more teaching and testing. Here the relationship between the teachers and the students are like doctors and the patients. Only after testing students, the teacher can know what is remaining to be taught and what is already done and also how much individual pupils know.

As it has been noted by Rudman that teachers always wanted to use the tests what they prepared themselves than any other type of test to examine what has been previously learned. These tests may include oral questioning of the class or individual students, or paper and pencil tests. In these ways, tests can help the teacher to determining how quickly new material can be presented. These tests also help the teachers to achieve a perspective of the range of attained learning as well as individual competence.
1.1.3 Backwash:

The effect of testing on teaching and learning is known as backwash and it can be harmful or beneficial.

*If a test is regarded as important and the stakes are high, then preparation for it can come to dominate all teaching and learning activities and if the test content and testing technique are at variance with the object of the course, then there is likely to be harmful backwash. There is also if the skill of writing is tested only by multiple choice items, then there is great pressure to practice such items, rather than practice the skills of writing itself and this is clearly undesirable. (Hughes, 2003, p. 1)*

The above observation discusses the negative aspects of the backwash; however, we can also look at some positive orientations of the backwash. As it has been cited in Hughes (2003, p. 2) that Davies (1968: 5) once wrote that “the good test’ is an obedient servant since it follows the teaching”. Davies also in (1968) confines testing to the role of servant to the teaching. He said there is a relationship between teaching and testing and is surely that of partnership. Equally there may be occasions when teaching is poor inappropriate, and when testing is able to exert beneficial influence. So, we can’t expect testing only to follow teaching.

1.1.4 Testing used as problem solving:

*There is always a misunderstanding to the language testers that what is ‘the best test’ or ‘the best technique’. Here a test that proves ideal*
for one purpose may be quite useless for another, a technique that may work very well in one situation can be entirely inappropriate in another.

The first thing here is that, testers have to be clear about the purpose of testing in any particular situation, but different purposes will usually require different kinds of tests. Now the purposes of testing are as follows:

1. To measure language proficiency.
2. To discover how successful students have been in achieving the objectives of a course study.
3. To diagnose students’ strengths and weaknesses to identify what they know and what they don’t know.
4. To assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability.

These purposes have been reproduced from Hughes, Arthur (2003, p. 8).

SECTION -II

Section-II in this chapter presents the detailed discussions of the testing of various language skills (listening, speaking, reading and writing) in the following sub sections.

1.2.1 Testing tools:

The term “testing tools” refers to tools used in testing and evaluation. To get some idea about the achievement level of the student,
scholars have designed various testing tools and techniques for evaluating all the four language learning skills.

1.2.2 Testing of various language skills:

As we already know that there are four major types of language learning skills i.e. listening, speaking, reading and writing. At the same time it is needless to say again that language teaching is more skill-oriented. Therefore, language testing is particularly based on the four major language skills viz., Listening, Speaking, Reading and Writing (LSRW). Hence, while our focus is on testing of various language skills; at least two linguistic components are involved in all the language skills, which are:

a) Grammar (Grammatical structure) and

b) Vocabulary

Moreover, the oral skills also involve as another linguistic component. Here Phonology as aural comprehension and oral production/expression mostly depends upon the knowledge of this element. Therefore the phonological element is Orthography in respect of the written skills. Thus at least the following twelve combinations will form the basis for language testing in general as pointed out in Evaluation in Language Education, part-111.
In the above table, the following twelve major combination of language skills and linguistic components indicated by a tick mark. It may also be mentioned that loud reading will occupy the phonological component and speaking by looking at a printed page would involve orthography. However, these areas are debatable. And for this reason the components marked by an asterisk (*) may be ignored for the present purpose. Harries visualizes another component useful to language skills and that is rate and general fluency of reading. (cf. *Evaluation in Language Education*- part-111). It may however be noted that the present study mainly focuses on oral skills, therefore, phonological components become significant in addition to the above mentioned two components, namely grammar and vocabulary, whereas, the orthographical components play marginal role as they are used only in louder reading.
1.2.3 Techniques of testing four skills:

There are four major types of language learning skills i.e. listening, speaking, reading and writing. Sharma (2002) has defined listening and speaking are the two most important tools of language learning skills. Now to learn a language one should mastery over these skills. Therefore, there are some techniques of testing available in four skills (listening, speaking, reading and writing) which are as follows:

SECTION - III

The section-III in this chapter represents the various testing techniques of listening skills. The detailed studies are presented in the following sub sections.

1. 3.1 Testing listening skills:

The new approach to second/foreign language learning program particularly highlights the importance of spoken language. Moreover we know that there are two skills, namely, primary and secondary. Listening and speaking are considered to be the primary skills whereas reading and writing are secondary skills. As we know, there is a close relationship between listening and speaking—listening provides input for speaking. A child can’t speak a language until he properly listen that language. Thus, these two skills—listening and speaking, are considered significant for any language testing study. Therefore, these two skills are introduced in
the class room teaching at the very beginning. Hence, listening skill forms part of the course objectives and for this reason the need for evaluating learner's achievement in the listening skills. Cf. similar notion noted by (Sharma, 2002, p. 232).

Further, listening skills implies understanding and recognition of sounds and grammatical patterns of language. It is actually a preparation for speaking, because one who does not listen cannot understand the language and eventually cannot speak. Lado (1961, p. 206) suggests that “auditory comprehension of a foreign language means recognition in communication situations”.

Mastery of listening skills means proficiency in four levels, namely, identification, discrimination, retention and comprehension. Here, when a language learner learns his/her mother tongue then native language automatically makes the necessary sound distinctions in his/her language. Even if one doesn't possess any training in phonetics one would be able to recognize the sounds or speech elements which are significant and which bring in a difference in meaning. But in a second/foreign language learning situations, the learner would try to relate and apply the phonemic differences base on his/her language to the target language or the language being learnt.
The real difficulty arises in the case of those sounds which have a different phonemic value in the target and native language. For example, vowel length in some cases is not phonemic in Hindi/Urdu whereas it is phonemic in Bengali. Therefore, the Hindi/Urdu speakers find it difficult to understand and master the difference in pronunciation between short and long vowels. This is illustrated in the following examples produced by a Bengali native speaker:

**In Bengali:**

| /da:l/ | /Dal/ |
| 'pulse' | 'branch' |
| /hol/ | /ha:l/ |
| 'spade' | 'condition' |

**In Urdu:**

| /pili/ | /pili:/ |
| 'colour' | 'drank' |
| /əb/ | /a:b/ |
| 'now' | 'water' |

The main purpose in administering the listening test is to test the learner's capacity in comprehending what is listened to. It may be mentioned that the degree of comprehension depends upon the learner's ability to recognize, discriminate and identify the significant speech units
in the target language and also his knowledge of grammar and vocabulary in the target language.

From the above discussion, it may be observed that listening skill may be tested for:

a) Recognition of sounds
b) Discrimination of sounds
c) Vocabulary
d) Structure
e) Comprehension

1.3.2 Recognition of sounds:

In this technique of recognition of sounds, student is not required to understand the sound what he hears. Here the students task is to identify the phonemes not the meaning of the words and sentences in which they appear. Here the sound for recognition is presented first orally by the teacher. Thereafter, some phonetically similar sounds including the sound for recognition are given for recognition in isolation. Then words involving the sound for recognition in addition to words containing related sounds are given. The examinee is expected to indicate the number of item which contains the sound for the recognition. Cf. similar notion noted by Lado (1961, p. 46).
The techniques suggested by Lado (1961) in the book *Language Testing* for testing listening comprehension are listed below:

1.3.2 (a) **Sound to graphic symbols:**

   Sound to graphic symbol is a technique of recognition of sound which follows some other sub-techniques are as follows:

1.3.2. (a) (i) **Sound to digits:**

   In the book *Language Testing* Lado (1961, p. 48) clearly discusses about this technique. Here he suggested that:

   "Sound to digits consists of words that contain one sound or another of a troublesome pair or trio as the stimulus which the student must identify by the numbers 1, 2, or 3. The examiner tells the students to write if they hear one of the sounds and 2 if they hear the other pair that is being tested. Number 3 is used for the third sound if the test includes three sounds”.

   The examiner then reads his list of words, pausing briefly after each to allow the students to write 1, 2 or 3. Here reading each word once is enough, and it approaches speaking and listening more than reading each word twice.

   We can exemplify this technique through testing the contrast between Urdu /z/ and /j/ and the data collected from Khan, Abdul Aziz (1996, p. 128) are as follows:

   /z/ and /j/ as in:

   /zɔmiːn/ /jɔhɑː/
`earth` `world`

/`zəli:l/ /`ja:hili/ `disgraceful` `illiterate`

**In Bengali as for example:**

/k/ and /kh/ as in:

/kɔl/ /kʰɔl/  

`tomorrow` `cane`  

/kɔm/ /kʰɔm/  

`work` `injured`

1.3.2 (a) (ii) **Sound to letters:**

This testing technique consists of a set of words or short sentences containing the complicated sounds as stimulus. Here the students' task is to mark the written word or phrase that matches what s/he hears.

Following are the examples taken from Bengali for English speakers. Here examiner says /`ga:lι:/ `abuse` in Bengali and the student have to choose from the three written words:

/ga:`Rι:/ `vehicle`

/ga:lι:/ `abuse`

/ga:bhi:/ `female cow`

In this technique although it is more flexible than the previous one but it has some limitations that involve the factor of spelling. In this
regard, Lado (1961, p. 50) in the book *Language Testing* says that “we often don’t know whether the error was caused by inaccurate hearing or by a spelling confusion”

1.3.3 Dictation:

Dictation involves the relation of the written symbol with the spoken sound. These techniques consist of reading to the students a set of words or utterances and the students’ task is to write down what they hear. If the stimulus is made of words or phrases containing the troublesome sounds, dictation can be used effectively as an informal class test as pointed out in Lado (1961, p. 50). Here the term “troublesome” used to refer to similar sounds—the sounds which differ in only few features, for example, /s/ and /ʃ/ share features other than point/place of articulation.

Furthermore, Lado (1961, p. 50) in his book *Language Testing* also categorized the advantage and the disadvantage of dictation very clearly which are as follows:

1.3.3 (i) Advantages of dictation:

1. Dictation can range freely over any and all sounds and it can be prepared easily.

2. It does not require special answer sheets and can be scored independently
1.3.3 (ii) Disadvantages of dictation:

In dictation techniques, a serious spelling factor is introduced before hearing discrimination is achieved and it also requires a very active mastery of spelling.

1. The students have to write the entire word or utterance for his/her answer and in doing so they waste time with those parts of the words that are not crucial to the test.

2. Writing itself is lower than listening and the whole technique of dictation should be used with caution for the sake of economy.

Various types of dictations are possible as it is clearly discussed in Sharma (2002) Modern Methods of Teaching Language.

1.3.3 (a) Partial or spot dictation:

In the partial or spot dictation technique, each learner is given a copy of a passage first and in that passage function words or even only prefixes and endings are left out. At the same time, the passage is read by the examiner or the teacher and the students’ task is to fill in those blanks by supplying meaningful words; as it is pointed out by Sharma (2002) in his book Modern Methods of Teaching Language.

1.3.3 (a) (i) Advantages:

1. Partial dictation can be administered quickly and the scoring can be more objective.
2. Here, the examiner or the teacher can test only the problem areas.

3. The learners need not waste time in writing words, phrases etc., that they have already mastered.

1.3.3 (b) Prepared dictation:

Prepared dictation is nothing but dictating a familiar or a known passage or a conversation or a dialogue. In this technique, the learners have the opportunity of either listening or reading the passage during the course of language instruction that he may have undergone. These kinds of dictations are normally recommended in the initial stages of the introduction of the writing skill. If the teacher or the examiner wants to measure the learners' retention and familiarity with the patterns, then each sentence should be read only once and at the normal speed. Such exercises have proved to be more effective in the case of older students.

1.3.3 (c) Paraphrased dictation:

In this type of exercise, the dictated material would be nothing but a general picture of a dialogue or a selection that the learner is already familiar with. Here, the dictated paraphrase will however contain only the familiar patterns and vocabulary that the student possesses, but the wording will not be exactly the same as contained in the original dialogue or the selection.
1.3.3 (d) Dictation of unfamiliar material:

The dictation of a material which is unfamiliar to the language learner is usually preferred to the other types of dictation at the intermediate and advanced levels and they are considered to be more reliable and valid to measure the learners' skill in dictation.

1.3.3 (d) (i) Procedures:

First, the whole passage is read at normal speed. Then the students are expected just to listen carefully and not to write. The passage is then read for a second time when each phrase is read at a time giving appropriate pauses at the same time the students are expected to write down what they have heard.

The second, dictation should be consistent and the teacher may read each phrase once or twice. After the dictation of the passage is over, it is finally read again at a normal speed and the students are given a few minutes' time for the final revision.

The teacher must ensure that no part of the passage is read at the request of the learner. In order to ensure consistency in reading and save the teacher's time etc., such dictations are recommended to be given through language laboratory where such facilities exist. In this case, the examiner must ensure that the students do not play the tape a second time.
1.3.4 Sound to phonemic symbol:

In this testing technique of sound to phonemic symbol, as Lado discusses, it very clearly (1961, p. 51) that:

“When students are familiar with a phonemic alphabet of the foreign language it is possible to have the student listen to the spoken stimulus and either write the phonemic symbols of what he hears or check the phonemic representation of what he hears if it is given on his answer sheet. In every case, the stimulus must be words or sentences that contain the problem sounds and contrast.

1.3.4 (a) Sound to sound:

Sound to sound is a testing technique which is divided into other sub-parts which are as follows:

1.3.4 (a) (i) Minimal pairs:

Minimal pair technique is a very general technique. Here, the teachers select a minimal pair of words or sentences containing the difficult contrasts for a particular language background and the teachers read the pairs aloud to the students. The students’ task here is to simply write “S” if they hear the same word or sentence repeatedly and “D” if they hear two different words or sentences. As for example:

As in Bengali:

/g/ and /p/

/gaːn/ /paːn/

'song' 'one type of food'
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/k/ and /kh/

/kəna:/ and /khəna:/

‘Person who’s one eye damaged’ ‘eating food at marriage party’

1.3.4 (a) (ii) Triplets:

In this general technique the examiner reads aloud three words or sentences that differ only by one of the troublesome contrasts.

As in Bengali:

/təl/ ‘palm’

/təl/ ‘palm’

/thə:l/ ‘plate’

1.3.4 (a) (iii) Quadruplets:

This technique is very similar to the above test; the only difference is that instead of giving three words or sentences, the examiner gives four.

For example from Bengali:

/phol a:no/ ‘bring fruit’

/phol a:no/ ‘bring fruit’

/bol a:no/ ‘bring ball’

/phol a:no/ ‘bring fruit’
1.3.4 (a) (iv) Comparing sound to model:

This technique is generally same as the above two techniques. But the only differences is that, here a word or a sentences is given as a model and three words or sentences as a choice which may differ from the model by a minimal phonemic contrast. The student writes the numbers of choices that are the same as the model.

As for example in Bengali:

\[
\begin{align*}
/ga:l/ & \quad \text{'chick'} \\
(a)/\text{ta:l}/ & \quad \text{'folish'} \\
(b)/\text{ma:l}/ & \quad \text{'goods'} \\
(c)/\text{ga:l}/ & \quad \text{'chick'} \\
\end{align*}
\]

The correct response will be (c)

1.3.5 Discrimination of sounds:

This technique is very similar to as in the case of 'recognition of sounds'; here two kinds of exercises could be prepared, namely:

(i) in isolation and

(ii) in context

1.3.5 (a) Discrimination of sounds in isolation:

Discrimination of sounds in isolation is the sub-part of discrimination of sounds which share some other sub-parts which are discussing as follows:
1.3.5 (a) (i) Related sounds in the target language:

In this technique the sounds which have the similar manner and points of articulation have been chosen for this kind of exercise/test.

For example, /s/ and /ʃ/ are phonemic in Bengali. Therefore the learning of Bengali as a second/foreign language requires that the phonemic distinction be made between the two sounds.

1.3.5 (a) (ii) A sound in the target language similar to another sound in the source language:

As pointed out by Sharma (2002) in the book *Modern Methods of Language Teaching* (page 238), in this technique “the Sounds in the target language which are closer to another sound in the source language are taken to discriminate”.

For instance, Bengali learners find it difficult to learn the distinction between the sounds /s/ and /ʃ/, for they have a tendency to merge /s/ with /ʃ/.

Now for this kind of testing technique it is necessary to ensure the mastery including identification and discrimination of such related sounds in the source and target languages. We list below the essential steps that are needed to improve the learning:

(a) Ear training

(b) Identification
(c) Discrimination

(d) Production.

1.3.5 (b) Discrimination of sounds in context:

This is a technique used for the discrimination of sound in the context. Only such sounds are need to be tested, where the degree of overlap is likely to create difference in meaning. In such cases, it is suitable to take the minimal pairs for testing the identification and discrimination capacity of the learner. In this regard, various kinds of testing strategies are adopted. These are:

1.3.5 (b) (i) Same or different:

In this technique, items in pairs—words or sounds—are provided orally in the class rooms or played on the tape in the language laboratory. And the learners’ task is to determine whether both the utterances in each pair are same or different and if same they are asked to tick (A) if different tick (B).

For example: In Bengali

\[
\begin{align*}
/ pa:s / & \quad / ba:s / \\
'Overcome' & \quad 'One vehicle'
\end{align*}
\]

The correct response would be ‘DIFFERENT’ and, therefore, option (B) would be ticked.
1.3.5 (b) (ii) Discrimination test could be manipulated in a much more complex manner as follows:

Here, the learner will hear only one item (may be a sound or a word). Then after a little pause, he will hear three or more items and out of which only one will be exactly the same as the initially heard item. Now the learners’ task is to indicate which one of the following utterances is exactly the same as the item given at the beginning.

As for example in Bengali:

\[ /kha:l/ \quad \text{‘skin of the animal’} \]

a) \[ /kæl/- \quad \text{‘tomorrow in Bengali’} \]

b) \[ /kæl/ \]

c) \[ /kha:l/ \]

d) \[ /kæl/ \]

Here the correct answer would be ‘c’

1.3.6 Testing of listening skill: Vocabulary

As we know vocabulary plays an important role in understanding the language. Thus the language learner needs to develop vocabulary for quick and smooth understanding of the target language. The following steps are used as testing techniques for Vocabulary at listening level:
First step:

In the very beginning, examiner provides a series of four words. Out of the four, only one is exactly opposite to the initially given item. Now the student’s task is to identify the exactly opposite item in the choices as illustrated by the following examples:

A Bengali example may be seen as follows:

/ somorthon kora:/ – 'to support'

a) /thonda: hōua:/ 'to cool down'
b) /mot deoa:/ 'to become incapable'
c) /s̪həjjə kora:/ 'to help'
d) /əkkromon kora:/ ('to attack')

The correct response would be: 'd'

Second step:

In second step, the word is followed by three or four closely related items (homonyms and synonyms) and examiner asked the learner to mark the choice that is closest to the initial word.

For example in Bengali:

'water' - /paːni:/

(a) 'river' - /nodiː/
(b) 'liquid' - /torol/
(c) 'juice' - /ros/

The correct response would be: (a)
Third step:

Here, the teacher first gives an item which may be a word or a part of a sentence followed by three or four related expression and that may be directly equal or similar to the original and the learner is asked to tick the closely related item among the choice options.

Bengali example may be seen as follows:

Dine du:bær, ræ:te cæ:rbær – ‘twice in a day and four times at night’

a) besi: kædz kora: ‘to work more’

b) tæra: tæri: unnoti: kora: ‘to improvise oneself fast’

c) dine kom, ræte: besi: ‘less during day time and more during night time’

d)tæra: tæri: nosto: kora: ‘to spoil oneself fast’

The correct response would be: ‘b’

Fourth step:

A fourth step of vocabulary testing is to present a pair of words followed by three or four pairs of words to the students, out of which only one will be correct. And the learners’ task is to identify the correct response.
The same example may be seen in Bengali:

\[ /\text{goch}/ - /\text{phol}/ \] \quad \text{‘tree – fruit’}

a) \[ \text{bati:} - \text{alo:} \] \quad \text{‘lamp’ – ‘light’}

b) \[ \text{goru:} - \text{bachur} \] \quad \text{‘cow’ – ‘calf’}

c) \[ \text{cād} - \text{jochna:} \] \quad \text{‘moon’ – ‘moonlight’}

d) \[ \text{phol} - \text{phu:l} \] \quad \text{‘fruit’ – ‘flower’}

The correct response would be: ‘d’

1.3.7. Testing of listening skill: Structure:

1. The technique used to test the structure of the target language at the recognition level is comparatively not a very complicated one. In this process, the teacher first gives a sentence from the target language and asks the learner to indicate where the mistake is, if any.

2. In second technique, the teacher gives a sentence containing a mistake and provides three or four choices out of which only one, if substituted in the place of the wrong word in the given sentence, should be correct. Here, the learner has to choose the correct item in the given choices.

A Hindi example may be seen: similar sentence translated in Bengali from Hindi as it is pointed out by (Sharma, 2002, p. 245)
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The correct response would be: ‘a’

The correct response would be: ‘c’

3. A third way of testing ‘structure’ in listening skill is at first the teacher gives a mixture of words to the learners in which the specified order does not make any sense and the students’ task is to organize them in a sequential order so that a meaningful sentence can be formed.

Let us look at the following example in Bengali:

Oi: rail goDi:r upo:r coDlo:

The correct response would be:

Oi: meati: rail goDi:r upo:r coDlo:
1.3.8 Testing of listening skill: Comprehension

(i) This technique is a very simple way of testing listening comprehension in the target language. Here, the examiner first provides simple oral instructions to the learner and asks him/her to act the task.

In Bengali, following kinds of instruction may be given:

/dorodza: khoło:/ ‘open the door’

/boi øno:/ ‘bring the book’

/ca: khoø:/ ‘drink tea’

/ta:RœoRi: høto:/ ‘walk fast’

(2) The second way of testing listening comprehensions is to narrate a small story or dialogue in the target language which is followed by some simple statements that may be true or false. Here, the learners’ task is to point out whether these statements are right or wrong.

For example in Bengali:


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The correct answers for the above statements would be True and False.

(3) The third type of exercise is a little more complex than the above techniques. Here, the teacher first asks simple questions based on the story/dialogue/passage and provides simple answers (may be right or wrong) and asks the learner to indicate whether the answers provided are right or wrong.

For example: The same passage given above in Bengali used as a model for this exercise.

Instructions:

Listen to the following passage carefully and please note that you have to indicate whether the answers given for the questions which are 'True or False' or Right or Wrong' based upon the passage listened earlier.

Q1. Buddha: meati k ki: bolechilo?
   Ans: fruit ante bolechilo.

Q 2. meati: ki: tar chrlr pran fire peachilo?
   Ans: ha.
Q3.  məraː jʊəː kiː sobaːr jonnoː somoːn?

Ans. haː.

Q 4.  buddhaː k chiloː?

Ans: buddhaː ekjon devtaː chiloː.

(4) Finally at a little higher level the teacher provides a small passage/narration to the students for listening and asks them to draw conclusions.

SECTION -IV

The section-IV of this chapter discusses the testing techniques of speaking skill which are presented in the following sub sections.

1.4.1 Testing of speaking skill:

Although speaking is one of the four major language skills, it is not easy like the other language skills used for testing purposes. It may be said that testing of speaking skill is the most difficult exercise. The difficulty in testing of speaking skill is due to the basic nature of spoken responses and the unreliability in the administration of tests and scoring. Apart from this, the testing of speaking skill requires extra facilities like tape recorders etc., and it also involves a lot of time for the examinees to assess the performance in speaking of each and every learner. In this regard Lado (1961, p. 40) suggested on the basis of the testing of pronunciation that “these tests are extremely difficult to give and
particularly to score objectively because the examiner must be a trained phonetician and differences in hearing even among phonetically trained teachers will be reflected in the scores”

In the similar fashion, in the context of the Indian situation, it is useless to talk about the financial system which does not permit all the teaching organizations to have such equipments. Wherever the facilities of such equipments are available, speaking tests to a certain degree of satisfaction could be conducted. But in most cases it is not possible to have a speaking test in the final examination, but in the viva-voce it could be held. As pointed out in (Sharma, 2002, p. 252)

1.4.1 (i) Advantages of oral tests:

1. It is suitable to restrict the observation of the teacher in the class room as well as in the language laboratory.

2. The large variety of drills viz., phonetic drills, structure drills, conversations, dialogues, narrations and the learner's oral responses to simple oral questions administered in the class room and the language laboratory will be useful for testing the speaking skills.

3. Oral tests are very easy to administer and score.

4. Oral tests are the Provider diagnostic and program planning, because the teacher orally can know where the problem is by asking question during language course?
1.4.1 (ii) Disadvantages of oral tests:

1. Again and again it is not possible for the class room teacher to administer the standard speaking tests of the learners and to evaluate every individual's responses.

2. In oral tests the constraints and difficulties in scoring will still remain, if oral tests are administered in the sense that it does not require as much time in the laboratory as it is necessary for administering them for the each individual learner in a class room situation.

1.4.2 Pronunciation test:

In general the pronunciation tests suggested that the key sound which appears at least twice in the test items, taking into consideration the fact that learner sometimes successfully pronounce a sound correctly on one occasion and incorrectly on another.

This test should not give any kind of indication to the learner as to which sound is intended at testing. Here, the learner knows that it is his speaking skill that is being tested.

Following are some of the ways in which the learner could be induced to complete the preferred word, phrase or sentence.

1.4.3 Mimicry:

Here the learner is asked to repeat the statement given by the teacher/examiner as a model.
/ekhono: tumi: jaoni: keno: /

‘Still, why you are not going’

In this sentence, the teacher would be concerned about the production of only /e/ and nothing else. Instead of sentences as illustrated above, words or phrases or clauses in which the segment for testing occurs twice or more may be given.

1.4.4 Memorization:

In this technique of testing, the teacher previously set a systematized version of the material as a guide for scoring. Here the teacher also ensured that the same sounds are expected at testing even in case of a dialogue/conversation that may be undertaken by two learners.

For example, observe the following conversation in Bengali:

Rana: əpɔːr nəm ki:?  
Alauddin: əlɔːuddin khaːn  
Ram: əpniː kiː gən dʒəːnəːn?  
Alauddin: na:

In this example the vowel segment /ə/ is the item for testing.

In this test, scoring of a dialogue, teacher must establish equivalent grading systems. Here both the learners should be graded on the same sounds though their occurrence may come out in different sequences.
1.4.5 Oral responses:

In this process of testing, pronunciation would be to give a complete item and the task of the learner is to fill in the blank with a suitable word to complete the sentence. But the problem is in construction that the test maker should ensure no word appearing in the stem should fit into the blank space. It should also be ensured by the test maker that the word that is expected from the learner should contain the sound expected at testing.

The ability of a language learner in pronunciation could also be tested by making the learner read simple written passages orally. Here by loud reading the teacher can mark the incorrect pronunciation. This test will however not only ensure the testing of one or few selected sounds but the segments that appear in the paragraph will have to be looked at and only those segments which are difficult or problematic for the learners should be taken into consideration.

The passages given for oral reading for this purpose could be of two types that are as follows:

1. Familiar passages

2. Unfamiliar passages

In this regard, the learner for the familiar passage might find it a little easy to produce the sounds. Appearing in the familiar passage as by
the time they are tested through such passage they would have had the opportunity of reading them before. It is, therefore, desirable to give unfamiliar passages in the case of at least the final testing.

Another way of testing the speaking skill for the target language is the process of simple translation from the source language to the target language.

Translation is not included under the testing of speaking skills at the primary or initial stages of language learning; but it is possible only at slightly higher level of language instruction or language learning.

Some other simple varieties of speaking tests are talked about particularly in the case of primary level of language instruction like the picture writing etc. They are however of a very little significance.

Now discussing about the testing technique of speaking skill the situation in the Indian context do not permit to conduct frequently during the course of language training. However, the oral tests or the viva-voce are conducted twice or thrice in a year and the validity and reliability of such tests is highly doubtful as neither the test items are usually made as per the condition and principles of test making nor the scoring. It is only the subjective or the impressionistic evaluation that the examiner does and it is, therefore, of very little value from reliability and validity point of views.

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SECTION - V

The section-V represents the testing techniques of reading skill. The detailed discussions are presented in the following sub sections.

1.5.1 Testing of reading skill:

Among the four language skills, the reading skill is unique in the sense that it involves the visual perception on the part of the learner. This particular skill plays a very important role particularly in the second or foreign language teaching. The uniqueness of the reading skill can be separated from listening, speaking and writing by the establishment of typical characteristic feature viz., the speed in reading. It is generally argued that speed in reading could be attained if a learner is fluent in speaking and finds it easy to listen and understand the target language.

In the primary or the initial levels of language instruction after the script is introduced various varieties of reading tests which were categorized and graded tentatively as follows:

1.5.2 Identification:

The teacher or examiner by using a number of flash cards or by writing different characters on the black board will ask the learner to identify and indicate what the character is like and is expected to relate the character with the corresponding oral sound.
1.5.3 Discrimination:

As far as discrimination is concerned, there are a number of ways in which this factor could be taken care of.

1.5.4 Discrimination of letter among letters:

In this test there are some example are given and the student task is to mark the clue item among the letters.

For example: (Bengali)

\[ \text{আ, হ, ড, আ, ঠ, অ, হা, আ, র, আ, } \]

Now the correct response will be

\[ \text{আ, হ, ড, আ, ঠ, অ, হা, আ, র, আ, } \]

From the above example it may be noticed that the language learner is expected to look at the clue item and then mark off that item among the choices given against that item (the underlined item is correct and examinee is expected to mark off that item).

1.5.4 (i) Letter among words:

In this testing technique one letter is given as a clue item and against that some words each of which contain the clue letters are given.

The examinee is expected to mark off the clue letter in the words given against each. The cue letter might appear either in the initial position of the word or the medial or final positions.
For example: (Bengali)

পা - পানি, কপাল, সাপ

The examinee is expected to mark off all the underlined items as indicated.

The correct response will be

পা - পানি, কপাল, সাপ

1.5.4 (ii) Word among words:

A third variety of the visual discrimination test could be the word among words. In this type of test items the clue will be a word and against the clue three or four resembling words are given, among which only one will be exactly the same as the clue word. The examinee is expected to mark off the clue word among the choices given against it.

For example: (Bengali)

পরিমাপ - পরিমাপ, পরিমান, পরিচয়, পরিহাস

The correct response will be

পরিমাপ - পরিমাপ, পরিমান, পরিচয়, পরিহাস

1.5.4 (iii) Part of word among words:

In this type of test items, the learner is expected to look at the clue and mark off that portion among all the words given against it.

For example: (Bengali)

ওয়া - বাওয়া, বাওয়া, হাওয়া
The correct response will be

ওয়া - খাওয়া, খাওয়া, খাওয়া

The examinee is expected to mark off all the underlined items as indicated.

1.5.4 (iv) Word in phrases, clauses or sentences:

This type of items involves the marking of the word in the clause or phrase or the sentence given against each. The learner has to very carefully choose only that mush portion and mark it off exactly and accurately in the item given against it. It is possible that the word may appear more than once in the sentence given.

For example: (in Bengali)

In phrase:

ওন - যেমন তেমন,

In clause:

নের - এদের কাছে আমাদের কোন গুরুত্ব না ধাকলেও ওরা অবশ্য তাদের খেয়াল রাখে।

In sentence:

খানে - খেয়ানে দেখানে একক করে মেওনা একটি ভালো হোয়া যেও

The examinee is expected to mark the underlined items as indicated above.
1.5.4 (v) Pictures to words:

This kind of test items requires the identification of a printed word corresponding to a familiar picture. In such cases the learner must be familiar with the word indicated by the picture and the incorrect choices.

For example:

In Bengali:

![Book Image]

(a) /kagodz/
(b) /boi/
(c) /pu:stok/

The correct response would be ‘b’

1.5.5 Reading comprehension tests:

The reading comprehension tests can be of different levels. They may be vocabulary tests, simple comprehension tests involving multiple choice questions, true-false items, completion items; items requiring logical inferences, simple question answer items etc.
1.5.5 (a) Vocabulary test:

Vocabulary tests can be of various types viz.

a) Synonyms or Homonyms

b) Antonyms

c) Analogies

1.5.5 (a) (i) Synonyms or Homonyms:

In this type of item a clue word is given against which three words are provided. Or a context defining the particular meaning of the word may be provided, out of which only one is either exactly the same or nearest to the clue word. The learner is expected to mark off such an item in the choices given.

A Bengali example may be seen:

`/məra: jəoa:/` ‘died’

a) sorge: jəoa: ‘going to heaven’

b) ḡoto: houa: ‘murder’

c) prən jəoa: ‘life gone’

The correct answer would be: 'c'

In the above example it may be seen that the first choice is the correct meaning of the clue word and the rest of the items though appear to be related are far away from the clue word.
1.5.5 (a) (ii) Antonyms:

In this type of items a clue word is given which is again followed by three or four words out of which only one is exactly the opposite to the clue word and the rest of the choices may or may not be related to the clue word.

As for example: **in Bengali**

/bholo:bessa:/

a) /ghrina: kora:/

b) /ju:ddho: kora:/

c) /osirba:d kora:/

In the example given above from Bengali, it may be seen that the first choice given is exactly opposite to the clue word and the rest of the words though appear to be related have very little relation to the clue word.

So, the correct antonyms is: ‘a’

1.5.5 (a) (iii) Analogies:

In this type of items, a pair of related words is given. One of the choices will have the same analogy as the pair of words given in the clue item. The learner is expected to mark off such an item in the choices leaving the rest of them aside.
For example in Bengali: analogy

nac -gən  ‘dance’-‘song’

a) sur- səngi:t  ‘musical tone’-‘music’
b) rokto:-lal  ‘blood’-‘red’
c) rosogolla:- misti:  ‘rosogolla’-‘sweet’

From this example it may be seen that only the first choice viz., 'a' has exactly that type of relation between the two words as the pair of words in the clue item has. Therefore 'a' is the correct answer and the rest of them are incorrect.

1.5.6 Reading comprehension tests:

In reading comprehension tests, passages of varied degrees of difficulty depending upon the degree of proficiency that a learner has attained are given followed by a series of questions which may be of multiple choice type, true-false type, simple question answer type or questions involving inferences.

Following is an example containing multiple choice types of questions.

Passage in Bengali:

Instructions: - Answer the following questions based upon the passage you have read just now.

1. a:mãder deser na:m ki:?  
   a) bhãrot  
   b) nepa:l  
   c) murshidba:d  
   d) kolka:ta:  
   The correct response is ‘a’

2. bhãrote koto: koti: manus ache:?  
   a) sottor koti:  
   b) dos hãdzãr  
   c) ponero: hãdzã:r  
   d) nobboi koti:  
   The correct response is ‘d’

In this technique the answer is given along with the test with four alternatives and the candidate is simply required to indicate the correct answer with a tick or a number.

1.5.6 (i) Advantages:  

1. The responses are objective and easy to score.

2. It can test entire range of linguistic contents as well as literary content of the given passage within a short period of time.
1.5.6 (ii) Disadvantages:

1. Guessing may effect test scores, which can be improved by learning test taking techniques.

2. Responses tend to be passive. Productive skills are not easily tested.

3. It is very difficult to write successful MCQ items.

4. The backwash may be harmful.

1.5.6 (a) Cloze test:

Basically cloze test are prepared for the testing of the reading and writing skills. Here in a passage every 5th or 7th word is deleted and the students' task is to fill that gap. But with a little broader area of testing it can also be used as listening and speaking skills.

1.5.6 (b) Rearranging the text:

In this technique the words, phrases, or utterances from the given passage are set very indiscriminately and the students' task is to rearrange the text.

As for example from the passage given above in Bengali are as follows:

a) sottor koti: loker bɔs

b) bharoter mul boni:

c) bharot əmar desh

d) nɔna: jati: nɔna: bhɔsa:
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The answer will be like as follows:

a. bharot ama:r desh
b. sottor koti: sloker bas
c. nana: jati:, nana: bhasa:
d. bharoter mul bani:

1.5.6 (c) True-False items:

Here the learners are asked to read a series of statements and mark them as True or False.

For example from the above passage in Bengali:

1. bharote asi: koti: loker bas (F)
2. amder desher nam bharot (T)

In this technique, the learners are asked to read a series of statements and mark them as True or False.

1.5.6 (d) Logical inferences:

In this type of test items the learner is expected to read the key sentence and then select which of the sentences given under offer a logical explanation or a conclusion for the key sentences.

Look at the following example in English:

He goes to sleep
i. He likes candy
ii. It's his favorite store
iii. He is tired

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Here the correct response will be (he goes to sleep because he is tired)

In the context of testing reading, scholars have talked about the speed of the reading tests. Language tests in general can be broadly classified into two categories viz.

1. Power tests

2. Speed tests

1.5.6 (d) (i) Power tests:

In the power tests, items which are of difficult nature are arranged in order of difficulty and the learner is instructed to answer as many questions as possible in a fixed period of time. In these tests the basis for scoring would be mainly the accuracy of responses rather than the number of items answered by the learner.

1.5.6 (d) (ii) Speed tests:

In case of speed tests large numbers of test items are given, most of which are of comparable degree of difficulty and the learner is asked to answer as many questions as possible. The scoring in this case though depends upon the accuracy of response, is based mainly on the number of questions attempted by the learner.
SECTION -VI

Section -VI represents the testing techniques of writing skill. The studies are discussed in the following sub sections.

1.6.1 Testing of writing skill:

In case of testing technique of writing skill, as Lado, (1961, p. 248) suggests that “writing a foreign language as the ability to use the language and its graphic representation productively in ordinary writing situations”. It is one of the four productive skills that a learner is expected to achieve in order to ensure his communicative competence. Here, writing a language means the ability to use structure, lexical items, and their conventional representation in ordinary writing.

Now to test the writing skills of the learners, the following techniques which are useful for this particular skill are as follows:

1.6.1 (a) Pre-writing tests:

The first step for a second language learner in the case of mastering the writing skill is that he should be familiar with the graphemes of the target language. This becomes more important in the case of Indian languages each of which has a different writing system.

For the purpose of testing the learners' ability to form the written graphemes of the target language and their combination within the morpheme, word and other higher levels, it might be adequate to test the...
legibility aspect rather than the exact reproduction of a written stimulus. Such stimulus may be a word or a sentence or a small paragraph.

A second way of testing this ability of a language learner is to dictate words or phrases in the target language and ask the learner to write them down. In order to constantly maintain the desirable reinforcement, dictation tests must be corrected on the spot and given back to the learners immediately.

1.6.1 (b) Partial sentences:

This technique necessitates the learner to complete the phrase given in the test. These items differ from the usual 'fill-in the blank' type of items in the following ways: The dictations of partial sentences may contain elements from both, the target as well as the source languages, whereas the usual fill-in the blank type of items does not contain elements from both the languages.

An example from Bengali may be seen.

ami rodz cartai ---------dzai (khel)

The examinee is expected to fill in the blank with 'khelte'.

An example from Hindi:

mE pa:ni: -------hu: (kha:ta:)

The examinee is expected to fill the blank with ~/pi:ta:/
1.6.1 (c) Directed sentences:

One of the important aspects regarding the acquisition of the writing skill is that, the ability of a learner is to write the direct sentences. Here the words and phrases are written in a very indiscriminate way and the learner’s task is to set the sentences as directed.

For example from **Bengali:**

\[ \text{rām bābu korte bhalo khub gān pāre} \]

Here the learner is expected to write as (rām bābu: khū:b bha:lō: gān korte pāre).

1.6.1 (d) Composition:

The writing of composition requires the learner to assimilate and arrange his/her ideas in a sequential form; it also necessitates the learners' ability to use accurate structures and appropriate vocabulary. This also requires the student's ability to use the kind of style that is required to make the composition more effective and meaningful. Thus composition measures the learner's ability to organize his/her ideas, choose proper vocabulary and to formulate grammatically correct sentences.

There are mainly two types of compositions:

1.6.1 (d) (i) Guided composition:

In the guided composition the examiner gives a number of words to be made use of by the student in a sequential order and produce a passage
or a paragraph arranging the ideas in a proper sequence, the hints of
which can be obtained from the way in which the words are given.
Diagrams or pictures, cartoon strips, phrase and/or structural patterns
could also be used for providing guidance to the examinee to produce a
guided composition.

1.6.1 (d) (ii) Free composition:
In the case of free composition, no such clues or key words are
provided for, but the student is given a topic on which he has to write a
small passage or a paragraph. The topics should, however, be familiar to
the learner. Such topics as may have been presented in the course of
language learning through the textual material may be given at the
intermediate level of language instruction, but at the higher level of
language learning the topics may be familiar but need not necessarily be
only those which have appeared in the instructional material.

1.6.1 (e) Translation:
Such test consists of the sentences or paragraphs or passages from
the source language which are required to be translated into the target
language. The preparation of such tests is no doubt easier, but their
validity has been questioned particularly in the recent past. Translation
may be made use of for the testing of accuracy and literary expression
also. Here one thing we should remember that the utterances may be words, phrases, clause or sentences.

As for example, for the native speaker of Bengali language when learning English, the teacher first select some words in English and students’ task is to providing the meaning in Bengali.

Here is an example where some words are available which are collecting from English language and the students’ task is to translate it into Bengali.

<table>
<thead>
<tr>
<th>English</th>
<th>Bengali</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘apple’</td>
<td>/əpel/</td>
</tr>
<tr>
<td>mobile’</td>
<td>/jontro gonək/</td>
</tr>
<tr>
<td>‘chair’</td>
<td>/choupəia:/</td>
</tr>
<tr>
<td>‘blood’</td>
<td>/rokto/</td>
</tr>
</tbody>
</table>

However, after discussing the above mention techniques of testing in four levels of language learning skills, the section-A deals with review of literature on this topic.
SECTION - VII

This section deals with the review of the literature for cloze test; details are presented in the following sub sections.

1.7.1 Review of the existing materials:

Here in this section author discusses about the early claim made about the cloze test and also review of literature of this study.

1.7.1 (i) Early claims made about cloze tests:

There are several early claims made about cloze tests that have been suggested by many author. When we are discussing about these early claims made about cloze tests we see that 1970s and 1980s were considered a promising format for language tests as well as for the cloze procedure; these early studies produced impressive validity, reliability and co-efficiency and in this regard the case of cloze tests made them very appealing.

Aitken, (1977, p. 59), for example, has said that: “cloze tests are valid, reliable tests of second language proficiency”. “They were said to demonstrate an ability to discriminate learners of foreign languages by instructional levels, not only English but other languages as well.” (Briere, Clausing et al., 1978) “Cloze tests were also “highly efficient”, being “easy to construct, administer and score” see (Ranalli, 2002, p. 2) Soudek and Soudek (1983, p. 326). The technique boasted high co-
relation with other language proficiency measures like the TOEFL exam (Irvine, Atai et al 1974) and a number of university placement exams (Coller 1972 and Stubbs and Tucker 1974).

Moreover, cloze tests were “integrative” in that they allowed for measurement of global language skills rather than discrete points of grammatical or vocabulary knowledge. This is as noted by (Oller, 1972).

As a result the cloze technique was seen to constitute a “powerful and economic measure of second language proficiency and “a useful diagnostic tool for the class room teacher”. This is according to Stubbs and Tucker (ibidi: 241).

It has been quoted by (Klein-Bralay and Raatz 1984, p.135) that indeed, the tests gained in popularity so quickly that “soon the inclusion of a cloze test in a study was viewed as a guarantee of quality”

1.7.1 (ii) Review of the literature

At the very beginning prominent linguist Miyuki Sasaki (2000, p. 85) in his experiment suggested that

*Language testing researchers have long argued about what cloze tests actually measure? Some studies (e.g. Alderson, 1979: Shanahan et al., 1982; Markham, 1985) reported that cloze tests did not tap processing abilities beyond the clause level. Whereas others, (e.g. Bachman, 1982; Brown, 1983; Bachman, 1985; Oller et al., 1993; Chavez, Oller et al., 1994; Chihara et al., 1994) found that the tests were sensitive to constraints beyond clause boundaries.*
Now discussing about the position of testing in the past; the importance of language testing has been realized by all languages in recent years. In 1950, language testing was based on the structural linguistics, contrastive analysis and behavioral psychology. Here, Fries and Davies did very useful works in 2nd language testing in U.S.A.

In 1961, a book entitled: *Language Testing: the construction and use of foreign language tests* by Lado was mainly based on the structural linguistics and contrastive analysis and also in it, various testing methods have been proposed.

Lado also proposed tests for integrated skills in the discrete manner and it makes us clear by his (1961, p. 28) statement that: “we need to test the elements and the skills separately”. Here, he explains and suggests various types of testing methods to test language elements, components and skills.

Lado’s (1964) in his book *Language Teaching: a scientific approach* clearly discusses about the method of teaching a second language very clearly and also describes the testing component in one chapter. There, Lado mentions the past and current views.

Valette (1976), in her book *Modern testing methods* discusses many testing methods and also explains them in details.
Oller (1976), in his article 'language testing': A Survey of Applied Linguistics clearly defines and explains the changes that took place in the history of language testing. The fourth volume of the 'Papers in Applied Linguistics' edited by J.P.B.Allen Davies (1977), deals with the aspects of 'language testing'.

David Harris (1968), in his book: Testing English as a Second Language proposes exercises and tests which are designed particularly for English.


H. Wainman (1979, p. 127) in his article Cloze Testing of Second Language Learners says: “cloze tests are easier to set and they explore a wider variety of language categories than do those tests which concentrate on violated content categories in continuous text or single sentences”. Here, he also suggests that passages should, in student’s experience, be of a suitable length so as to allow for about 50 deletions, and gaps should be made by counting out within the range of every 8th to every 10th word.

Elana Shohamy’s (1978: p. 161) article Predicting Speaking Proficiency from Cloze Test, investigates the correlation between a
Hebrew Oral Interview speaking test and a cloze procedure for checking the correlation obtained between scores of these two tests.

Here the purpose of the study was to investigate the relation between the two tests, the cloze and the Oral Interview in order to decrease time if it can be shown that scores on the cloze test correlate highly with ratings of the Oral Interview. And the scores of the two tests reported that the cloze procedure can be used to calculate the performance of the Oral Interview in Hebrew.

H. Farhady and M. N. Keramati (1996, p. 191) in article *A text-driven method for the deletion procedure in cloze passage*, proposes a text-driven method for showing the deletion procedure in cloze passages. According to his research the result suggested there that the text-driven method is superior to the fixed-ratio deletion method on some grounds. It was also revealed by his research that the differences among the subjects performance on different versions of cloze tests were significant. And finally, he concluded that the random deletion method can show the way to a contradiction between the difficulty and the reliability of cloze tests.

David Brown (1983, p. 158), in his article *Conversational cloze tests and conversational ability*, considers a successive piece of research designed to examine the relationship between performance on conversational cloze test and oral ability. In his research, Brown hired
thirty students of English language and each took part in two interviews, which were recorded. He also completed two conversational cloze tests. Then the interviews and the cloze tests were scored. After that the ranks of the student’s interview scores were compared with the student’s rank on the cloze test scores. The result measured that there is a high correlation between these two tests and that gives further indication that conversational cloze tests may be good for indirect measure of oral ability.

In the article, *Conversational Cloze as a Measure of Oral Ability* by Arthur Hughes (1981, p. 161), it is concerned about the research in the use of cloze test to measure a particular language skill, where a standardized paper-pencil test is not a clearly suitable validating instrument.

*More precisely, his report is an experiment to test the hypothesis, as a predictor of the ability of EFL students to take part in conversation or discussion in English. Finally his report proved that the cloze test which is based on a tape-recorded conversation between native speakers of English would be more superior to a cloze test based on a prose passage for the measuring of student’s oral ability.*

Now, as Hughes (1981) and Brown (1983) already provided the indication that ‘conversational’-type cloze tests may be particularly appropriate measures of oral creative ability in a foreign language. In this regard, Hughes (1981: p. 166) obtained a correlation of (+0.69) between
teacher's rating of pupil's oral ability and their performance on a conversational cloze test, and Brown (1983) obtained an even higher figure of (+0.80) between performance on a conversational cloze test and conversation ratings for thirty pupils of various language backgrounds at intermediate level at a private language school in Britain.

_But the article 'Conversational cloze tests for advanced learners' by Paul Lennon (1989, p. 38), reports about the performance on proficiency tests and 'conversational' cloze tests for a small group of advanced learners of English at the beginning and conclusion of a six months period of residence at the University of Reading, in England. For each subject, the responses at Time 1 and Time 2 for each cloze item are compared, so as to prove some insight into the linguistic developmental processes which learners may have been undergoing in the intervening period._

It is found that linguistic improvement deriving from extensive experience to the target-language community in the absence of formal instruction did show up the scores on a written multiple-choice test. This is particularly for vocabulary, but the fact is that the conversational cloze test is separated out subjects more effectively. This is what it has been pointed out by Paul Lennon.

Now from the changes in response made by subjects in his report from Time 1 to Time 2, it becomes clear that the language of the advanced leaner is characterized by uncertainty. And here learning does not consist of a process of incremental additions to a fixed store, but the
‘black sliding’, occurs, as well as non-critical variation and improvement. Here, learners would appear to differ in the extent to which they are satisfied with an ‘acceptable’ but not fully native-like response and in the index of certainty they attach to their L2 linguistic repertoire.

Further, Paul Lennon (1989, p. 38), points out that:

*It is finally suggested in this report that the use of cloze test with advanced learners may be beneficial as a teaching and diagnostic device in alerting the learner to degrees of linguistic appropriacy, and enabling the teacher to identify both the over-experimenter and the under-experimenter among learners.*

Discussing the construction of cloze tests in his article *Cloze Procedure and Equivalence*, Don Porter (1978) states that:

*Two cloze tests constructed which were identical apart from one test where each deletion occur one word earlier than in the other. There, each test consisted of one literary and one non-literary passage each with 50 blanks. In his findings the tests were administered to 39 Polish students and three weeks elapsing between the first and second tests. Then tests were scored by exact-word and acceptable-word methods. But superior differentiation of ESL speakers has been claimed for acceptable-word scoring (e.g. Oller, 1972). Here no strong correlation was found between performance on the first and second tests or on literary and non-literary passages. Finally, he indicates that it can not be understood that any two cloze tests will give up the equivalent results. Here blank-position and possibly style may be important but variables and acceptable-word scoring differentiated among the individual students to some extent, but both scoring methods can differentiated equally well between year-groups. Don Porter (1978, p. 333)*
Thus, this study presents evidence which seems to weaken the attractiveness of cloze procedure as a weapon in the teacher's weapon store, and also it suggests that construction of cloze tests should be left to the professional teacher.

Completely based on an abstract of an article entitled *Are Cloze Items Sensitive to constraints Across Sentences?* by Tetsuro Chihara, John Oller, Kelley Weaver, and Mary Anne Chavez-Oller (2007, p. 63), where it reads that:

*To determine whether or not cloze items are sensitive to constraints across sentences. For this kind of findings they selected two passage of prose and two types of tests were constructed over each passage. Then sequential type items were inserted in the normal prose by a standard word-deletion procedure. Now in the scrambled type, the sentences of each passage of prose were systematically shuffled. Here each cloze item appeared once in the sequential condition and once in the scrambled and the design was counterbalanced for passage and order of testing. Forty-one native speakers of English and 201 Japanese adults studying English as a foreign language were tested. Each took a cloze test over one of the passages in the sequential condition and the other in the scrambled condition. After that a four-way analysis of variance continued the suggestion that cloze items fixed in normal prose are sensitive to discourse constraints ranging beyond the immediate limits of a single sentence. But there was a significant interaction between level of proficiency and condition that indicating the contrast between the two conditions increases with an increase in proficiency.*
Thus, they conclude that cloze procedure is sensitive to discourse constraints ranging across sentences. The report also proved that cloze procedure has a relatively greater effect for the natives than for the non-natives in this study.

Furthermore, the notion of cloze tests from another point of view has been dealt with many authors such as Kelley Bowers Laesch and Anne van Kleeck (2006) who have pointed out in their article *The Cloze Test as an Alternative Measure of Language Proficiency of Children Considered for Exit from Bilingual Education Programs*, that:

> The Language Assessment Scales and two written cloze passages were administered to 28 Mexican-American third grades which were enrolled in bilingual education classes. Then the results were compared to examine their performance on the California Test Basic Skills. Finally it proved that the language assessments scales and the cloze test are non significant, whereas the cloze test correlates significantly with all subjects of the California Test basic Skills. Kelley Bowers Laesch and Anne van Kleeck (2006, p. 171)

Moreover in the article *Effects of cultural schemata on student’s test-taking processes for cloze tests: a multiple data source approach* by Miyuki Sasaki (2000, p. 85)

> Investigated how schemata activated by culturally familiar words that might have influenced students cloze test-taking processes. In their report Sixty Japanese EFL students were divided into two groups with equivalent English reading proficiency. Then, they completed either a culturally familiar or an unfamiliar version of a cloze test which was partially replicating
(Chihara et al., s (1989) experiment. Here several unfamiliar words in the original cloze test passage were changed to more familiar ones in the modified version. Now unlike in Chihara et al. s (1989), however, students were asked to give verbal reports of their test-taking processes, and to recall the passage after they had completed the tests. Thus, the two groups’ test-taking activities were compared in terms of:

1. Item performance:

2. Expressing correct understanding of the key terms while

3. Solving the items and recalling:

4. The amount of text information they used to complete the items: and

5. The quantities and qualities of the final recalls

Furthermore, according to his findings:

The results suggested that those who read the culturally familiar cloze test tried to solve more items and generally understand the text better, which resulted in better performances than those of the students who read the original text. These results also support the claim that cloze tests can measure higher-order processing abilities.

In the paper by Jonathan Anderson (1972, p. 66) The Application of Cloze Procedure to English Learned as a Foreign Language in Papua and New Guinea, the experiment was elaborately described after examining a large amount of data.
The major aim was to test the use of cloze test procedure with primary-school subjects learning English as a foreign language. The question posed here whether the cloze procedure measures the readability of messages and the reading comprehension of subjects when encoder (the author of the passage of context) and decoder (the indigenous primary-school reader) which are belong to different languages communities? There is also some other subsidiary aims that to investigate a number of scoring procedures.

In his research, the cloze tests were made over three passages of prose and these were administered to 58 pupils in Standards of 5 and 6 of one primary school in Papua and Guinea. Here the cloze scores also discriminated between the abilities of subjects on the cloze tests. However, it proved that the simplest scoring procedure of crediting is the replacement of only exact word and also that is both reliable and efficient.

In the article Adedibu Ojerinde (1988, p. 62) Cloze test as a measure of English Language Proficiency among Primary-School the study was conducted in two consecutive years (1977 and 1978) by testing the pupils during their fifth years at school.

Here the participants were native speakers of Yoruba (one of the widely spoken languages in West Africa). They taught English as a
second language in randomly chosen Yoruba-speaking primary school. In this regard 9 hundred pupils (aged 9) took part in the study in the first year, while 455 of the same pupils (aged 10) took part during the second year.

In this study the instrument was an English test which was constructed every year in an organized workshop by the English teachers. It was consisted of ten separate sub-tests: spelling, word recognition, listening comprehension, word-picture matching, morphology, cloze test, word understanding, and reasoning reading comprehension and composition. These studies concluded that the cloze test can be used to measure the English language proficiency of Yoruba-English bilingual children.

The article *When are Cloze Items Sensitive to Constraints across sentences?* by Chihara, Oller, Weaver and Chavez-Oller (2006. p. 181) does two things. First, it reviews the controversy about whether cloze items are sensitive to constraints beyond 5-10 words on either side of them. The first study shows that this sort of context sensitivity is inaccessible to rank beginners, but becomes increasingly near to more proficient language users. Second, this article gives an item-by-item analysis of the experimental data from (Chihara et al. 1977). Finally, it is confirmed that about 10% of the items in each of the two texts examined are highly sensitive to constraints ranging across the sentence boundaries. The basis for this sensitivity is discussed and the sensitive items are contrasted with non-sensitive ones.
In the article *Cloze Procedure and Comprehension: an exploratory study across three languages* (1981, p. 104), this cross-cultural study of cloze procedure and comprehension involved samples of 10 to 11 year-old school children in Canada, Japan, Sweden and the United States. The aim of this study was to explore the nature of what might be called 'cloze compression' in relation to overall or 'global comprehension' of a passage; in particular to establish:

1. Whether the cloze procedure measures the same facts of comprehension regardless of what language is being read; and
2. To what extent cloze procedure, in different linguistic areas, measures 'global comprehension' or comprehension of the general ideas contained in passage, as distinct from literal comprehension?

The result of the study indicates that cloze procedure is a valid and reliable measure of certain aspects of reading comprehension in all the linguistic and cultural areas sampled. Furthermore, comprehension as measured by cloze procedures seems to be a necessary, albeit not sufficient, condition for overall or global understanding of the meaning of the passage.

It seems now that there is no oral cloze test available on the above discussion related with the review of the existing materials I, therefore, think that this is worthwhile to explore this area in the present research.
Therefore, next few pages scrutinize the importance and scope of this study including research problems.

1.7.2 Importance of the present study:

The cloze testing has been discussed by various scholars in different situations. It covers a broader range of testing i.e. from comprehension of vocabulary to paragraph comprehension and communicability of the entire passage. Here it can measure how well a student has understood what had he listen. In a listening comprehension test based on cloze testing procedure the student would have to speak the appropriate word in the blank.

There are four skills to learn a language: listening, speaking, reading and writing. Now in learning a second language, the learners must acquire first the listening skills in order to communicate with others. And in the process of communication or conversation, the two skills viz. ‘listening’ and ‘speaking’ play a very important role. Only a person who listens properly can respond correctly to the matter which he has listened to. Therefore, to acquire a language successfully one has to master the listening skill. Valette (1967, p. 73) has highlighted the importance of listening by saying “listening attaching meaning to the sounds and patterns that strike the ear”.

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Valete (1964, p. 61) also points out that “the skills of listening requires proficiency in three areas, discrimination of sound, understanding of specific elements and over-all comprehension”. Lado (1964, p. 61) points out that “the student does not know a sentence until he can speak it”. So, keeping in mind about oral cloze test, students have to listen the conversational passage first, and then they have to say the correct answers. And by this test the students can develop their overall language ability.

We can also include that testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer and score. In this regard Heaton (1990) suggested that “testing the ability to speak is the most important aspect of language testing”.

Now it is not necessary to say that paper tests are quicker and easier to administer than oral tests which are admittedly difficult with large classes; they seem best, however. This is because:

1. Oral cloze test is not a paper and pencil based test here students have to speak.
2. As students have to speak here they can develop their fluency also.
3. And also they can check their growth of knowledge with fluency.
4. Conversational cloze test is the face to face communication.
5. In conversational cloze test, as the hints are available, students feel relaxation and they face no hesitation.

6. By conversational cloze test we can judge the overall ability like intonation, stress, pronunciation, sentence structure, and also grammar and vocabulary.

7. This kind of test we can take anywhere and any time with a large amount of students in a same time.

8. It is easy to administer and score.

9. Valid and reliable.

10. There is no scope for cheating also.

11. Student can test himself even outside the classroom also.

12. Lastly, when they can be able to answer few of them, after that they can get the confidence and feel no hesitation.

1.7.3 Scope of the study:

Cloze procedure involves systematic and purposeful omission of the words within a text selected for developing and evaluating comprehension of the students by simply filling in the blanks. In cloze tests as the hints are available and how it could be beneficial for us are as follows:
1.7.3 (i) Primary level:

A) Traditional cloze test is still based on the paper and pencil. So, there is no scope of developing speaking and listening skills. But to know about the comprehension level of the learners, oral conversational cloze test is a very new method instead of traditional test where we can measure the comprehension level. It may be noted that the listening and speaking are the primary language learning skills.

B) It also helps us in curriculum designing. If the students' measurement of the comprehension level is not satisfactory then it will help in providing the solutions to the following problem.

1. If the very poor testing methods are used in the school.
2. If there is a need of the designing the syllabi.
3. Whether there is a need of the skilled and qualified teacher in the school for the x1 and x11 grade.
4. Present days parents are more interested in private schools. The answer for this can also be found reason.
5. The answers to the above problems can be provided by the present research.
1.7.3 (ii) Secondary level:

For secondary level, it can also be useful for the students. They are as follows:

1. To encourages pupils to think critically and analytically about the text and content.

2. It enables children to appreciate the value of alternative opinions and engage in discussions.

3. To asses the extent of students vocabularies and knowledge of a subject.

4. Cloze test also determines the level of a specific text and clarify its independence, instruction and frustration level and that focuses on the placement focus.

5. To encourage students to pay attention on meaning in the course of listening.

Finally, this study is also seen as an opportunity to make observations about the practicality of cloze test with regard to their creation, administration and scoring.
1.7.4 Research problems:

At the time of data collection, there was lot of problems which arose from these particular conversational cloze tests. These tests are tape-recorded.

1. In the time of marking whether the exact responses are accepted as correct or is near enough good enough?

2. In cloze passage which words should be deleted from each sentence as suitable for the students at a particular level?

3. As it is oral cloze test, the students have to listen or to ask for replay. So the problem is when listening under conditions of noise, either code (interrupts, false starts, repetitions, hesitations, etc) or channel noise (background noise, other voices, etc).

4. In this chapter, we have already discussed about the various types of cloze test, so, it is a great problem that the choices of cloze procedures for the students at a particular level cloze is suitable.

5. In oral cloze test the selected conversational passage should be well known for the learners. Otherwise, it is very difficult to fill in the gap by just listening that passage; even for a native speaker of that language.
SECTION -VIII

This section represents the summary of the chapter one.

1.8 Summary of chapter one:

Chapter one deals with the introduction where first author have discussed what is testing and what is evaluation? Next, what are the roles of teaching in testing and also in which way teaching is related with testing in a language course. This chapter also describes the various testing tools and techniques in all the four level of language learning skill including literature review as indicated above. Finally, this chapter also deals with the scope or the importance of the present study including research questions and the problems of this study.
Chapter 2
Theoretical Framework
THEORETICAL FRAMEWORK

SECTION –I

The section-I of chapter-2 of the present study deals with the theoretical frame work. The details are given in the following sub sections:

2.1.1 Conversational Cloze as a Measure of Oral Ability:

As mentioned earlier in the “Introduction”, the chapter-2 of the present study discusses some theoretical concepts and notions related to cloze test, including its origins, definitions, types of cloze test. It also discusses the situation of test in India and also the positions of conversational cloze test in India.

We have already discussed at the very beginning in (Chapter One) that the topic ‘Conversational Cloze as a Measure of Oral Ability’ is fully based on the major part of the ‘Testing and Evaluation’. Now, when we talk about the term ‘conversation’ the question that comes to our mind is: What does the term 'conversation' really mean?

To explain further, the term ‘conversation’ means communication or spoken exchange between two, three or more persons but talking is generally used to informally express one's thoughts or feelings by means of spoken words to exchange ideas or opinions about something via conversation in the company of others (Cf.www.thefreedictionary.com).
However, conversations are the ideal form of communication because they allow people with different views on a topic to learn from each other. Here, according to Wikipedia the term ‘communication’ means transferring information from one source to another. Their processes are sign-mediated interactions between at least two agents which share a repertoire of signs and semiotic rules. Conversation is also a social skill, which is not difficult for most of the individuals. Here, a social skill is any skill facilitating interaction and communication with others. (Cf. Wikipedia)

But, when conversation is used in connection with the language study, the term has a specific meaning as it is defined by Palmer that it is used in a technical sense, meaning “learning to use a foreign language without reading, without writing, without theory and without translation, by responding to what he/she says” (Smith, 2004, p. 140). But it is a sufficiently cloze definition. Hence, we can add a few qualifying words to extend it further as, “almost entirely without reading, with little or no writing, without studying a systematized and formal theory of the language structure and without any unnecessary recourse to the mother-tongue as a vehicle for instruction”.

The term, ‘cloze’ is derived from the concept of ‘closure’ in Gestalt theory which was applied to the human habit of completing. For example,
if a square is being drawn and there are only three sides shown, mentally we close the gap in our mind and recognize the shape of the figure as a square. Similarly, if a part of a circle is drawn and a part is left out, we again fill in the information in our brain and recognize the shape as a circle. However, discussing about Gestalt theory Wertheimer, Max (1924) pointed out that:

"The fundamental "formula" of Gestalt theory might be expressed in this way. There are wholes, the behavior of which is not determined by that of their individual elements, but where the part-processes are themselves determined by the intrinsic nature of the whole. It is the hope of Gestalt theory to determine the nature of such wholes".

The term ‘measure’ means it is the process of estimating the magnitude of some attribute of an object, such as its length, relative to some standard (unit of measurement) such as meter or a kilogram. The term is also used to indicate the number that results from that process.

The term ‘oral’, here is related with mouth—the spoken communication as opposed to written—and like all the speech arts, it is primarily concerned with the communication.

The term ‘ability’ in the present research has been discussed with the view of Edward Everatt Hale, who had said: “I am only one, but I am still one, I cannot do something, but I still can do something, and because I cannot do everything, I will not refuse to do something that I can do".
So, we can say ability means the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.

Now we would talk about what is a conversational cloze. And what is oral ability? Firstly, conversational cloze means here it is a conversation of a passage recorded in the tape where words are systematically deleted (e.g. every 6th or 7th word) and the student's task is to fill the each blank with an appropriate and grammatically correct word. Now secondly, in oral ability, we can gauge the competence of the students by the results of a spoken test or by a communicating test. And finally, we want to see the result whether the conversational cloze test can measure the oral ability or not?

2.1.2 Language testing and evaluation:

Language testing and evaluation are the two types of opinion where both are used for knowing the knowledge in a language teaching course.

2.1.3 Assessments and evaluation:

There are many terms related to language testing. In this section only two are introduced that is assessment and evaluation as defined by Arthur Hughes (2003, p. 5).
2.1.3 (a) Assessment:

In the book *Testing for Language Teachers* (2nd ed.) on page-5, Hughes clearly discusses about assessment. He suggests that testing is not only the way in which information about people’s language ability can be gathered. It is just one form of assessment. Actually, in a very general sense, Assessment is concerned with determining the amount of something, or with estimating its value. It is of mainly two types:

2.1.3 (a) (i) Formative assessment:

When teachers use it to check on the progress of their students to see how far they have mastered, what they should have learned, and then this information is used to modify their future teaching plans. It could be used as a basis to get feedback about the students. Here students themselves may be encouraged to carry out self-assessment in order to monitor their progress and then can be able to modify their own learning objective.

2.1.3 (a) (ii) Summative assessment:

It is used at the end of the term, semester, or year in order to measure what has been achieved both by groups and/or by individuals.

2.1.3 (b) Evaluation:

In modern educational practice the term ‘evaluation’ is used in place of ‘test’ or, ‘examination’. It is an important concept as compared
to either ‘test’ or ‘examination’. It is concerned not only with the measurement of the extent of learning but also determined the value of that learning.

Further, Pon Subbiah (2008) has pointed out that “suppose two students scored the same number then how can you differentiate them which one is best? Then we have to find out the other qualities what they have. And this type of judgment is called value judgment or evaluation”. The following figure will show the relationship between these terms.

Assessments
Tests
Examination
Evaluation

SECTION -II

The section-II deals with the differences between tests and examination and types of tests including definitions. The detailed discussions are presented in the following sub sections.

2.2.1 Differences between test and examination:

When we are trying to make a distinction between test and examination, we can say that test and examinations are the widely used tools of evaluation. Actually a test is the activity itself and testing is a general term.
A test is regarded as an attempt to look whether the things which are taught have been learnt, while an examination is regarded as an attempt to find out that whether the students have attained certain objectives or predetermined standard. A test is directly concerned with teaching while an examination linked with an externally fixed standard of achievement. (Salim, 2001, p. 174)

Test may be classified as formal and informal. Formal test include quiz contest whereas informal test include discussion in class room. These tests may be held at any time. However, an examination is always formal and it is generally held at the end of the course. In addition, the aim of the test and examination is also different. The aim of the test is to check the progress and weakness of the students, whereas, the aim of an examination is to score marks on which their level—pass or fail—is ascertained.

But according to Davies, (n.d.) “in common usage the terms ‘test’ and ‘examination’ are often used synonymously because the famous ‘eleven plus’ test in the United Kingdom was sometime called an exam”. Examination is usually considered with achievement, but not always because the university scholarship examination is more a proficiency or even aptitude type of test. The type of achievement test referred to above is certainly not clearly seen as examination. R.R. Jordan (1997, p. 85) also suggested that “the ‘test’ and ‘examination’ are often used as synonymously.”
Furthermore, according to Halliday (n.d.), “by examination we mean ‘institutionalized tests’ which have an official or administrative function over and above their task of measuring performance”. A test is also school leaving certificate, or a university entrance qualification, or a matriculation equivalent, is in fact an exam.

2.2.2 What is a test?

A Test has been defined as a “measuring device” a procedure for critical evaluation, a means of determining the presence quality or truth of something: for example, a trial: a test of one’s eyesight. We can also say “a test, in plain words, is a method of measuring a person’s ability or knowledge in a given domain”. Here the definition captures the essential components of the test. Below, we can elaborate the definition that:

A test is first a method. As Brown (2001) points out that “a test is a set of techniques, procedures, and items that constitute an instrument of some sort”. He also suggests that it requires performance or activity on the part of the test taker (and sometimes on the part of the tester as well). The method may be intuitive and informal, as in the case of a holistic impression of someone’s authenticity of pronunciation. Or it may be quite explicit and structured, as in a multiple choice technique in which correct responses have already been specified by some “objective” means (Cf. Khan, A. Aziz. (1996).
Furthermore, Brown, H. Douglas (1987) pointed out about the purpose of the measuring of the test that:

"A test has the purpose of measuring. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms. The difference between formal and informal testing exists to a great degree in the nature of the quantification of data. Informal tests, the everyday intuitive judging, are difficult to quantify. Judgments are made in rather general term. For example, it is common to speak of a "good" tennis player, "fair" performance by an actor in a play, or a "poor" reader. In formal testing, in which carefully planned techniques of assessment are used, quantification is important."

Brown also discusses that a test can measures a person's ability also and in this regard he suggested that: "A test measures a person's ability or knowledge --- that is, competence. A test samples performance but infers certain competence. A driving test for a driver's license is a test requiring a sample performance, but that performance is used by the tester to infer someone's general competence to drive a car. A language test samples language behavior and infers general ability in language. A test of reading comprehension may consist of some questions following one or two paragraphs, a tiny sample of a second language learners total reading behavior. From the results of that test the examiner infers a certain level of general reading ability". Cf. *principles of language Learning and teaching* by H. Douglas Brown.
Finally, a test measures a given domain. In the case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language—general competence in all skills of a language. Other tests may have more specific criteria. A test of pronunciation might well be a test only of a particular phonemic minimal pairs in a language.

Now according to Ingram (1974, p. 313) ‘tests’, like examinations, invite candidates to display their knowledge on skills in a concentrated fashion, so that the result can be graded, and inferences made from the time of standard of performance that can be expected from the candidates, either at the time of test or at some future time”. So, a test is conducted to measure the knowledge of an individuals and to compare him with other individuals who belong to the same group.

According to Pit Corder (1973, p. 351):

"Language tests are measuring instruments and they are applied to learners, not to teaching materials or teachers. For this reason they do not tell us “directly” about the contribution of ‘the teacher’ or ‘the material’s to the learning process. They are designed to measure the learner’s knowledge of or ‘competence in’ the language at a particular moment in his course and doing nothing else. The knowledge of one pupil may be compared with the knowledge of others or with that of the same pupil at different time, or with same standard or norm, as in the case of height, weight, temperature etc.”.
According to Halliday (n.d.): “test is an attempt to construct an instrument for measuring attainment or progress or ability in language skills” Here, in addition to this we can also say “testing is a series of questions, problems or physical responses designed to determine knowledge, intelligence or ability”. In a similar way, test is a basis for evaluation or judgment, Hynes and Johnson (n.d.) rightly says “a test of democratic Government is how the Congress and the President work together”

2.2.3 Designing of the test:

Now with the discussion of various kinds of tests some questions arise in our mind that how to ascertain if a test is a “good” test? Is it administrable within given constraints? Is it dependable? Does it accurately measure? So, if a test is a good enough then it should be able to provide answers of the above questions. A test must have certain qualities to be considered ‘good’. Now what are the qualities of a good test? According to many scholars, a good test must fulfill, at least, the following criteria. Further, these yardsticks are applicable to all tests in general.

2.2.3 (a) Reliability:

Reliability is the accuracy of a measuring device (i.e. if a person is tested again and again or a test is marked by different persons then the
result or score must always be the same or similar). Mostly reliability is considered as the measure of the stability of a test score(s) regardless of who marks it. If the same examiner marks the test at different times, the text will fetch the same score(s). A test will lack validity if it is not reliable. The reliability of a test may suffer from a number of factors i.e. examiner’s emotional or physical state, examiner’s mood, test’s inherent inadequacy such as illness, ‘a bad day’ or no sleep the night before. And also it is a clear case of unreliability that for a test of aural comprehension in which a tape recorder played items for comprehension, but because of street noise outside the testing room the students who were sitting next to the windows were prevented from hearing the tape accurately.

In an objective type of test, the examiner factor is almost completely removed. Reliability of a test can be measured by the statistical means mostly co-relation and co-efficient. Co-relation and co-efficient are the best tools of a tester for finding out how good a test is by measuring its reliability, validity etc. through the co-relation.

Co-relations represent the degree of correspondence between two sets of scores belonging to the same persons, co-relation and co-efficient are indicated by ‘r’ varies between +1 to 0, to -1. A perfect
correspondence gives +1, no correspondence 0, and negative correspondence -1. A perfectly reliable test has +1 correlation.

For example, two students x, y, were given a test twice, before winter vacation and after vacation, they secured the following scores:

<table>
<thead>
<tr>
<th>Marks before w/v</th>
<th>Marks after w/v</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 20</td>
<td>21</td>
</tr>
<tr>
<td>Y 18</td>
<td>19</td>
</tr>
</tbody>
</table>

The correlation r = +1, because they secured similar scores and ratio of difference between them is the same, so the test is very reliable.

There are 3 kinds of reliability depending upon the method used for measuring reliability which are as follows:

2.2.3 (a) (i) Test-retest reliability:

Test-retest reliability involves administering the same test twice to the same group after a certain time interval has elapsed and then measuring the correlation between the two sets of scores. In educational research, scores collected over a two-month period are considered sufficient evidence of test-retest reliability.

2.2.3 (a) (ii) Equivalence reliability:

Equivalence reliability occupies two different but equivalent (alternate or parallel) forms of an instrument are administered to the same group during the same time period to the same individuals and then find
the co-relation between the two sets of scores. It is also possible to combine the test-retest and equivalent-forms methods by giving two different forms of testing with a time interval between the two administrations.

2.2.3 (a) (iii) The split-half reliability:

Split-half Procedure involves by giving the tests once and then calculating the co-relation coefficient between the two halves of a test separately for each subject, one half consisting of all odd items 1, 3, 5, 7, etc., and the other half includes even items 2, 4, 6, 8 etc. This method has some advantages that split-half reliability is easy and economical and avoids many problems.

Reliability of a test can be increased by increasing the number of items and number of choices in a test. Thus reliability as Davies (1977) believes is the consistency of scores or reliability of scores.

2.2.3 (b) Validity:

Validity of a test is perhaps most important attribute of a test. It means the test must measure the quality, ability that it claims to measure. A language test should test language and not the knowledge of the world or intelligence. A language test should measure the elements and skills of language. The simplest way to test the validity of a test is to arrange for a
job sample. A test in fluency in foreign language should mean ability to converse with the native speakers.

Another way to check validity is to give the test to the native speakers of the language of the same educational level, those questions that they do not answer or doubt must be discarded. Validity of a test can also be tested by correlating the test scores with some standard criterion or established tests or criteria. Validity of a test can be obtained when we clearly state the objectives of our teaching and testing. Test constructor should use contrastive analysis and linguistic analysis of L2.

To focus upon the significant element of the language mostly the contents of the test will show if it is a valid test or not? The validity may be of various types.

2.2.3 (b) (i) Content validity:

Content validity involves a key element is the adequacy of the sampling the content of a subject or syllabus or text-book is supposed to represent, it can claim content validity. The other aspect of content validation is the format of the instrument. Here attempts to obtain evidence that the items measure what they are supposed to measure typify the process of content-related evidence.
2.2.3 (b) (ii) Criterion-related validity:

Criterion-related validity is a measure of test standardization. It gathers instrument data and criterion data and also compares at the same time. If the results of an examination are used to predict future performance of students and if those who make high marks are later found to succeed in higher classes better than those who score low marks, then the examination is considered to be a valid one with reference to that particular criterion. (Cf. Pon Subbish, 2008, p.50)

2.2.3 (b) (iii) Construct validity

Construct validity considered the broadest of the three categories. It samples a relevant theory in accordance with its Empirical validity: to correlate test scores with a criterion or estimate which, one believes is valid and accurate constructed. There is no single piece of evidence that satisfies construct-related validity. The more evidence researchers have form different sources, the more confident they become about the interpretation of the instrument.

Ebel (1979) is one of the views that “construct validity is the accuracy with which it measures some hypothetical operationally-undefined personal characteristics such as intelligence, motivation or creativity”.
2.2.3 (b) (iv) Predictive validity

Predictive validity of a test indicates how accurately it predicts the future performance of an examinee. It involves when time interval elapses between administering the instrument and obtaining criterion scores.

The best criterion for a test is teacher’s ratings. Recently there has been emphasis to validate in as many different ways as possible. By far the most complex criterion of a good test is its validity.

In this regard we can also represent all these three categories of validity diagrammatically, as follows:

![Diagram]

Figure 2.1: Showing the types of validity
Taken from (© 2008 The McGraw-Hill Companies, Inc.)
2.2.3 (c) Discrimination:

A good test should always discriminate among students according to their ability and performance. Good students should be able to score better than the poor. Discriminating power of test can be determined by a method called the method of third or E1-3 (e-one-three). The scores of candidate on a test should be ranked according to total scores, and then divided into three group upper, middle, lower. Each group should consist of equal number of candidates. If a test had 30 candidates, the each group should have 10 each. Then we take each question or item of the test. As a rule, a question should be passed by more people of upper third than lower or middle third and the people of upper third should get better marks. If a question is passed merely by people of lower third or passed by equal number.

2.2.3 (d) Feasibility:

By feasibility of a test we mean it should be capable of being administrated, practically designed, should not be vague which can't be materialized. A test so framed that their administration and scoring should be easy. Tests should be economical also. This is a practical criterion. The test should measure what it aims to measure in a reasonable time, should be given under the conditions that prevail. It should not require complicated electronic equipments and trained technician. In
other words, a good test ought to be practical within the means of financial limitations, time constraints, scoring and interpretation. An expensive and complicated test is not practical i.e. a test of grammar or reading that takes 6 or 8 hours to finish for students is impractical. Long hours of scoring of a test also make it impractical. The test data or results should be helping teacher to understand students better to provide ‘feedback’ to the teacher. A test that is too complex or too sophisticated may not be of practical use to the teacher.

Apart from the above mentioned criterion a good test should also possess ‘internal consistency’. By internal consistency we mean that all parts or sections of a test should be same in terms of difficulty level, validity and discriminating power. Such items may be discarded. A sample example from a test of grammar is as follows:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Upper Third (Passed)</th>
<th>Middle Third (Passed)</th>
<th>Lower Third (Passed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Item no 1 has positive discriminating power 3 has negative, 2 has zero power. Discriminating power of a test can be judged by plotting the scores should produce a bell shaped curve. Neither too tall, nor too flat,
called normal curve, the discriminating should be symmetrical. (Cf. Khan, I.H. 1989)

After defining the test and the designing of the test the next part will deals with the characteristics of the tests including testing situation in India with an overview of cloze test.

SECTION -III

The section-III deals with the characteristics of the tests, types of the tests and the status of the test in India. The detailed discussions are presented in the following sub sections.

2.3.1 The characteristics of tests:

Testing is an essential part of almost every educational system. It occupies an important position in language teaching program. The basic purpose is to calculate the knowledge or ability of a person, the evaluation or assessment is made for various purposes. Therefore, we can say that language tests are designed for various purposes, which help in making decisions about possible course of action, keeping in view the purposes, the tests may be characterized into:

2.3.1 (a) Proficiency tests:

It is constructed with a view to judge the knowledge of a person about a particular language, subject or profession. The proficiency tests give a general picture of a student’s knowledge and ability (rather than
measure progress). These tests are generally conducted before giving admission to a particular language course and may not be based on any syllabus and their content depends largely on the mind of the tester. They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or want to obtain some kind of certificate.

Examples of a proficiency tests are competitive tests or admission tests that are conducted by almost all schools, colleges and universities in India. A very good example is PMT, MBBS, MBA and engineering tests.

The basic aim of proficiency test is to know before giving admission to a particular course that students have the required knowledge of that course. Therefore the purpose of these tests is to select the best candidate. The best candidates are those who have more knowledge or proficiency related to that course. It is also used to put students into different categories on the basis of their knowledge or proficiency in a language. Proficiency in a language implies adequate control over the basic skills and the elements of language (sounds, grammar, vocabulary, and meaning). In addition to this the proficiency tests have a profound backwash effect irrespective of whether they are external exams, which students obviously want to pass out and teacher’s reputations sometimes depend upon how many of them succeed. So,
proficiency tests are considered as the best tests for measuring the
knowledge of a person about a particular language, course, or profession.

2.3.1 (b) Progress or achievement test:

These tests are conducted to find out how much of a course a
person has actually mastered and measures learner’s progress of language
and skills in relation to the syllabus they have been following.

Achievement tests only work if they contain item types which the
students are familiar with. This does not mean providing them with
similar texts and familiar task types. If students are faced with completely
new material, the test will not measure the learning that has been taking
place, even though it can still measure general language proficiency.

Achievement tests should reflect progress, not failure and it
includes only what has been taught in a class and they are generally
conducted after the end of a course.

These tests are strictly based on a prescribed syllabus and they
include only the section which has been taught in a class will form the
part of achievement test. The amount of language mastered by students in
a class can be measured by giving the same test or before and after the
teaching or by giving two equal tests one at the beginning and another at
the end of the teaching. Example of achievement tests are the half-yearly
and final exams of B.A, M.A., or high school.
2.3.1 (c) Prognostic/ aptitude test:

These tests are conducted for the purpose of finding out about future performance of the students. These tests deal with future learning or progress of a particular language or profession. These tests try to conduct whether a person will be a poor performer or he does better in future. In other words tells us about the ability of a person that he will show in future. There is no fixed time for this test and there is no particular syllabus.

2.3.1 (d) Placement test

Placing new students in the right class in a school is facilitated with the use of placement tests. Usually based on syllabuses and materials the students will follow and use once their level has been described on, these test grammar and vocabulary knowledge and assess student’s productive and receptive skills. Some schools ask students to assess themselves as part of the placement process, adding this self analysis into the final placing decision.

2.3.1 (e) Diagnostic tests:

It is conducted to find out the weakness and short-comings of the learners. This is given with the purpose to find out the weakness and problems of the students. These tests can be conducted from time to time. It may be taken at the middle of the course. After finding out the
problems of the students, the teacher will come to know what things have
to repeat, and what remain to be taught. And it can be seen by the results
of the test.

A particular learner of a language may be weak in all or one of the
skills. It is the duty of a teacher to find out where their problems lie.
Diagnostic test is just like a medical diagnosis, the teacher is like a
physician and student may be taken as patient. The student will be given
various tests and find out the disease/weakness. Then the teacher will try
to remove these in various ways.

He may provide additional materials; he may also give regular
exercises on those aspects of language which are difficult for the
students. The teacher can discover the problems and short-comings of the
students by finding out the errors and analyzing them.

2.3.2 Testing in India:

A first serious attempt to study the advantage and disadvantage of
language testing in India was made during the first National Workshop
cum Seminar organized by the Central Institute of Indian Languages,
Mysore in 1972. Since then enough work has been done in this field by
organizations like the Institute of Psychological and Educational
Measurement, Allahabad, Central Institute of English and Foreign
languages, Hyderabad, National Council of Educational Research and
Training, New Delhi, Central Institute of Hindi at Agra and at C.I.I.L. Mysore. The non-academic organizations like Institute of Banking Personnel Selecting and Staff Selection and Staff Selection Commission which are responsible for recruitments have prepared question banks in English and Hindi. The Central Institute of Indian Languages, Mysore conducted a National Workshop on "preparation of tests in Indian Languages" at Bhubaneshwar in November, 1985 and guidelines for the preparation of proficiency tests were prepared language proficiency tests in all the major Indian Languages have been prepared by now.

However, all the concerned agencies have concentrated mainly in the preparation of language proficiency tests and their one and only aim has been to assess the proficiency of students/candidates for such purposes as admissions, job selection, training and evaluation of language courses. Not much has been done in the preparation of prognostic and diagnostic tests which form an important part of second/foreign language courses. Whatever, the materials are available need to be tested further for their effectiveness, thereby to improve the test construction.

In this regard, the Central Institute of Indian Languages holds the leading positions and already conducted more than 60 workshops across the country, and produced nearly about 50 volumes of research materials in various Indian languages, conceived and formulated the National
Testing Service (NTS) in pursuance of the provisions contained in the NPE 1986, NPE RC 1990, & CABE 1992. This multi-crore project of national importance is being implemented with the approval of the Central Planning Commission and the Ministry of Human Resource Development (language division) through 3 Task Groups with 51 personnel and 60 field units across 16 States/UTs of the country, as an extension scheme of the CIIL. The NTS also helps to make inter and intra language comparability and the individual's competence in terms of aptitude, achievement, and proficiency on a common scale in the contexts of NL/SL/FL for the purposes of admission, certification, and employment.

2.3.3 Types of language tests:

Tests are basically written as well as oral type. Here written tests are the most popular testing tools in our schools all over the world while the oral tests have very little scope.

2.3.3 (a) Oral and written test:

Test may be of written or of oral type. Listening and speaking are two important objectives to teaching a language. Here oral tests have very important role to play in this regard. However, it may not be practicable to have oral tests at the public examinations, but it should not reduce its importance in the class tests. But with the help of a little
planning it is possible to have oral tests in annual examinations. And this will provide strong incentive for the pupils to learn the ‘oral skills’ and for the teacher to teach these skills. On the other hand written tests are the most popular testing tools in our schools all over the world. They can be used to test most of the objectives of teaching a language.

2.3.3 (b) Oral method.

As our main concentration is on oral testing that in oral method of testing no book comes between the teacher and the class. Here we discover that the results obtained by oral and conversational work are almost invariably superior, rarely inferior, to those obtained by the more traditional methods of book work and pen-work.

There are, of course, exceptions, but in most of these cases we find either that the oral course was given by an in experienced teacher or that the student was unwilling or unable to adopt his mental processes to this method.

Moreover Palmer, E. H. (1965, p. 12) discusses about the relationship between oral and conversation that:

"The terms ‘oral’ and ‘conversation’ are used as synonymous terms in reality, however they are not synonymous. The term “oral” is used to denote all that is done by the medium of the spoken word and much may be performed in the way of oral work that can not be covered by the term “conversation” or “conversational”.

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In oral method the pupil's powers of unconscious assimilation is trained and developed and it brings into play the pupils capacities for memorizing and habit-forming. The oral method will re-awaken and re-educate those spontaneous capacities for language study which are inherent in the human race; those innate powers that manifested in the earliest years of childhood, but which are generally allowed by disuse to recede into a latent state. However oral method has some advantage which are as follows as pointed out by Palmer, E. H. (1965, p. 14)

2.3.3 (b) (i) Advantages of oral method:

1. It is able to bring about a practical mastery of speech

2. It is in accordance with the psychological analysis of speech representation

3. It takes into consideration of the pupils' natural disposition or gift.

4. Easy to administer and score.

5. Comprehensive: oral tests assess four different areas of language proficiency, vocabulary, comprehension, which includes articulation.

6. Valid and reliable.

7. Oral methods also source of diagnostic and program planning.
2.3.3 (b) (ii) Disadvantages of oral ability

The basic problem in testing oral ability is essentially the same as for testing writing.

1. We want to set tasks that form a representative sample of the population of oral tasks that we expect candidates to be able to perform.

2. The tasks should elicit behavior which truly represents the candidate’s ability.

3. The sample of behavior can and will be scored as validity and reliability.

SECTION-IV

Section-IV deals with the overview of the cloze test and the position of cloze test in India with various views of the scholars about cloze test. The investigations are discussed in the following sub sections.

2.4.1 Cloze testing: An overview

Cloze procedure is first defined by Harris et al (1983, p. 53) as "any of several ways of measuring a person’s ability to restore omitted portions of an oral or written message from its remaining context". The term itself was coined by Taylor, a psychologist, in 1953 who argued that if words were deleted from a passage a reader might cloze these gaps and put in the missing words. Here the word cloze which really means
“cloze the gap”. Thus cloze testing was first introduced by W.L. Taylor (1953), who developed it as a reading test for native speakers. He defined the term cloze from Gestalt concept which teaches that an individual will be able to complete a task only after its pattern has been discerned.

After Taylor, the cloze tests came to be used in second language testing, but it did not get popularity until 1970s when overall competence was gaining attention.

The idea of overall competence can be traced back to the Unitary Competence Hypothesis proposed by Oller (1979); before that time tests were devised to measure performance or recognition of separate sounds, specific grammatical features or vocabulary items.

2.4.2 Cloze test:

A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passage of a text. This exercise is commonly administered for the assessment of native and second language learning and instruction. We can also say a cloze test is a “fill-in-the-blanks” or activity where the learner uses clues from the context to supply words that have been
deliberately removed from the text and the students asked to put the words together in a meaningful way. So that they will be able to interpolate what words belong in the blanks.

Now as the research continued, these cloze tests however faced some criticism and started to lose its value. One of the problems of cloze test is that it is difficult to "predict" the missing items, because of the fixed-rate of deletion. This results in unpredictable changes to the levels of difficulty, reliability validity. Since the component of the language is not distributed equally through out the passage, it is difficult to find the suitable word for the gap. Another problem of cloze test related to the scoring, and what kind of information that the students would use to complete them. According to Alderson (1979) "the cloze test measures primarily lower order skills at clauses or sentence level". On the other hand, Chihara et al. (1977) point out that "cloze test measures both lower and high-order skills".

Moreover, the cloze tests also sometimes confusing even for the native speakers of English. They may fail to achieve perfect scores in a cloze test.
2.4.2 (i) Advantages:

1. They are relatively easy to compose and grade.

2. With a high ratio of word deletion, a large number of elements can be tested with a short text.

2.4.2 (ii) Disadvantages:

1. It is questionable if success on this test can be accurately analogous to a candidate’s language proficiency in real life.

2. It has been shown that altering the text, deletion rate, or starting point can have an effect on reliability, validity and difficulty of the test.

3. Some students feel the test is ‘irritating and unacceptable’

2.4.3 Types of cloze tests

The types of cloze test as defined by Hadley, H. and J. Naaykens (1999, p. 64) that “there are at least 5 main types of cloze tests available to language teachers. The fixed-rate deletion, the selective deletion (also known as the rational cloze), the multiple-choice cloze elide and the c-test (Ikeguchi 1995; Weir 1990; Klein-Braley and Raatz 1984)”

Now the various types of cloze tests are discussed in details as follows:

2.4.3 (a) Fixed-rate deletion:

In fixed-rate deletion, after one or two sentences, every 9th word is deleted. Usually 5th or 7th word is deleted but Brown (1983) suggests that
longer texts with every 11th or 15th word deleted can be used with a subject which has a lower level of language proficiency.

2.4.3 (a) (i) Advantages:

1. Fixed-rate cloze tests are easy to construct and administer.
2. These tests require all aspects of language use and thus reflects overall linguistic proficiency.

2.4.3 (a) (ii) Disadvantages:

1. In fixed rate deletion tests, the problem is what should be the rate of gapping in the text?
2. In these tests mostly the students are using semantically meaningful words so coring is a great issue.
3. The choices of the text are also a great problem.

2.4.3 (b) Multiple choices cloze:

The multiple choice cloze tests provide the subjects with several possible items to choose the correct answer from a number of choices provided for each blank. Although the marking is completely objective, the correct answers to questions can be a matter of writer subjectivity.

2.4.3 (b) (i) Advantages:

1. In multiple choices cloze item marking is very rapid.
2. It is simple and most importantly reliable.
3. Multiple choices cloze are not subjective or influenced by marker judgments.

4. The difficulty of individual items can be readily guessed in advance with pre testing.

5. An overall assessment of difficulty can be obtained of the entire test.

2.4.3 (b) (ii) Disadvantages:

1. Multiple choices cloze take more time and effort and also more expensive.

2. It need more labor than open-ended test questions and also to be edited by specialized examination writers.

3. In multiple choices cloze test Choosing an incorrect answer does not reveal whether the candidate lacked comprehension of the text, or the question.

4. Here the candidates, through guessing, have the possibility of choosing a correct response without even reading the text (a 25% chance given four options).

5. Some students may be adept at eliminating wrong answers without knowing the right one.
2.4.3 (c) Cloze elide:

In cloze elide procedure the test taker inserts words which do not belong in the text, instead of deleting them and require the subjects to identify the incorrect words plus write appropriate items in their place.

2.4.3 (c) (i) Advantages:

1. Cloze-elide tests are good and also indirect measures of English language proficiency.
2. It is comparing very favorably with more commonly used testing procedures.

2.4.3 (c) (ii) Disadvantages:

1. These tests are very difficult to construct
2. In this test one has to be sure that the inserted words do not belong with the added words.
3. Another issue is where exactly one should insert the words?

2.4.3 (d) C-test:

The c-cloze test consists of deleting only part of every second word in a text where several different shorter texts are used and the students’ task is to complete each condensed word. C-cloze test was first created by Alderson and Klein-Braley (1984) who criticized the cloze test for several reasons, in addition to the aforementioned: disagreements in
scoring procedures; text selection suitability is difficult; and the content of just one text can favor some candidates.

2.4.3 (d) (i) Advantages:

1. Scoring is very objectives because normally there is only one correct answer.

2. In C-cloze test the use of several small texts as recommend provides a better sampling and representation of the language for testing.

3. Native speakers commonly score 100%, and their results are less variable than on the cloze tests which may make it easier to set passing standards.

2.4.3 (d) (ii) Disadvantages:

1. C-cloze test is the recent technique and there is lack of experiential evidence for its support.

2. Hughes (1989, p. 27) says that “it does not look as though it tests what it is supposed to test”.

2.4.3 (e) Selective cloze/ rational cloze:

In the selective deletion or rational cloze, the tester chooses which items he or she wishes to delete from the text. The goal for teachers using this test is not only to fine tune the level of difficulty of the text, but also to measure the knowledge of the text, but also to measure the knowledge of specific grammatical points and vocabulary items.
2.4.3 (e) (i) Advantages:

1. In selective cloze or rational cloze the test writers can choose to delete items which relate to a specific group of candidates.

2. Here suitable adjustment can be made after initial analysis.

2.4.3 (e) (ii) Disadvantage:

In this test, gap filling alone is limited as it confined to testing sentence bound reading skills, whereas multiple choices cloze and short answer questions test more comprehensive skill.

2.4.4 The gaps occurs in the cloze test

Actually the word cloze was coined in reference to the notion of psychological "closure" so in closing gaps how often gaps should occur has been the subject of great debate that every 5th word deleted is suitable for an adult and one in every 10th word. However, there was a difference if less than 5 words were left between gaps. But other views in the cloze test that we have deleted 5th or 7th word from the passage beginning at a randomized starting point, although you could redesign the test by deleting every 8th or 9th word (to make it easier) or every 5th word (to make it harder). For the sake of convention, it was decided to follow Alderson's protocols and settle on a rate between every sixth and twelfth word.
2.4.5 The status of oral cloze test in India

India is a multilingual country and now is considered as a linguistic area. Though politically it is one nation, but there are many speakers with many different languages backgrounds come from different communities. In India, bilingual situation is also found throughout India because of the existence of various languages. And these bilinguals generally live in the border areas of different states. So, in multilingual country like India, it is very necessary to learn the other language to know the culture and behavior of that language community to promote national and emotional integration. So, mastery over another language helps to widen the contact with other language community by overcoming the barriers of ignorance.

Now, when talking about English it is one of the two official languages of India and it is used throughout the length and breath of the country in all the social, educational and cultural domains.

Now in India, mostly the cloze testing is based on paper and pencil and that is taken very often by language learning teachers, schools, colleges etc., but the oral cloze testing has very little scope in India. Only in TOEFL and some interviews it is performed.

2.4.6 Views of scholars about the topic:

Now as the research continued for the cloze tests, several scholars started to express their views. As cloze procedure is defined by Harris et
al (1983, p. 53) “any of several ways measuring a person’s ability to restore omitted portions of an oral or written message from its remaining context”

Oller (1973) suggests that “the most frequently used with native speakers is the counting of ‘exact word replacements’ as correct yet, with non-native speakers there are some other methods among which is the ‘acceptable word scoring method’, which is according to him, an acceptable and quite significant.

Gripwell (1976) argues that “cloze tests are comparatively easy to construct. And also, in these tests student has to make up his mind.” And it is argued that this is why this test unlike most other tests is creative rather than a failing tests.

Wainman (1979, p. 131) concludes that “the cloze method of automatic deletions can attain results for second language learners which are a good as the other results achieved by the more popular methods, which usually favors the content words. Cloze tests are easier to be and they explore a wider variety of language categories than do those tests which concentrate on continuous texts or single sentences”.

Bachman has also given view (1985, p. 539) and that the items on a typical every 9th word or fixed ratio cloze process can be stored into four categories. The test-taker, however, must apply:
1. Within clause knowledge.

2. Across clause, within sentences knowledge.

3. Across sentence, within text knowledge and

4. Extra textual knowledge.

Jonz (1987, p. 414) argues that “.....cloze, the practice of requiring examinees to restore deleted words to text, is well suited to the study of interaction between text and individual comprehension process precisely because it is an integrative testing procedure. It requires examiners to apply knowledge at various levels of generality, ranging from the morpho-syntax of phrases to broad concepts and systems of belief”

Farhady et al (1996, p. 279) argue that various research projects were conducted to investigate the efficiency of cloze procedure as a test for non-native learner’s language proficiency. Through the course of these projects, the concept of cloze became established with more precise and research supported characteristics.

Weir (1990) also identifying some advantages of cloze procedure and that reported by Connelly (1997, p. 142) as follows:

1. Easy to construct and score, yet they are valid indicators of language proficiency.
2. A relatively short text makes the test easy to handle yields a test with good internal consistency.

3. Both validity and uniformity are claimed for this type of test by its proponents.

Connelly (1997) asserts that the principles of the cloze method function by regular removal of every 9th word in a test which is authentic in that it is not specifically created but taken from a source considered appropriately by the tester.

Alderson (1997, p. 178) in discussing cloze tests as technique for measuring reading comprehension and readability argues that it is “a testing technique that has excited much interest research activity with English as a first language. Strongly, there are only few studies where the technique used with students for whom English is a second or foreign language”. He also suggests that cloze procedure may also be utilized to measure its compression abilities of non-native speakers learning English.

Lastly Alderson (2000, p. 207) argues that “in some scoring measures, credit may also be given for supplying a word that makes sense in the word which was originally deleted”.


SECTION-V

The section-V talks about the summary of the chapter two.

2.5 Summary of chapter two:

Chapter two provides the theoretical framework of the test, which deals with introduction by defining every parts of the topic. Next, discusses about language testing and what evaluation is. After that this chapter also talks about what are the other name of testing i.e. assessment, exam, and evaluation etc. and also how testing is different with exam. Next, this chapter discusses about the definition of testing with designing of the test. This chapter also discusses about the characteristics and the position of testing in India with what are the types of the test (oral and written) with their advantages and disadvantages. After that also provide the full information about cloze testing with their various types that include the advantages and disadvantages of that particular types of cloze test. And also providing information about how often gaps should occur in cloze test. This chapter also discusses about the status of oral cloze test in India, as well as views of scholars about the topic in the last.
Chapter 3
Methodology &
Investigation
METHODOLOGY AND INVESTIGATION

3.0 Introduction:

As stated before at Chapter one, the basic aim of this study is to measure the students ability of English language (2nd L) in West Bengal areas where the students are studying at both English and Bengali medium schools.

The chapter three presents a detailed account of the background of the participants, methodology used for the selection of the informants, scoring procedure, test-designing process, recording /collecting of the sample tests, number of deletion process and the methodology used in the present study. It also provides data collection and English cloze test analysis and Bengali cloze test analysis.

The chapter consists of four sections. Section-1 deals with a general description about the methodologies followed for this study. Section-2 exclusively deals with English cloze tests with the findings. And finally, section-3 describes the Bengali cloze tests with findings and section-4 presents the summary of the chapter.

SECTION—1

The section—1 deals with the methodologies which have been followed for these investigations. The sub sections of this chapter present:

background of the participants, criteria of selection etc.
3.1.1 Background of the participants:

The informants of this present study are native speakers of Bengali. All informants are capable of speaking Bengali and English languages. They have acquired English as a second language. They are able to express their ideas better in Bengali as compared to English. These informants may be called members of a homogenous group, in the sense that they use Bengali and English as their language of communication. In addition to their institute learning, all the participants had at least 6 years of English language instructions in secondary school.

3.1.2 Criterion of the informants’ selection:

For this experiment, the informants were selected from 4 schools; Domkal Bhabataran High School, Modhurkul High School (Governmental and Bengali Medium) Domkal Model School, Betai Senior Secondary High School (Non-Governmental and English Medium).

The students for the present study were from class xi and class xii. The number of the students from each class was 5 in all four schools. Initially the process of the data collection began in the whole class, but in the course of time, it was observed that students backed out from the present study. However, those present were briefed about the strategic instructions regarding data collection.
As a result, author selected a group of 5 students who were top or nearly top ones in their class from all the four schools and also selected the students who were regular, co-operative and genuinely interested in providing the data.

As mentioned earlier, author selected two classes for the data collection; class xi and class xii from each school and each class provided the author 5 informants. Therefore, he had a total number of 40 informants comprising 17 girls and 23 boys. They represented an age group of 17-19 years.

The students came from different educational backgrounds, forming a heterogeneous group in terms of language proficiency. The students were selected from both the sexes as it provides the better results.

**Table 3.1: Selection of the Informants**

<table>
<thead>
<tr>
<th>Name of the Schools</th>
<th>Medium</th>
<th>Level</th>
<th>No. of Students</th>
<th>No. of Informants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betai Senior Secondary High School</td>
<td>English</td>
<td>xi and xii</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Domkal Model School</td>
<td>English</td>
<td>xi and xii</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Modhurkul High School</td>
<td>Bengali</td>
<td>xi and xii</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Domkal Bhabataran High School</td>
<td>Bengali</td>
<td>xi and xii</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Based on the field survey, May, 2009
The reason for choosing these 4 schools is that they had easy accessibility, and secondly diversified students were studying in these schools. Besides this the schools were located in diversified localities, not having the same surrounding environmental conditions. This helped the author to find out the different social classes of the students which were directly related to their educational prospects and consumption of time for the studies.

Another important reason is that among them, the first two schools were non-governmental with English medium and the other two were governmental with Bengali medium which were useful for author's research work.

3.1.3 Discussion about the sample of test adaptation:

As this experiment was totally based on the conversational cloze tests, it basically examined whether these tests could measure the oral ability or not. That's why for this study a tape-recorder was used to record conversations (4 in number) as a test item from different situations. The first situation was about the conversation between two friends while they were travelling by train to go to Kolkata, another one was based on the conversation between book-seller and the customer while purchasing a dictionary book and the third one is about marketing conversation that takes place in a crowded Sabzi market (Vegetable
Market) and the fourth one was about the conversation between two friends while they were talking about their aims in life.

Here, it is necessary to say that at the time of recording, these conversations were recorded without the knowledge of the speakers and it was only the author who was fully aware that the recording was going on. As a matter of fact, these conversations were recorded in Bengali language because the conversations are genuinely natural talk and when the people are talking like normal speech, they follow their mother tongue and here also these people were not exception from that. So, the conversations were really animated and seemed to be completely natural.

In these conversations, some editing was carried out particularly where two people spoke at the same time; intonation, gap of talking etc. were left as truly as possible by means of normal orthographic conventions.

In addition to this, it is necessary to include the reason of using conversational test for the informants’. The reason is that in this study author found that it is very difficult to score if the recorded passage is deliberately unknown to the students. Even for a native speaker of that language can’t score properly. That’s why to know about the oral ability of a language this study uses a general talk which can be shared by any one at any situation.
3.1.4 Designing of the test:

As mentioned earlier that the test items were collected in Bengali language; so, for Bengali cloze tests author applied the same conversations as he recorded from the field but for English cloze tests, the author just translated the same conversations from Bengali to English language for the same informants. And then for each conversation, the author selected 20 blanks and the tests’ size approximately varied from 120 to 150 items where it’s, what’s, he’ll and all the articles and prepositions are counted as one word or one item.

3.1.5 Discussion of the number of deletion process:

As discussed in the chapter one, this investigation is about the ability test of the informants of a particular language at particular level. Here, ability test as defined by Nunnally (1972) is the test which is designed to measure the extent to which a person is capable of performing a given task involving cognitive, affective and psychomotor domains. Types of items that tend to predominate the measures of general ability are vocabulary, verbal relations, verbal meaning, figural relations, practical judgment, absurdities, object assembly, arithmetic reasoning, general reasoning and general information. (See. Pon Subaiah (2008, p. 1).
In the light of the above observations, for the informants, the present researcher chose selective cloze or rational cloze tests where the deleted items were fully based on authors' choices in any part of the conversation which may include grammatical vocabulary items, articles, parts of speech, active and passive voices like most of the items which are useful for knowing about the knowledge of the language. So, the goal for using this technique was not only to fine tune the level of difficulty of the speech, but also to measure the knowledge of the language and also to measure the knowledge of specific grammatical points and vocabulary items. Infact, author felt that the tape-recorded based oral conversational test was new for most of the students and the students could not be expected to perform well on it, so, the author selected the simple items/words as much as possible in order to make it within their capabilities.

3.1.6 The scoring procedure:

The issue of how to score a cloze test as well as conversational cloze test is a matter of great debate. Originally, simplicity of scoring was one of the close's selling points which one would basically use the exact word that had been deleted. However, making use of the cloze test in second language (English) testing; the exact word method (EW) presented a problem. Because we are trying to measure the oral ability of
a language not knowledge or testing the memory, so using alternative options means he/she has the much command on that language. Moreover this study follows both exact and the Semantically Acceptable Word Method (SEMAC).

The obvious and immediate benefit of SEMAC is that this method allows for higher scores and easier tests. Unfortunately, it also makes scoring more time-consuming and subjective. However, in this experiment, this scoring procedure makes us increasing the separation between the two groups of native language and second language and appeared favoring native speakers with higher score.

3.1.7 Data collection methods:

As the cloze test was new for the informants so in this experiment, first of all author discussed the methodology very clearly to make them understand what they have to do along with the instructions for giving these conversational cloze tests. Then, he used a tape-recorder to collect the data for his experiment and it was also pointed out that only one word should be used to fill in each blank. It was also clearly explained that this was an experiment and no personal result was to be recorded officially. So, there was no room for cheating. The author mentioned earlier that one student had faced total 8 conversational recorded cloze tests (4 in English and 4 in Bengali language). So, they needed a lot of time to respond and
that's why there was no time limit for these tests. Initially, researcher prepared the answer sheets for every tests response and at the time of scoring, the author took the help of his friends for using the tape-recorder.

SECTION -II

Section–II deals with the study of English cloze tests and its result in English and Bengali medium schools. The detailed investigations are presented in the following sub sections:

3.2.0 Introduction:

The purpose of this section is to measure the comprehension level of the informants in English conversational cloze tests at both English medium and Bengali medium Schools that how much command they have for second language (English) at a particular level like class xi and xii. In addition to this primary focus, the study also looked into the way which a cloze test differentiates among levels of proficiency as well as the practicality of the technique as a language testing tool. This experiment took the following form: first, it dealt with describing the materials and methods followed for this study and then presented and discussed the results. Finally, it summarized the findings and concludes with some general remarks.
3.2.1 Materials and methods:

This section deals with the description about the research tools and procedures adopted mainly in English cloze tests for the both media (English and Bengali).

3.2.2 The texts:

It is not necessary to say that selection of the text for the conversational cloze test that is not an easy job for a particular level like xi and xii. As the author already mentioned in section- 1 that if the text is not well known to the informants then it will be difficult to score even for a native speaker of that language also. That’s why first of all; researcher selected the 4 situations of conversation which may share everyone in their daily life. Then very carefully, he (author) recorded the conversations in Bengali language. After that, researcher translated these 4 conversational texts from Bengali to English by a lot of editing work. These samples of conversation may be found in appendix-2, appendix-3, appendix-4, and appendix-5.

Following convention, a passage of approximately 120 to 150 words were chosen and total 20 words or items were deleted up to authors’ choice that varied in any part of the sentences.
3.2.3 Deletion rate and number:

For preparing the conversational text in English, the author selected every essential item like parts of speech, active and passive voices, articles, prepositions and so on. At the time of choosing of these items, the author was concerned with all the easy parts of the text because it's a very new test. Students were not made to feel any difficulties to guess the missing items.

3.2.4 Participants:

For testing the English conversational cloze tests, the informants were chosen from 4 schools which were Domkal Model School and Betai Senior Secondary School (Non-Governmental and English Medium) and Domkal Bhabataran High School and Modhurkul High School (Governmental and Bengali Medium) at the level of class xi and xii. For the selection of the informants, from each class, the author selected 5 students which were top or nearly top in the class. Mostly in English medium schools, they studied English at least 7-8 years in their educational life. And in Bengali Medium Schools, they studied English as an elective paper.

3.2.5 Testing procedures:

At the time of test, the author took help from his friends to operate the tape-recorder and secondly, for attending the huge number (4 for
English cloze and 4 for Bengali cloze test for the same student) of tests. Then initially the author asked the informants to complete the task within 50 minutes. But due to the number of tests, the time was increased and there was no time limit fixed for these tests. They were informed that the purpose of these exercises was language testing research and having no grading, advancement or other non-research use of their scores would be made. Furthermore, their names and scores were kept confidential.

3.2.6 Scoring procedures:

For both English and Bengali medium Schools the author used both exact and the semantically acceptable word method (SEMAC). The reason for using SEMAC method is because of obvious and immediate benefit of this method which allows for higher scores and easier tests.

3.2.7 Data calculation:

Having obtained the data through ethnographic consultation (face to face communication) and questionnaire, the next step was to analyze the data so as to reach the answers to research questions. The data that was obtained was of the qualitative type and quantitative type. The next few pages cast some light as to know how both the data were analyzed and what results were obtained.

As this investigation was to assess the requirements of teaching and learning technique and materials need for the students of West
Bengal by measuring the ability through testing conversational cloze tests and this study followed the statistical analysis for over all results of the conversational cloze tests in both English and Bengali medium schools. But before statistical analysis, the author just made an analysis of the average percentages of all English cloze tests individually. Further, the author prepared the average percentages for all the English conversational cloze tests in both media related schools.

3.2.8 Results and discussions:

This section deals with the results and discussion of the English cloze tests in both the English and Bengali medium schools.

3.2.8 (a) Domkal Model School (English Medium and Non-Governmental):

This investigation is about English conversational cloze tests at Domkal Model School which is a non government English medium school.

3.2.8 (a) (i) Percentage of English cloze tests individually:

After analyzing the data, we observed that in the first English conversational cloze test, 90 percent students scored above 80 percent and only 10 percent students scored between 61 to 80 percent.

In the second test, 70 percent students scored above 80 percent and only 30 percent students scored between 61 to 80 percent.
In the third test, 90 percent students scored above 80 percent and 10 percent students scored 61-80 percent.

In the fourth test, 100 percent students scored above 80 percent.

The table given below presents a detailed account of the score scored by the participants.

**Table 3.2: Individual Result Distribution**

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th></th>
<th>Total Informants</th>
<th>Above 80%</th>
<th>61%-80%</th>
<th>41%-60%</th>
<th>Below 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>70%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figure presented in table no. 3.2 suggests that the students scored 90 percent for the first, 70 percent for the second, again 90 percent for the third and finally 100 percent for the fourth test. And for 61 to 80 percent the students scored 10 percent for the first cloze tests, 30 percent for the second cloze and finally 10 percent for the third cloze test.
3.2.8 (a) (ii) Average percentage of all the English cloze tests:

In case of the first English Medium School, after analyzing the data, it is observed that 87.50 percent students have scored above 80 percent, 10 percent students scored from 61 to 80 percent and only 2.50 percent students scored between 41 to 60 percent.

It can also be presented diagrammatically as follows:

![Overall Result of English Cloze Tests in English Medium School-1](image)

**Fig. 3.1: Overall Result Distribution**

The pie chart presented above shows the distribution of the overall result of English cloze tests in English medium school-1. As shown in the pie chart, the blue colour indicates 87.50 percent of the total number of the participants scored above 80 percent in the cloze test. The red colour marks the 10 percent participants scoring from 61 to 80 percent, and light green colour marks 2.5 percent participants less than 61 percent in the cloze test.
3.2.8 (b) Betai Senior Secondary High School (English Medium and Non-Governmental):

This investigation is about English conversational cloze tests at Betai Senior Secondary High School which is a non-government English medium school.

3.2.8 (b) (i) Percentage of English cloze tests individually:

When we compare the score of the first test with the second test, we find that in the first test, 50 percent students scored above 80 percent and 50 percent students scored between 61 to 80 percent. However in the second test, 60 percent students scored above 80 percent and only 40 percent students, scored between 61 to 80 percent.

In the third test, 90 percent students scored above 80 percent and no one scored in 61 to 80 percent. And only 10 percent scored between 41 to 60 percent.

In the fourth test, 80 percent students scored above 80 percent and 20 percent scored between 61 to 80 percent.

The score of the English medium school-2 can be presented below in a tabular form:
Table 3.3: Individual Result Distribution

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>English Medium School-2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Students Scoring Marks</td>
</tr>
<tr>
<td></td>
<td>Total Informants</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figures of the table show that the students scored 50 percent for the first, 60 percent for the second, 90 percent for the third and 80 percent for the fourth cloze tests. In between 61 to 80 percent the students scored 50 percent, 40 percent and 20 percent for the test 1, 2, and 4. And for 41 to 60 percent, the students scored 10 percent in third cloze test.

3.2.8 (b) (ii) Average percentage of all English cloze tests:

In case of second English Medium School, we can see that 70 percent students have scored above 80 percent, 27.5 percent students scored 61 to 80 percent and only 2.5 percent students scored between 41 to 60 percent.
It can also be presented diagrammatically as follows:

**Overall Result of English Cloze Tests in English Medium School-2**

The pie chart given above shows the distribution of the overall result of English cloze tests in English medium school-2. As shown in the chart, 70 percent is blue, 27.5 percent red and 2.50 percent is in green colour. Hence, 70 percent of 360° are 252° and are counted off as shown in the diagram and this sector represents the scores above 80 percent for the English cloze tests of the students in English medium school-2. The 90° are counted off for the scores between 61 to 80 percent (27.50 percent) and 90° for 41 to 60 percent (2.50 percent).

**3.2.8. R: Result for both English medium schools about English conversational cloze tests:**

After analyzing the scores of the English conversational cloze tests individually, for both English medium schools, we could make the average result presented below in the table 3.4:
Table 3.4: Showing the Value of Average Scores in both the English Medium Schools for the English Conversational Cloze Tests.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Avg. of Cloze -1</th>
<th>Avg. of Cloze -2</th>
<th>Avg. of Cloze -3</th>
<th>Avg. of Cloze -4</th>
<th>Total Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium-1</td>
<td>18.8</td>
<td>18.2</td>
<td>18.2</td>
<td>19.4</td>
<td>18.65</td>
</tr>
<tr>
<td>English Medium-2</td>
<td>16.6</td>
<td>17.1</td>
<td>18.3</td>
<td>17.9</td>
<td>17.48</td>
</tr>
<tr>
<td><strong>Total average:</strong></td>
<td><strong>18.07</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

After making a comparison of the total average results of conversational cloze tests of both the English medium schools, the bar chart given below shows the result of the comparison.

Fig. 3.3: Showing Total Average of both the English Medium Schools (English Cloze Test)
As shown in the fig. 3.3, the vertical axis shows the average value of both the English medium schools (1 and 2). The horizontal line 1, 2, 3 and 4 show the result of English cloze tests for both English medium schools. In this diagram, 1cm=5units are shown. Now, for the first cloze tests it is to be noted that English medium school-1 scores very high instead of Bengali medium school-1.

In the second cloze test, it is also shown that the school-1 scores high in comparison of second school. But in third cloze test, the students score almost same. In the fourth cloze test, the first school scored higher than the second school.

3.2.9 (a) Domkal Bhabataran High School (Bengali Medium and Governmental):

The section below presents the result of English cloze tests at Domkal Bhabataran High School which is a government Bengali medium school.

3.2.9 (a) (i) Percentage of English cloze tests individually:

The result of the first Bengali medium school shows that in the first English conversational cloze test, 60 percent students scored above 80 percent and 40 percent students scored between 61 to 80 percent. And there is no student who scored between 41 to 60 percent or below 40 percent.
In the second test, 50 percent students scored above 80 percent and 40 percent students scored between 61 to 80 percent and 10 percent students scored between 41 to 60 percent.

In the third test, 70 percent students scored above 80 percent, 20 percent students scored between 61 to 80 percent. And only 10 percent scored between 41 to 60 percent.

In the fourth test, 70 percent students scored above 80 percent and 30 percent scored between 61 to 80 percent.

The result is presented below in a tabular form:

Table 3.5: Individual Result Distribution

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>Bengali Medium School-1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Students scoring Marks</td>
</tr>
<tr>
<td></td>
<td>Total Informants</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figures of the table suggest that for above 80 percent, the participant scored 60 percent, 50 percent, 70 percent and 70 percent in the cloze tests 1, 2, 3, and 4. Next, for 61 to 80 percent, the students scored 40 percent, again 40 percent, 20 percent and 30 percent in cloze tests 1, 2,
3 and 4. And in between 41 to 60 percent, the students scored 10 percent each in cloze tests 2 and 3.

3.2.9 (a) (ii) **Average percentage of all English cloze tests:**

The average percentage of the result of the first Bengali medium school shows that 62.50 percent students have scored above 80 percent, 32.50 percent students scored from 61 to 80 percent and only 5 percent students scored between 41 to 60 percent.

It can also be presented diagrammatically as follows:

![Overall Result Distribution](image)

**Fig. 3.4: Overall Result Distribution**

Figure 3.4, shows the overall result distribution of English cloze tests in Bengali medium school-1. As shown here 62.50 percent are blue, 32.50 percent red and 5 percent is in green colour. In this pie diagram, 62.50 percent of 360° are 225° and are showing the scores above 80 percent, 32.50 percent of 360° are 117° and are showing the scores
between 61 to 80 percent and 5 percent of 360° are 18° and are showing as the scores between 41 to 60 percent.

3.2.9 (b) Modhurkul High School (Bengali Medium and Governmental):

The section presents the result of English cloze tests at Modhurkul High School which is a government Bengali medium school.  

3.2.9 (b) (i) Percentage of English cloze tests individually:

The result of the English conversational cloze test in this school suggests that in first cloze tests 30 percent students scored above 80 percent and 60 percent students scored between 61 to 80 percent and 10 percent students scored between 41 to 60 percent.

In the second test, 40 percent students scored above 80 percent and only 50 percent students scored between 61 to 80 percent and only 10 percent students scored below 40 percent.

In the third test, 60 percent students scored above 80 percent, 30 percent students scored between 61 to 80 percent. And only 10 percent scored between 41 to 60 percent.

In the fourth test, 50 percent students scored above 80 percent and 50 percent scored between 61 to 80 percent. In these tests, students scored 'NIL' in both 41 to 60 and below 40 percent category.
In case of this School, the results are shown in the table given below:

**Table 3.6: Individual Result Distribution**

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>Total Informants</th>
<th>Above 80%</th>
<th>61%-80%</th>
<th>41%-60%</th>
<th>Below 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>30%</td>
<td>60%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>40%</td>
<td>50%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figure presented in the table no. 3.6 point out that in Second Bengali medium school for the English cloze tests, 30 percent in first cloze, 40 percent in second cloze, 60 percent for the third cloze and 50 percent for the forth cloze, the students scored above 80 percent.

Next, in between 61 to 80 percent, the students scored 60 percent for the first, 50 percent for the second, 30 percent for the third and finally 50 percent for the fourth cloze test.

After that, between 41 to 60 percent category, 10 percent for the first and 10 percent students scored for the third cloze tests. And finally only 10 percent students scored below 40 percent for the second cloze test.
3.2.9 (b) (ii) Average percentage of all the English cloze tests:

The average percentage of the result shows that 45 percent students have scored above 80 percent, 47.50 percent students scored 61 to 80 percent, 5 percent students scored between 41 to 60 percent and only 2.50 scored below 40 percent.

It can also be presented diagrammatically as follows:

![Overall Result of English Cloze Tests in Bengali Medium School-2](image)

**Fig. 3.5: Overall Result Distribution**

The pie diagram given above shows the overall results of the English cloze tests in the Bengali medium school-2. The 45 percent are blue, 47.50 percent are red, 5 percent are green and 2.50 percent are in violet colour. In this pie diagram, 45 percent of $360^0$ are $162^0$ and are showing the scores above 80 percent, 47.50 percent of $360^0$ are $171^0$ and are showing the scores between 61 to 80 percent, 5 percent of $360^0$ are $18^0$ and are showing the scores between 41 to 60 percent and 2.50 percent of $360^0$ are $9^0$ and are showing as below 40 percent.
3.2.9. R: Result for both Bengali medium schools about English conversational cloze tests:

After analyzing the score of English conversational cloze tests individually for both the Bengali medium schools, the result is presented in the table below:

Table 3.7: Showing the value of average score in both the English medium schools for English conversational cloze tests.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Avg. of Cloze -1</th>
<th>Avg. of Cloze -2</th>
<th>Avg. of Cloze -3</th>
<th>Avg. of Cloze -4</th>
<th>Total Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali Medium-1</td>
<td>17.1</td>
<td>15.6</td>
<td>16.2</td>
<td>17.6</td>
<td>16.63</td>
</tr>
<tr>
<td>Bengali Medium-2</td>
<td>15.1</td>
<td>15.2</td>
<td>16.5</td>
<td>16.5</td>
<td>15.82</td>
</tr>
<tr>
<td>Total average:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16.22</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

After investigating the total average result for both the Bengali medium schools, the results were compared for further analysis.

The comparison is presented diagrammatically below.

Fig.3.6: Showing Total Average of both Bengali Medium Schools (English Cloze Test)
The diagram shows that the vertical axis is the average value of both the Bengali medium schools (1 and 2). The horizontal line 1, 2, 3 and 4 shows the English cloze tests for both Bengali medium schools. In this diagram, it is also showing \( l_{cm} = 5 \) unit. Now for the first cloze test, it is observed that the school -1 scored very high instead of school -2.

In the second cloze test, it is also shown that the school-1 scored high in the comparison of second school. But in the third cloze test, it can be shown that the second school scored higher than the first one. At the fourth cloze test, the first school scored higher than the second school.

3.2. D: Discussion:

The analysis of the score of Conversational Cloze Tests (CCT) suggests that in the first cloze test, the students scored very high in the comparison of the second cloze test. In the third and the fourth cloze test, the result was very satisfactory because after giving first and second test, the students felt much comfortable with Conversational Cloze Test (CCT)
SECTION – III

The present section is the discussion on Bengali cloze tests in both the media of schools (English and Bengali). The detailed discussion is presented in the following sub sections:

3.3.0 Introduction:

This section presents mechanism of measuring the comprehension level of the informants in the Bengali cloze tests for both the English and Bengali medium Schools. In other words, it analyzes how much command they have for their mother tongue (Bengali) at a particular level like class xi and xii. This experiment took the following form like English cloze test:

At first, it dealt with describing the materials and methods followed for this study and then presentation and discussion about the results. Finally, it summarized the findings and concluded with some general remarks.

3.3.1 Materials and methods:

This section deals with the description about the research tools and procedures adopted for the Bengali cloze tests.

3.3.2 The texts:

As mentioned earlier in the section-1, the respondents faced difficulty in scoring if the text was not well known to them. Hence, the
researcher preferred a situation of conversation with which everyone was familiar. Then very carefully, researcher recorded the conversations in Bengali language. After that, he prepared the test by a lot of editing work because of false start, its length, sudden change of the speech and also two speakers speaking at the same time. This sample of conversation is presented in appendix-6, appendix-7, appendix-8 and appendix 9.

From these conversations, approximately 120 to 150 words were chosen and total 20 words or items were deleted. In Bengali cloze test, the difficulty in language was not taken into consideration.

3.3.3 Deletion rate and number:

For preparing the conversational test in Bengali language, the researcher selected essential items like the parts of speech, active and passive voices and articles in a very haphazard manner for deleting. At the time of choosing of these items, the author did not concern about the difficulty of language.

3.3.4 Participants:

For testing the Bengali conversational cloze tes, the informants were chosen from the same schools as for English cloze tests. These schools are Domkal Model School and Betai Senior Secondary School (Non-Governmental and English Medium) and Domkal Bhabataran
High School and Modhurkul High School (Governmental and Bengali Medium). The participants were selected from the level of class xi and xii.

The participants from English medium schools never studied Bengali as a paper. The informants from English medium schools for Bengali cloze test learnt Bengali from their home or parents and they speak Bengali only at home. However, in Bengali Medium School, they always speak Bengali and communicate in Bengali because it is their mother tongue.

3.3.5 Testing procedures:

At the time of test, the researcher took help from his friends to operate the tape-recorder. Then initially, the researcher asked the informants to complete the task within 30 minutes.

3.3.6 Scoring procedures:

For Bengali cloze tests in both English and Bengali medium schools, the author used both the exact and semantically acceptable word method (SEMAC). The reason for that is already discussed in section-1.

3.3.7 Score calculation:

Having obtained the data through face to face communication and questionnaire, the next step was to analyze the data so as to reach the answers for the research questions. The data that was obtained was of the qualitative type as well as quantitative type and the next few pages will
throw some light on how both data were analyzed and what results were obtained.

3.3.8 Results and discussion:

In this section, the result and discussion of Bengali cloze tests in English and Bengali medium of school is presented.

3.3.8 (a) Domkal Model School (English Medium and Non-Governmental):

This investigation is about Bengali cloze tests at Domkal Model School and it is a non government English medium school.

3.3.8 (a) (i) Percentage of Bengali cloze tests individually:

After analyzing the data, we observed in first Bengali conversational cloze test that 70 percent students scored above 80 percent and 20 percent students scored between 61 to 80 percent and no student scored in 41 to 60 percent and only 10 percent students scored below 40 percent.

In the second test, 80 percent students scored above 80 percent and only 20 percent students scored between 61 to 80 percent. In the third test, 100 percent students scored above 80 percent.

In the fourth test, 70 percent students scored above 80 percent and 30 percent students scored between 61 to 80 percent.
The table given below presents a detailed account of the score scored by the participants.

### Table 3.8: Individual Result Distribution

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>Total Informants</th>
<th>English Medium School-1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Students Scoring Marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 80%</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figure presented in table no. 3.8 suggests that above 80 percent students scored 70 percent for the first cloze test, 80 percent for the second, 100 percent for the third and 70 percent for the fourth test. In between 61 to 80 percent, the students scored 20 percent, again 20 percent and 30 percent for cloze 1, 2 and 4. And finally, only 10 percent students scored below 40 percent for the first cloze test.

### 3.3.8 (a) (ii) Average percentage of all Bengali cloze tests:

In case of the first English medium school for Bengali conversational cloze tests, it is observed that 80 percent students have scored above 80 percent, 17.50 percent students scored between 61 to 80
percent and there is no student who has scored between 40 to 62 percent and only 2.50 percent students scored below 40 percent.

It can also be presented diagrammatically as follows:

![Overall Result of Bengali Cloze Tests in English Medium School-1](image)

**Fig.3.7: Overall Result distribution**

The pie chart given above shows the distribution of overall result of Bengali cloze tests in English medium school-1. As shown in the chart, 80 percent are blue, 17.50 percent are red and 2.50 percent is in violet color. Hence, 80 percent of 360° are 288° and are showing as the students' scores above 80 percent (80 percent). The 63° are showing as scores between 61 to 80 percent (17.50 percent) and 9° are showing the scores below 40 percent (2.5 percent).
3.3.8 (b) Betai Senior Secondary High School (English Medium and Non-Governmental):

This investigation is about Bengali conversational cloze tests at Betai Senior Secondary High School and it is non government English medium school.

3.3.8 (b) (i) Percentage of Bengali cloze tests individually:

When we compare the score of the first with the second or others, we find that in the first test, 70 percent students scored above 80 percent and 30 percent students scored between 61 to 80 percent.

In the second test, 100 percent students scored above 80 percent. In the third test, 100 percent students scored above 80 percent.

In the fourth test, 70 percent students scored above 80 percent and 30 percent students scored between 61 to 80 percent.

The score of the English medium school-2 for Bengali cloze tests can be presented below in a tabular form:

<table>
<thead>
<tr>
<th>Table 3.9: Individual Result Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.of Cloze Tests</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009
The figure presented in the table no. 3.9 points out that in second English medium school for the Bengali cloze tests 70 percent in first cloze, 100 percent in the second, again 100 percent in third and 70 percent for the fourth cloze the students scored above 80 percent. Next, in between 61 to 80 percent the students’ scored 30 percent for the first cloze and 30 percent for the fourth cloze test.

3.3.8 (b) (ii) Average percentage of all Bengali cloze tests:

The average percentage of the result shows that 85 percent students have scored above 80 percent and 15 percent students scored between 61 to 80 percent.

It can also be presented diagrammatically as follows:

![Overall Result of Bengali Cloze Tests in English Medium School-2](image)

**Fig.3.8: Overall Result Distribution**

The pie diagram given above shows the overall result of Bengali cloze tests in English medium school-2. The 85 percent are blue and 15 percent are red colour. Hence, 85 percent of $360^0$ are $306^0$ and are
showing as the scores of the students above 80 percent. The 540 are showing as the scores between 61 to 80 percent (15 percent).

3.3.8. R: Result for both English medium schools about Bengali conversational cloze tests:

After analyzing the score of Bengali conversational cloze tests, individually for both English Medium Schools (1 and 2), the average results are presented in the table given below:

Table 3.10: Showing the value of average score in both the English medium schools for Bengali conversational cloze tests.

<table>
<thead>
<tr>
<th>Medium</th>
<th>Avg. of Cloze -1</th>
<th>Avg. of Cloze -2</th>
<th>Avg. of Cloze -3</th>
<th>Avg. of Cloze -4</th>
<th>Total Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium-1</td>
<td>16.4</td>
<td>18.3</td>
<td>19.3</td>
<td>17.9</td>
<td>17.98</td>
</tr>
<tr>
<td>English Medium-2</td>
<td>17.2</td>
<td>18.3</td>
<td>19.4</td>
<td>16.9</td>
<td>17.95</td>
</tr>
<tr>
<td><strong>Total average:</strong></td>
<td><strong>17.96</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

After investigating the total average results of both the English medium schools, the results were compared for further analysis. The comparison is presented diagrammatically below:
The fig. 3.9 shows that the vertical axis is the average value of both the English medium schools (1 and 2). The horizontal lines 1, 2, 3 and 4 are showing the Bengali conversational cloze tests for both English medium schools. In this diagram, it is also showing 1cm=5unit.

Now, it can be observed that for the first Bengali cloze test, the scores of second school is higher than the first school. In the second cloze test, it is shown that the scores are same for both the schools. In the third cloze test, the scores are almost same in both schools and finally for the fourth cloze test, the scores of first school are higher in the comparison to those of second school.
3.3.9 (a) Domkal Bhabataran High School (Bengali Medium and Governmental):

This section presents the result of Bengali cloze tests at Domkal Bhabataran High School which is a government Bengali medium school.

3.3.9 (a) (i) Percentage of Bengali cloze tests individually:

The result of the Bengali conversational cloze tests in this school suggests that, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent.

In the second test, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent.

In the third test, 70 percent students scored above 80 percent and 30 percent scored between 61 to 80 percent.

In the fourth test, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent.

In case of this School, the results are shown in the table given below:
Table 3.11: Individual Result Distributions

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>Total Informants</th>
<th>% of Students Scoring Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Above 80%</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>90%</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>70%</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>90%</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009

The figure presented in the table no. 3.11, suggests that above 80 percent the participants scored 90 percent, 90 percent, 70 percent and again 90 percent in cloze test 1, 2, 3, and 4. And in between 61 to 80 percent the students scored 10 percent, 10 percent, 30 percent and again 10 percent in cloze test 1, 2, 3, and 4.

3.3.9 (a) (ii) Average percentage of all Bengali cloze tests:

The average percentage of the result for the first Bengali conversational cloze tests shows that 85 percent students have scored above 80 percent, 15 percent students scored 61 to 80 percent.
The results can also be presented diagrammatically as follows:

**Overall Result of Bengali Cloze Tests in Bengali Medium School-1**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>above 80%</td>
<td>blue</td>
</tr>
<tr>
<td>61-80%</td>
<td>red</td>
</tr>
<tr>
<td>41-60%</td>
<td>green</td>
</tr>
<tr>
<td>below 40%</td>
<td>grey</td>
</tr>
</tbody>
</table>

**Fig. 3.10: Overall Result Distribution**

The pie chart given above shows the distribution of overall result of Bengali cloze tests in Bengali medium school-1. As shown in the chart 85 percent are blue and 55 percent are red colour. In this pie diagram, 85 percent of 360° are 306° and are showing the scores above 80 percent. The 54° of 360° are showing as the scores between 61 to 80 percent (15 percent).

**3.3.9 (b) Modhurkul High School (Bengali medium and Governmental):**

This section presents the result of Bengali cloze tests at **Modhurkul High School** which is a government Bengali medium school.
3.3.9 (b) (i) Percentage of Bengali cloze tests individually:

The result of the Bengali conversational cloze tests in this school suggests that in the first Bengali conversational cloze test, 100 percent students scored above 80 percent.

In the second test, 100 percent students scored above 80 percent. In the third test, 80 percent students scored above 80 percent and 20 percent scored between 61 to 80 percent.

In the fourth test, 80 percent students scored above 80 percent and 20 percent students scored between 61 to 80 percent.

The results of these schools are shown in the table given below:

Table 3.12: Individual Result Distributions

<table>
<thead>
<tr>
<th>No. of Cloze Tests</th>
<th>Bengali Medium School-2</th>
<th>% of Students Scoring Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Informants</td>
<td>Above 80%</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>80%</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009.
3.3.9 (b) (ii) Average percentage of all Bengali cloze tests:

The average percentage of the results shown is that 90 percent students have scored above 80 percent and 10 percent students scored 61 to 80 percent.

It can also be explained diagrammatically as follows:

![Overall Result of Bengali Cloze Tests in Bengali Medium School-2](image)

**Fig.3.11: Overall Result Distribution**

The pie diagram given above shows the overall result of Bengali cloze tests in Bengali medium school-2. The 90 percent are blue and 10 percent are red colour. There are $360^\circ$ in the circle, hence; 90 percent of $360^\circ$ are $324^\circ$ and are counted off as shown in the diagram; this sector represents the scores of the students above 80 percent. The $36^\circ$ of $360^\circ$ are counted off for the scores between 61 to 80 percent (10 percent).
3.3.9. R: Result for both Bengali medium schools about Bengali conversational cloze tests:

After analyzing the score of Bengali conversational cloze tests, individually the results for both Bengali medium schools are presented in the table below.

**Table 3.13: Showing the value of average score in both the English medium schools for Bengali conversational cloze tests.**

<table>
<thead>
<tr>
<th>Medium</th>
<th>Avg. of Cloze -1</th>
<th>Avg. of Cloze -2</th>
<th>Avg. of Cloze -3</th>
<th>Avg. of Cloze -4</th>
<th>Total Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali Medium-1</td>
<td>18.3</td>
<td>17.7</td>
<td>18.1</td>
<td>19.3</td>
<td>17.88</td>
</tr>
<tr>
<td>Bengali Medium-2</td>
<td>18.8</td>
<td>18.8</td>
<td>18.6</td>
<td>17.5</td>
<td>18.43</td>
</tr>
<tr>
<td><strong>Total average:</strong></td>
<td><strong>18.15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey May, 2009.

After investigating the total average results of both the Bengali medium schools, the results were compared for further analysis.

The comparison is presented diagrammatically below:

![Bengali Cloze Test Diagram](image)

*Fig.3.12: Showing Total Average of both Bengali Medium Schools (Bengali Cloze Test)*
This diagram shows that the vertical axis is average value of the scores and the horizontal line 1, 2, 3, and 4 show the Bengali conversational cloze tests. It is also indicating 1cm=5unit.

According to this diagram, it can be observed that for the first Bengali cloze test the scores of second school are higher than the first school. For the second cloze test, the scores of second school are higher in comparison to the first. For the third cloze test the students scored again higher in second than the first. Finally, for the fourth test, the scores are higher in first school in comparison to those of second school.

3.3. D: Discussion:

After analyzing the total average, the results of both the Bengali medium schools about Bengali cloze tests, the above table shows that the scores of the second school are very high instead of those of the first school in first, second and third test while the scores of the first school are higher than the second in the fourth. Here, also one can see that the first school is gaining the marks one by one. In case of second school, the scores always very higher than those of the first school and only in the fourth test, the scores decrease. So, we can say that the result is very satisfactory because after facing the test, students are gaining the confidence and fell much comfortable.
SECTION -IV

The section -IV of chapter three presents the summary of chapter three.

3.4 Summary of chapter three:

Chapter three is divided into four sections. In section-1, this study provides a general description about the investigation into the background of the participants, selecting of the informants, scoring procedure, test-designing process, recording /collecting of the sample tests, number of deletion process, methodology, data collection, English cloze test analysis, Bengali cloze test analysis. Section-II will exclusively deals with English cloze tests and also discusses about the above mentioned criteria with the findings. Section-III describes about the Bengali cloze tests with above mentioned criteria with findings. And section-IV describes the outline of this chapter.
Chapter-4
Comparison between English Cloze & Bengali Cloze Tests
4.0 Introduction:

This chapter deals with an investigation of the comparison between English conversational cloze and Bengali conversational cloze tests. However, these analyses were conducted by manual work whereas all the other statistical analyses were performed by the computer using SPSS 12.0 version to answer the research questions posed in this study. In this study, the various tables were presented showing the mean, standard deviation and t-value of the result between English cloze and the Bengali cloze tests for the both medium of schools (English and Bengali).

This chapter also carries four sections. Section–1 discusses about the comparison between English cloze tests in both English and Bengali medium schools and Section-2 discusses about the comparison between Bengali cloze tests in both English and Bengali Medium Schools. And Section–3 deals with the discussion, analysis and results. Section-4 discusses about a general communication by 14 relevant questions for this research with the respondents and also presents the summary of this chapter.
SECTION-I

Section-I deals with the comparison of English cloze tests between English and Bengali medium schools.

4.1 Comparison between English cloze tests in English and Bengali medium school.

The detailed discussion of the comparison of the result is presented in the following:

Table 4.1: Showing comparison of the first English Cloze Test among students studying in English Medium School-1 (EMS) and Bengali Medium School-1 (BMS).

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-1</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>18.80</td>
<td>1.61</td>
<td>4.01**</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>17.10</td>
<td>1.66</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
** Significant at .01 level

Above table shows mean comparison of cloze test no.1 in both EMS-1 and BMS-1, for the students of EMS-1, the Mean score is 18.80, which is higher as compared to those students studying in BMS-1 which is 17.10, SD for EMS-1 is 1.61, similarly, SD for BMS-1 is 1.66 and t-value is 4.01** which is significant at .01 level. Thus above result shows that the students who are studying in EMS-1 have higher command over English language for the first English conversational test as compared to those students studying in BMS-1.
Table 4.2: Showing comparison of second English Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-2</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>18.20</td>
<td>1.75</td>
<td>2.24**</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>15.60</td>
<td>2.98</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
** Significant at .01 level

Table 4.2 shows that for English conversational cloze test-2, Mean is 18.20 for EMS-1 while for those in BMS-1 Mean is 15.60 which is lower than EMS-1 where SD is 1.75 for EMS-1 and 2.98 for BMS-1. Students of EMS-1 had higher scores as compared to those in BMS-1. The t-value is 2.24** which is significant at .01 level. Thus, above result shows that the students who are studying in EMS-1, have higher command over English language for the second English conversational test as compared to those students studying in BMS-1.

Table 4.3: Showing comparison of third English Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-3</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>18.20</td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>16.20</td>
<td>3.29</td>
<td>2.44**</td>
</tr>
</tbody>
</table>

*Significant at .05 level
** Significant at .01 level
Table 4.3 shows mean comparison of English cloze test no. 3 among the students studying in EMS-1 and BMS-1, for the students studying in EMS-1, the Mean score is 18.20, which is higher as compared to those studying in BMS-1 which is 16.20. SD for EMS-1 is 3.42 and 3.29 for BMS-1. The t-value is 2.44** which is significant at .01 level. Thus, above result shows that the students who are studying in EMS-1, have higher command over English language for the second English conversational test as compared to those students studying in BMS-1.

Table 4.4: Showing comparison of fourth English Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-4</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>19.40</td>
<td>.84</td>
<td>3.25**</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>17.60</td>
<td>1.71</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
** Significant at .01 level

On fourth English cloze test, Mean 19.40 for EMS-1 while in BMS-1 Mean is 17.60 which is lower than EMS-1, and SD is .84 for EMS-1 and 1.71 for BMS-2. The t-value for both school is 3.25**, which is significant at .01 level. Thus above result shows that the students who are studying in EMS-1 have higher command over English language
in fourth English conversational test as compared to those students studying in BMS-1.

Table 4.5: Showing comparison of first English Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-1</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>16.60</td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>15.10</td>
<td>2.64</td>
<td>1.54</td>
</tr>
</tbody>
</table>

Non-Significant

Table 4.5 shows that for the first English conversational cloze test between EMS-2 and BMS-2, the Mean is 16.60 for EMS-2 and 15.10 for BMS-2 which is lower than EMS-2, SD, is 1.95 and 2.64. T-value is 1.54 which is non-significant. Thus above result shows that the students who are studying in EMS-2 have higher command over English language in case of first English conversational test as compared to those students studying in BMS-2.
Table 4.6: Showing comparison of second English Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-2</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>17.10</td>
<td>1.91</td>
<td>1.49</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>15.20</td>
<td>3.04</td>
<td></td>
</tr>
</tbody>
</table>

Non-Significant

In case of second English cloze test, for both EMS-2 and BMS-2 the Mean score is 17.10 and 15.20 and SD is 1.91 for EMS-2 and 3.04 for BMS-2. The t-value is 1.49 which is non-significant. Thus above result shows that the students who are studying in EMS-2 have higher command over English language in case of second English conversational test as compared to those students studying in BMS-2.

Table 4.7: Showing comparison of third English Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-3</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>18.30</td>
<td>3.12</td>
<td>2.52**</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>16.50</td>
<td>2.95</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
** Significant at .01 level
Table 4.7 shows that in case of third English conversational cloze test, the Mean scores for both EMS-2 and BMS-2 are 18.30 and 16.50 which shows that the Mean of BMS-2 is higher than EMS-2. The t-value is 2.52** which is significant at .01 level. Thus above result shows that the students who are studying in EMS-2 have higher command over English language in case of third English conversational test as compared to those students studying in BMS-2

Table 4.8: Showing comparison of fourth English Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of English Cloze Test-4</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School -2</td>
<td>17.90</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>16.50</td>
<td>1.95</td>
<td>1.76</td>
</tr>
</tbody>
</table>

Non-Significant

Table 4.8 shows Mean comparison of English cloze test no.4 among the students studying in EMS-2 and BMS-2, for EMS-2 the Mean score is 17.90 and for BMS-2 Mean score is 16.50 which is lower than EMS-2, SD for EMS-2 is 2.33 and 1.95 for BMS-2. In this test t-value is 1.76 which is non-significant. Thus, above result shows that the students studying in EMS-2 have higher command over English language as compared to the students studying in BMS-2.
SECTION-II

Section-II of this chapter presents the comparison of Bengali cloze tests between English and Bengali Medium Schools.

4.2 Comparison between Bengali cloze tests in English and Bengali medium school.

The detailed discussion of the comparison of the result presented is as the following:

Table 4.9: Showing comparison of first Bengali Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-1</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>16.40</td>
<td>4.37</td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>18.30</td>
<td>1.41</td>
<td>1.58</td>
</tr>
</tbody>
</table>

Non-Significant

Table 4.9 shows that in case of first Bengali cloze test, in both EMS-1 and BMS-1, means are 16.40 and 18.30, SD for EMS-1 is 4.37 and 1.41 for BMS-1. In case of this test SD for EMS-1 is 4.37 and 1.41 for BMS-1. T-value is 1.58 which is non-significant. Thus, above result shows that the students studying in EMS-1 have lower command over Bengali language as compared to the students studying in BMS-1.
Table 4.10: Showing comparison of second Bengali Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-2</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>18.30</td>
<td>1.41</td>
<td>1.03</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>17.70</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

Non-Significant

Table 4.10 shows that in case of second Bengali cloze test for EMS-1 Mean is 18.30 and for BMS-1 the Mean is 17.70 which is lower than EMS-1 as compared to BMS-1, SD for EMS-1 is 1.41 and 2.00, t-value is 1.03 which is non-significant. Thus above result shows that the students studying in EMS-1 have higher command over Bengali language as compared to the students studying in BMS-1.

Table 4.11: Showing comparison of third Bengali Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-3</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>19.30</td>
<td>.67</td>
<td>1.23</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>18.10</td>
<td>2.76</td>
<td></td>
</tr>
</tbody>
</table>

Non-Significant
Above table no. 4.11 shows Mean comparison for the third Bengali cloze test in both EMS-1 and BMS-1. In this case mean for EMS-1 is 19.30 and 18.10 for BMS-1 which is lower than BMS-1 as compared to EMS-1, SD for EMS-1 is .67 and 2.76 for BMS-1. T-value is 1.23 which is non-significant. Thus above result shows that the students studying in EMS-1 have higher command over Bengali language as compared to the students studying in BMS-1.

Table 4.12: Showing comparison of fourth Bengali Cloze Test among the students studying in English Medium School-1 and Bengali Medium School-1.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-4</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>17.90</td>
<td>3.03</td>
<td>1.42</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>19.30</td>
<td>1.63</td>
<td>Non-Significant</td>
</tr>
</tbody>
</table>

Table 4.12 shows that the Mean comparison of both EMS-1 and BMS-1 for the fourth test is 17.90 and 19.30 which is higher than EMS-1, SD is 3.03 for EMS-1 and 1.63 for BMS-1; the t-value is 1.42 which is non-significant. Thus above result shows that the students studying in EMS-1 have lower command over Bengali language as compared to the students studying in BMS-1.
Table 4.13: Showing comparison of first Bengali Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-1</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>17.20</td>
<td>2.14</td>
<td>2.38**</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>18.80</td>
<td>1.13</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level  
** Significant at .01 level

In case of comparison of Mean for the first Bengali cloze test, for EMS-2 and BMS-2 are 17.20 and 18.80 where the Mean of BMS-2 is higher than EMS-2, SD for EMS-2 is 2.14 and 1.13 for BMS-2. T-value is 2.38** which is significant at .01 level. Thus above result shows that the students studying in EMS-2 have lower command over Bengali language as compared to the students studying in BMS-2.

Table 4.14: Showing comparison of second Bengali Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-2</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>18.30</td>
<td>1.33</td>
<td>3.00**</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>18.80</td>
<td>1.03</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level  
** Significant at .01 level
Table 4.14 shows the mean comparison of Second Bengali cloze test where for the EMS-2, mean is 18.30 and for BMS-2, mean is 18.80 which is higher than EMS-2, SD for EMS-1 is 1.33 and 1.03 for BMS-2. T-value is 3.00** which is also significant at .01 level. Thus above result shows that the students studying in EMS-2 have lower command over Bengali language as compared to the students studying in BMS-2.

Table 4.15: Showing comparison of third Bengali Cloze Test among the students studying in English Medium School-2 and Bengali Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-3</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>19.40</td>
<td>.69</td>
<td>1.12</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>18.60</td>
<td>2.01</td>
<td></td>
</tr>
</tbody>
</table>

Non-Significant

Table 4.15 shows that the Mean comparison for the third Bengali cloze test is 19.40 for EMS-2 and 18.60 for BMS-2 which is lower than EMS-2, SD is .69 for EMS-2 and SD for BMS-2 is 2.01. T-value is 1.12 which is non-significant. Thus above result shows that the students studying in EMS-2 have higher command over Bengali language as compared to the students studying in BMS-2.
Table 4.16: Showing comparison of fourth Bengali Cloze Test among
the students studying in English Medium School-2 and Bengali
Medium School-2.

<table>
<thead>
<tr>
<th>Comparison of Bengali Cloze Test-4</th>
<th>MEAN</th>
<th>SD</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-2</td>
<td>16.90</td>
<td>3.41</td>
<td>1.96</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>17.50</td>
<td>2.71</td>
<td></td>
</tr>
</tbody>
</table>

Non-Significant

Last table no. 4.16 shows that the mean comparison for the fourth Bengali cloze test is 16.90 for EMS-2 and 17.50 for BMS-2, which is higher than EMS-2 as compared to BMS-2, SD for EMS-2, is 3.41 and 2.71 for BMS-2, the t-value is 1.96 which is non-significant. Thus, this result also shows that the students studying in EMS-2 has lower command over Bengali language as compared to the students studying in BMS-2.
SECTION-III

Section-III of chapter 4 deals with the mean comparison of four English cloze tests and Bengali cloze tests in both medium (English and Bengali) schools. The details are as follows:

4.3.1 Mean comparison of four English Cloze Tests in both medium (English and Bengali) of Schools:

These two tables showing the total mean for English conversational cloze tests in both English medium school-1 and English medium school-2; and also in both Bengali medium-1 and Bengali medium-2.

Table 4.17: Comparison of English cloze mean in EMS-1 and EMS-2

<table>
<thead>
<tr>
<th>Medium</th>
<th>Mean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cloze-1</td>
<td>Cloze-2</td>
</tr>
<tr>
<td>English Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-1</td>
<td>18.8</td>
<td>18.2</td>
</tr>
<tr>
<td>English Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-2</td>
<td>16.6</td>
<td>17.1</td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.18: Comparison of English cloze mean in BMS-1 and BMS-2

<table>
<thead>
<tr>
<th>Medium</th>
<th>Mean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cloze-1</td>
<td>Cloze-2</td>
</tr>
<tr>
<td>Bengali</td>
<td>17.1</td>
<td>15.6</td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali</td>
<td>15.1</td>
<td>15.2</td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Mean | 129.80 |

If we look the result of table no. 4.17 individually, we can see that the result of English medium school 1 and 2 for the first English cloze test are 18.8 and 16.6, for the second test 18.2 and 17.1, for the third test 18.2 and 18.3 and finally, for the fourth test, the mean scores are 19.4 and 17.9. Now according to table no. 4.18, in Bengali medium school 1 and 2, the mean scores for the first English cloze test are 17.1 and 15.1, for the second cloze 15.6 and 15.2, for the third cloze 16.2 and 16.5 and for the fourth cloze the mean scores are 17.6 and 16.5.

For the English medium school 1, the total means of four English cloze tests is 74.60 and for English medium school 2 total mean is 69.90. Another side for Bengali medium school 1, the total mean of four English
cloze tests is 66.50 and for the Bengali medium school 2, the total mean of four English cloze tests is 63.30.

After comparing the data from table no. 4.17, it can be noticed that the total mean for the both English medium school-1 and English medium school-2 is 144.50. And from the second table it can also be observed that in Bengali medium school-1 and Bengali medium school-2 the total mean is 129.80.

Result shows that English conversational cloze test (2nd L) has high and positive attitude towards English medium school as compared to Bengali medium school. Thus, the above findings suggest that on the whole English conversational cloze test; the students who are studying in English medium have higher command over English Language as compared to the students studying in Bengali medium school. Now, if the question arises why the students of Bengali medium school have low score and negative attitude towards the English medium school, it is already said in chapter 3 that the students studying in Bengali medium school study English only as one paper in their syllabus so they have lower command over their second language (English) where as, in English medium school, the students study every subject in English which definitely help in improving their skills in English.
4.3.2 Mean comparison of Bengali Cloze Tests in both medium (English and Bengali) of Schools:

These two tables show the total mean for Bengali conversational cloze tests in both English medium school-1 and English medium school-2; and also in both Bengali medium-1 and Bengali medium-2.

**Table 4.19: Comparison of Bengali cloze mean in EMS-1 and EMS-2**

<table>
<thead>
<tr>
<th>Medium</th>
<th>Mean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium School-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloze-1</td>
<td>16.4</td>
<td></td>
</tr>
<tr>
<td>Cloze-2</td>
<td>18.3</td>
<td></td>
</tr>
<tr>
<td>Cloze-3</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>Cloze-4</td>
<td>17.9</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td>143.70</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.20: Comparison of Bengali cloze mean in BMS-1 and BMS-2**

<table>
<thead>
<tr>
<th>Medium</th>
<th>Mean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloze-1</td>
<td>18.3</td>
<td></td>
</tr>
<tr>
<td>Cloze-2</td>
<td>17.7</td>
<td></td>
</tr>
<tr>
<td>Cloze-3</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td>Cloze-4</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td>147.10</td>
<td></td>
</tr>
</tbody>
</table>
For the investigation of Bengali cloze test, in both English medium and Bengali medium school about Bengali cloze test, if we look table no. 4.19, we can find that for the first Bengali cloze test, in English medium school 1 and English medium school 2, the mean score is 16.4 and 17.2, for the second test, the mean score is 18.3 and 18.3, for the third cloze test, mean score is 19.3 and 19.4 and finally, for the fourth cloze test, the mean score is 17.9 and 16.9. On the other hand, in table no. 4.20 for the Bengali cloze test, in Bengali medium school 1 and Bengali medium school 2, the mean score for the first cloze test is 18.3 and 18.8, for the second test 17.7 and 18.8, for the third test 18.1 and 18.6 and for the fourth cloze test, the mean score is 19.3 and 17.5.

In table no. 4.19 for the English medium school 1, the total means of four Bengali cloze tests is 71.90 and for English medium school 2 total mean is 71.80. In table 4.20 for the Bengali medium school 1 the total means of four Bengali cloze tests is 73.40 and for Bengali medium school 2 the total mean is 73.70.

After comparing the data from table 4.19 with 4.20, it can be noticed that the total mean for the both English medium school-1 and English medium school-2 is 143.70. And from the second table, it can also be observed that in Bengali medium school-1 and Bengali medium school-2, the total mean is 147.10.
Result of the Bengali conversational cloze test (1st L) shows that the students of Bengali Medium Schools have low and negative attitude towards English. The above findings suggest that on the whole Bengali conversational cloze test; the students who study in Bengali medium have higher command over Bengali Language as compared to the students studying in English medium school. Now, the question arises why the students of Bengali medium school have high score and positive attitude towards the English medium school, it is already said in chapter 3 that the students studying in Bengali medium school are studying every subject in Bengali in their syllabus so they have higher command over their mother tongue (Bengali) where as, in English medium school, the students study every subject in English, and therefore they have lower command over their first language (Bengali).

But in case of this study, it was found that students studying in private English medium schools are having higher command over Bengali compared to the students studying in Government Bengali medium schools because of following reasons:

1. The private school students spend more time on studies as compared to Governmental Bengali School.

2. The teachers of EMS want best results because they are getting salaries which are performance based.
3. English medium school students speak Bengali language as their mother tongue which they mostly use at home and with their friends but Bengali government school students have more exposure of Bengali language because they use the same language in even schools.

4. In case of Bengali medium schools, the students are not concentrated on the structures and meaning of the sentences because Bengali is their mother tongue and they are over confident about their mother tongue where as the students of EMS are more concentrating on the Bengali language because they are weak in the Bengali language and spend more time on studying this language.

5. In private schools, syllabus is more standard than governmental schools so diversified students are found in EMS compared with BMS schools.

6. The parents are more conscious about their guidance and studies on the students studying in EMS schools, as compared to BMS schools because in EMS schools, the fee structure is very high and teachers are getting salaries on performance based.

7. In private schools, the teaching qualities and the evaluation process are more standard than those of the governmental school.
8. In private schools the students are very punctual and they are getting more and more facilities from library and from the other sources about their references.

9. The students of private English medium school come from rich and literate family, but the students of governmental Bengali medium school are not from a rich and highly literate family so there is a large gap between the education as well as the knowledge of students.
SECTION - IV

4.4 General communication with the students in English medium school (EMS) and Bengali medium school (BMS):

1. Can you speak English?

Table 4.21: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Average</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

Above table shows that in both EMS, all the students can speak English fluently and in BMS-1, sixty percent students are fluent and thirty percent are average speakers of English and ten percent have no fluency at all. In BMS-2, fifty percent are very fluent in English and fifty percent are average speakers.

After analyzing the data, it can be noticed that the students studying in EMS are having very higher fluency than those studying in BMS. Because of the students from EMS are studying English more than 7-8 years in their school while in BMS, they studied only one subject in
English from class-v in their schools. But now-a-days, English is included from nursery in all the governmental schools in West Bengal.

2. Can your Parents Speak English?

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Average</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>4</td>
<td>40</td>
<td>4</td>
<td>40</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>20</td>
<td>20</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td></td>
<td></td>
<td>9</td>
<td>90</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

From the above table, it can be seen that out of ten respondents studying in EMS-1 and EMS-2, forty and fifty percent parents can speak English and twenty and thirty percent of respondent’s parents are speaking on average respectively. In BMS-1, respondents said no speaker can speak English fluently except ten percent respondents’ parents can speak English but in average. In BMS-2, here, only ten percent respondents’ parents will speak English fluently and twenty percent respondents’ parents speak in average and others can’t speak.
From the table it can also be noticed that the parents of the students from EMS are many in number in the comparison to those of the students from BMS about fluency in English language because of following reasons:

1. The parents of the students of EMS are highly educated or from a rich section of society.

2. The family backgrounds of the parents, who can speak fluently, are good. The surrounding of society influences these parents so, they use the English language in their day to day life.

3. Lastly, the parents of EMS students are mostly living in highly urbanized societies and are mostly engaged in professional and govt., semi-govt, or private jobs.

3. Do you use grammar while speaking English?

**Table 4.23: Showing response of the students (EMS and BMS)**

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.
In response to the above question, it can be seen that in EMS-1, the users and non users of grammar while speaking English are fifty-fifty. In second EMS, thirty percent are using grammar while seventy percent are not following the grammar. Now, in BMS-1, one can see that here seventy percent are following grammar and thirty percent are not following the grammar. In case of BMS-2, here, eighty percent are following the grammar and only 20 percent are not following the grammar.

Here from this data, it can also be noticed that the students of EMS are using less grammar than the students of BMS. The reason is their over confidence because of more practice about English language. That’s why, sometimes, they are not using and thinking regarding the usage of grammar in the language while BMS students learn English very carefully by using grammar because it is their second language and they use the grammar in their sentences very well.
4. Do your school teacher speak English in class?

Table 4.24: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Sometime</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td></td>
<td></td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>School-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td></td>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>School-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium</td>
<td>10</td>
<td></td>
<td></td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>School-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium</td>
<td>10</td>
<td></td>
<td></td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>School-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

Above table shows that in both EMS-1 and EMS-2, the eighty percent respondents and ninety percent respondents pointed out that their teachers were speaking English in their class or we can say the communication medium was English respectively. Besides, twenty percent respondents in the EMS-1 replied and ten percent respondents from EMS-2 replied that sometimes few teachers used English for their communication or English as a communication medium. But in case of BMS-1, only twenty percent respondents replied that the communication medium between teachers and students was English sometimes or few teachers were using English sometimes in communication with the students and eighty percent respondents replied saying that the teachers
never used English language with students or in class. While from BMS-2, thirty percent respondents replied that sometimes teachers used English in their classes and seventy percent respondents replied that the teachers never used English in their classes.

This table shows that in EMS, the teachers mostly prefer English language for teaching in class and only sometimes they are speaking Bengali, because it is also the mother tongue of them. While in BMS, the teacher always prefer Bengali language for teaching in class and even they use lot of words in Bengali while teaching English, because of hesitation and lack of confidence in English.

5. Are the teachers very skilled oriented in class?

Table 4.25: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>No comments</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>4</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.
From the above question, it can be noticed that in EMS-1 and EMS-2, eighty percent and ninety percent respondents replied that their teachers were skilled oriented respectively. Ten percent respondents from both the schools replied ‘NO’ and ten percent respondents from EMS-1 replied saying that they (Respondents) didn’t know at all in this regard. On the other hand, in BMS-1, sixty percent respondents replied that the teachers were very skilled oriented and forty percent replied as unskilled. In BMS-2, the fifty percent respondents replied as skilled and fifty percent replied as unskilled.

Here, in both the mediums of the respective school, the teachers are skilled oriented but in the case of EMS, they are highly skilled due to references, library facilities, availability of teaching materials and the teachers spend a lot of time to prepare themselves to teach the classes or students. Besides, in EMS schools, the teachers are not permanent and feel insecure regarding their jobs, so, they get fully prepared before entering the class. While in BMS, the teachers are permanent and feel relaxed in their teaching and are never show their skills and not fully prepared before teaching the class.
Chapter 4

6. Are you depending on tuition rather than school teaching?

Table 4.26: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

The above table shows that in case of the EMS-1, fifty percent respondents depend on tuition rather than school teaching and fifty percent respondents are not dependent on tuitions. In EMS-2, total sixty percent respondents depend on tuition and forty percent don’t depending on tuitions at all. While in BMS-1, one can see that eighty percent respondents depend on tuitions and only twenty percent said that they didn’t depend on tuitions. Also in BMS-2, it can be noticed that, here, hundred percent students are tuition dependents, because the Government teachers are not concentrating in their classes. Secondly, students in Government schools are not giving full concentration in studies, also thirdly, in the sense that the teachers become professional and they can earn much through the medium of tuition, so, they open the private tuitions. The very important thing is that those teachers are also the
examiners of the subject, so, those students who are teaching under a particular teacher are getting more marks as compared to the students who are not getting tuition under the same teacher.

7. Which school or college—private/government do your parents prefer?

Table 4.27: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Private</th>
<th>%</th>
<th>Govt.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>7</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

From the above table, in case of EMS-1 hundred percent students said that their parents always prefer the private school, while in EMS-2, ninety percent students said that their parents prefer the private and only ten percent respondents replied saying that their parents preferred Govt. schools. Now, for the BMS-1, only twenty percent respondents said that their parents prefer their children will get education from private schools and eighty percent respondents replied saying that their parents prefer their children will get education from government schools. While in BMS-2, thirty percent respondents said that their parents preferred the
private schools while seventy percent respondents said that their parents preferred the government schools. The students studying in the Government schools or BMS are mostly from a poorer background, so that is why their parents can not manage to pay the dues and fees of their children when they study in a private school while the students studying in EMS, their parents are rich and having enough money and with the help of money, they have easy access to put their children in private schools.

8. Is there any need of improving the syllabus of your school?

Table 4.28: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Agree</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
<th>No comments</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>7</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

The above table shows that for EMS-1 and EMS-2, each thirty percent respondents agree for improving and designing the changes in the syllabus and sixty percent respondents express that they are disagree to
the changes and improvement in the syllabus and ten percent said "No Comments" in EMS-1. Seventy percent expressed their disagreement regarding the new design of syllabus. Now, in case of BMS-1 and BMS-2, eighty percent and seventy percent respondents each agreed about the new design of the syllabus and ten percent disagreed in BMS-1 and ten percent respondents said nothing, while in BMS-2, thirty percent respondents disagreed to the new designed syllabus. The EMS schools have high standard and new designed syllabi which have been recently prepared, while as in the BMS schools the old outdated syllabus is still being used and is having less practical utility so that is why the students in new generation in BMS schools want to change that syllabus.

9. Is their any need of improving the traditional testing method?

Table 4.29: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>No comments</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>6</td>
<td>60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>4</td>
<td>40</td>
<td>6</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.
The above table shows that in case of EMS-1, thirty percent respondents are in favour of improving the traditional testing method while sixty percent are not in favour and ten percent respondents replied saying that they did not know and in EMS-2, forty percent are in favour and sixty percent are not in favour. While in case of BMS-1, eighty percent respondents are in favour of improving the traditional testing method while ten percent respondents are not in favour of improving the traditional testing method and ten percent are saying no comments. Now in BMS-2 ninety percent respondents are in favour of improving the traditional testing method and ten percent are not in favour of designing the traditional testing method. The students in the BMS are fully aware of the syllabus and the traditional methods of testing. Now, they not only want some improvement in the syllabus but in their studies also. The traditional studies are monotonous and time consuming without achieving any knowledge but now they want to consume time and improve the knowledge as well as getting knowledge of diversification or achieving diversified knowledge.
10. Is there any need of improving the English language skills in B. M. Schools?

Table 4.30: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

It can be noticed from the above table, in EMS-1 eighty percent respondents expressed their views of improving the English language skills in Bengali medium Schools and twenty percent disagreed to improve. In EMS-2, ninety percent are in favour of improving the English language skills in Bengali medium Schools and only ten percent are not in favour. Besides this, in BMS-1, hundred percent respondents said that there should be improvement for English language while in BMS-2, ninety percent are in favour and only ten percent are in disfavour of improving the English language skills in Bengali medium Schools. Now-a-days, the students in BMS, get aware of the importance of English language skills, so maximum respondents in these schools agree to the improvement in the English language skills while the view of EMS
respondents are near to close because they also know the importance of English language in day today life.

11. Are you interested in conversational cloze test?

Table 4.31: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009

The table shows that in conversational cloze test in EMS -1, hundred percent students said that they were very much excited and also interested in the conversational cloze test while in EMS-2, eighty percent students were interested and only twenty percent students expressed that they were not interested. Now, in case of BMS-1, here it can be noticed that eighty percent students were interested in conversational cloze test and twenty percent were not interested while in BMS-2 ninety percent students were interested in conversational cloze test and ten percent student were not interested.

Here, it can be noticed that hundred percent respondents were interested from EMS-1 in conversational cloze test. In general maximum
respondents are interested in conversational cloze test and the reasons were already discussed in the chapter -1 as the importance of the present study.

12. Have you attended any oral test in your school except viva?

Table 4.32: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of informants</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

The above table shows that in case of the entire EMS 1, 2 and BMS-1, 2 not a single oral test is organized by the school authorities or the outside body. The oral testing as well as the conversational testing is important for improving the knowledge as well as the spoken skill of the students but due to lack of these policies in schools, the oral testing is absent.
13. How much time do you spend on study?

Table 4.33: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>Informants</th>
<th>Daily 4-6Hrs</th>
<th>Daily 6-8Hrs</th>
<th>Daily 9-10 Hrs</th>
<th>Daily Above 10Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>___</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>___</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

The responses from the respondents for this study, as the above noted table shows that the students who were studying in English medium school/non-governmental school spent much time rather than the students study in Bengali medium school/governmental school.

These two English medium schools are private schools and also boarding schools. Here, 90% students are staying at hostel only 10% were staying outside as local residents. They have some rules and regulations to follow and only involved in study which is the choice. In case of governmental school, most of the students are from poor background/average. So, they are involved not only in study but other...
works also. In addition to this distance, travel, load shading, environment, choices of references also make them study lower than private school.

14. Who are responsible for the low performance of Bengali medium (Govt.) school?

Table 4.34: Showing response of the students (EMS and BMS)

<table>
<thead>
<tr>
<th>Medium</th>
<th>No. of students</th>
<th>Syllabus (%)</th>
<th>Poor testing method (%)</th>
<th>Poor teaching qualities (%)</th>
<th>Family background (%)</th>
<th>Guidance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Medium School-1</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>English Medium School-2</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Bengali Medium School-1</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>40</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Bengali Medium School-2</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>60</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>150</td>
<td>100</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Based on the field survey by the Author in May 2009.

The above table shows the reason for low performance in Bengali medium Government schools which were based on the five factors (syllabus, poor teaching method, poor teaching qualities, family background and guidance) and the data is collected from the students of four schools which were from two English medium and two Bengali medium. Here from each school, the author collect the data on random sampling which comprises the ten percent samples. (Class-xi-5 and xii-5).
Out of the 10 informants for English medium school-1, one informant is of the opinion for poor syllabus, one for poor testing method, three for poor teaching qualities, four for family background and one for lack of proper guidance.

In second English medium school one informant replied for poor syllabus, one for poor testing method, two for poor teaching qualities, three for family background and three for the improper guidance.

Now, for Bengali medium school-1, one informant replied as for poor syllabus, two informants for poor testing method, six for poor teaching qualities, one for family background and one for improper guidance.

In second Bengali medium school, one informant said due to poor syllabus, one for poor testing method, six for poor teaching qualities, one for family background and finally one for poor and improper guidance.

Finally, from the above observation, it can be noticed that the first reason for low performance in Bengali medium school is that mostly depend on the poor teaching qualities. Secondly, on family background, thirdly is improper guidance, fourthly the poor testing method and lastly the poor syllabus.
4.5 Summary of Chapter Four:

Chapter four provides the investigation of the comparison between English cloze and Bengali cloze test in both the English medium and Bengali medium school. This chapter is divided into four sections: section-I provides the information about the comparison between English cloze tests in both English and Bengali medium school. Section-II discusses about the comparison between Bengali cloze tests in both English medium and Bengali medium school. Section-III discusses about the discussion, analysis and results about English cloze tests in both the mediums (English and Bengali) of school and about Bengali cloze tests in both the mediums (English and Bengali) of school. Section-III provides the information about the general communication with the informants in English medium and Bengali medium school.
Chapter-5

Summary & Conclusion
SUMMARY AND CONCLUSION

Every research has its upshot. Without comprehensive result, no research work can be regarded as success. In the present research work, through extensive survey and with the help of data and direct questionnaire to the students of the area concerned has conceived results. After going through a detailed research on the "Conversational Cloze Test" (CCT), it evaluates the different contours of a hypothesis and comes out with the solid findings and conclusions. In this backdrop, the present chapter is designed to frame the conclusion of our research work.

In this chapter, we aim at summarizing the discussions carried out in earlier chapters and drawn conclusions from the deliberations presented in the different sections on the thesis. The chapter spreads over two sections i.e. Section-A and Section-B. The first section comes up with a chapter wise summary of the research work, while the second section presents the conclusions drawn from the current study and end with some implications for further research.

Section-A:

In this section, we have made an effort to briefly present the summary of all the chapters.

In chapter-1, we have dealt with the introduction where we have discussed that the present research is an attempt to investigate the
Conversational Cloze Test (CCT). The present study also critically reviews the current language teaching methodologies used in the Bengali medium school. The chapter one is divided into 8 sections which are as follows:

In section-I, an attempt has been made to examine with the introduction of the topic and it also presented a detailed account of "Conversational cloze test". Actually, testing is concerned with the measurement of the learner’s performance in a language course at a given time.

Hence, the ‘testing and evaluation’ is an integral part of language teaching. The reason is that whatever the students is taught, he must be tested. In this regard, testing is a very important component in a language teaching program. Glyn Lewis (1974, p. 270) suggests that: “language testing, whether it is to assess individual group achievement, to evaluate the impact of instructional techniques, or to diagnose individual difficulties is a part of language pedagogy”. Now to achieve the expected result in any work, testing is necessary/compulsory. For example, in the end of any language teaching class, there are some sessionals given by the teacher for the purpose of testing and evaluation. That’s why, in teaching a language testing is very necessary.
Here language testing is the measurement of the result of teaching task. Testing involves tests those are used for predictions. Only through these tests, the level of proficiency of the students is evaluated. Testing also helps the teacher to know what the learner has learnt and thus, it helps him to teach effectively. Test and evaluation also help teachers obtain in preparing the teaching materials.

As a result, many linguists and educationalists expect tests to reflect the teaching process. Soles (1983, p. 168) state that: “specific aspects to be tested should be assessed as separate items, although ability in isolated areas does not indicate overall ability to handle the language”.

According to Rudman (1989), testing can help teachers to take decision about grouping of the students in the class. Here, the teacher can change the groups later after practicing more teaching and testing.

The effect of testing on teaching and learning is known as backwash and it can be harmful or beneficial. If a test is regarded as important and the stakes are high, then preparation for it can come to dominate all the teaching and learning activities and if the test content and testing technique is at variance with the object of the course, there is likely to be harmful backwash. Davies also in (1968) confines testing to the role of servant to the teaching. He said there is a relationship between teaching and testing and is surely that of partnership. Equally there may
be occasions when teaching is poor inappropriate, and when testing is able to exert beneficial influence.

In section-II, we have discussed the detailed discussions of the testing of various language skills (listening, speaking, reading and writing). The term “testing tools” refers to the tools used in testing and evaluation.

There are four major types of language learning skills i.e. listening, speaking, reading and writing. Sharma (2002) has defined listening and speaking are two most important tools of the language learning skills. To learn a language, one should mastery over these skills.

In section-III, we have made an effort to get some ideas regarding the achievement level of the student and for this, many scholars who have designed various testing tools and techniques for evaluating all the four language learning skills i.e. listening, speaking, reading and writing. This section begins with testing techniques of listening skills because it is the first skill to learn a language. Listening skill implies understanding and recognition of sounds and grammatical patterns of language. It is actually a preparation for speaking, because one who does not listen cannot understand the language and eventually cannot speak.

The new approach to second/foreign language learning program particularly highlights the importance of spoken language. Listening and
speaking are considered to be the primary skills whereas reading and writing are secondary skills. A child can’t speak a language until he properly listens that language. Thus, these two skills—listening and speaking, are considered significant for any language testing study. Mastery of listening skills means proficiency in four levels, namely, identification, discrimination, retention and comprehension. Here, when a language learner learns his/her mother tongue then native language automatically makes the necessary sound distinctions in his/her language.

The main purpose in administering the listening test is to test the learner's capacity in comprehending what is listened to. However, we have made an effort to discuss all the listening testing techniques in the level of recognition of sounds, discrimination of sounds, vocabulary, structure, comprehension etc.

In section-IV, we have presented the testing techniques of speaking skill which is the second skill for a language learner. Although speaking is one of the four major language skills, it is not easy like the other language skills used for testing purposes. It may be said that testing of speaking skill is the most difficult exercise. The difficulty in testing of speaking skill is due to the basic nature of spoken responses and the unreliability in the administration of tests and scoring.
Apart from this, the testing of speaking skill requires extra facilities like tape recorders etc. and it involves a lot of time for the examiners to assess the performance in speaking of each and every learner. So, in most cases, it is not possible to have a speaking test in the final examination, but in the viva-voce, it could be held.

Now, discussing about the testing technique of speaking skill, the situation in the Indian context do not permit to conduct frequently during the course of language training. However, the oral tests or the viva-voce are conducted twice or thrice in a year and the validity and reliability of such tests is highly doubtful as neither the test items are usually made as per the condition and principles of test making nor the scoring.

In section-V, we have studied the testing techniques of reading skill. The reading skill is unique in the sense that it involves the visual perception on the part of the learner. This particular skill plays a very important role particularly in the second or foreign language teaching. It is generally argued that speed in reading could be attained only when if a learner is fluent in speaking and finds it easy to listen and understand the target language. In the primary or the initial levels of language instruction after the script is introduced various varieties of reading tests, which were discussed in this section.
In section-6, we have presented the testing techniques of writing skill. As Lado, (1961, p. 248) suggests that "Writing a foreign language is the ability to use the language and its graphic representation productively in ordinary writing situations". It is one of the four productive skills that a learner is expected to achieve in order to ensure his communicative competence. Here, writing a language means the ability to use structure, lexical items, and their conventional representation in ordinary writing. The techniques which are useful for this particular skill are taken up here.

The first step for a second language learner in the case of mastering the writing skill is that he should be familiar with the graphemes of the target language. For the purpose of testing the learners' ability to form the written graphemes of the target language and their combination within the morpheme, word and other higher levels, it might be adequate to test the legibility aspect rather than the exact reproduction of a written stimulus. Such stimulus may be a word or a sentence or a small paragraph.

A second way of testing this ability of a language learner is to dictate words or phrases in the target language and ask the learner to write them down.

In section-7, we have dealt with the review of the literature for cloze test. There are several early claims made about cloze tests that have
been suggested by many author. In this section, an attempt has been made for discussing about these early claims made about cloze tests. We have seen that 1970s and 1980s were considered a promising format for language tests as well as for the cloze procedure and these early studies produced impressive validity, reliability and co-efficiency and in this regard, the case of cloze tests made them very appealing.

Here, in this section, we have discussed review of the literature for this study. In this section, we also have presented the importance and scope with the research problems for this study.

In section-8, we have dealt with the brief outline of chapter one.

In chapter-2, an attempt has been made to discuss the theoretical framework for this research which is further divided into 5 sections.

In section-1, we have dealt with the discussion of the theoretical concepts and notions related to cloze test, here we also discussed each and every part of the research topic i.e., what is Conversation, what is Cloze, what is Measure, what is Oral and finally what is meant by Ability. Further, we have studied the other terms related to language testing but only two were introduced with relationship between those are assessment and evaluation as defined by Arthur Hughes (2003, p. 5). Language testing and evaluation are the two types of opinions where both are used for knowing the knowledge in a language teaching course.
There are many terms related to language testing. In the book *Testing for Language Teachers (2\(^{nd}\) ed.)* on page-5, Hughes clearly discusses about assessment.

In section-2, we have presented the differences between tests and examination and types of tests including definitions with the views of some scholars. When we are trying to make a distinction between test and examination, we can say that test and examinations are the widely used tools of evaluation. Actually a test is the activity itself and the testing is a general term.

The test may be classified as formal and informal. Formal test include quiz contest whereas informal test include discussion in class room. These tests may be held at any time. The type of achievement test referred to above is certainly not clearly seen as examination.

Here the definition captures the essential components of the test. A test is first a method. Furthermore, Brown, H. Douglas (1987) pointed out about the purpose of the measuring of the test.

"A test measures a person’s ability or knowledge — that is, competence. A test samples performance but infers certain competence. A language test samples the language behavior and infers general ability in language. From the results of that test, the examiner infers a certain level of general reading ability". Finally, a test measures a given domain.
Other tests may have more specific criteria. A test of pronunciation might well be a test only of a particular phonemic minimal pairs in a language.

This section has also discussed the various qualities of designing a good test i.e., reliability, validity, discrimination and feasibility.

In section-3, we have made an effort to briefly present the characteristics of the tests i.e. proficiency, progress or achievement test, prognostic/aptitude test, placement test, diagnostic test, types of the tests and the status of test in India. It also discussed here the types of tests i.e., oral and written with their advantages and disadvantages.

In section-4, we have studied the full information of cloze test with their types that include the advantages and disadvantages of those particular types of test. And also provided relevant information about how often gaps should occur in the cloze test. This section also discussed the position of cloze test in India as well as the views of the scholars about cloze test.

In section-5, we have dealt with a brief outline of chapter two.

In chapter-3, we have dealt with the methodology and investigation to provide justification for the conversational cloze tests, which are further divided into 4 sections.

In section-1, an attempt has been made to provide a general description of the methodologies which were used for this research that
Chapter - 5

covers the background of the participants, methodology used for the selection of the informants, scoring procedure, test-designing process, recording/collecting of the sample tests, number of deletion process, data collection methods etc.

In section-2, we have discussed the study of the methodology used for English conversational cloze tests and its results. We have also presented the major findings of English conversational cloze tests in both mediums (English and Bengali) in all four schools.

The major findings of English cloze tests for this research are as follows:

1. **Domkal Model School (English medium and non-governmental):** After analyzing the data, the author observed that in English conversational cloze test, 90 percent students scored above 80 percent and only 10 percent students scored between 61 to 80 percent. In second test 70 percent students scored above 80 percent and only 30 percent students scored between 61 to 80 percent. In third test, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent. In fourth test, 100 percent students scored above 80 percent.

Besides the results shown, the students scored 90 percent for the first, 70 percent for the second, again 90 percent for the third and finally
100 percent for the fourth test the students scored above 80 percent. And for 61 to 80 percent the students scored 10 percent for the second cloze and finally 10 percent for the third cloze. In case of the first English medium school, after analyzing the data, it is observed that 87.50 percent students have scored above 80 percent, 10 percent students scored 61 to 80 percent and only 2.50 percent students scored between 41 to 60 percent.

2. Betai Senior Secondary High School (English medium and non-governmental):- After analyzing the data of second school, author observed that English conversational cloze test, 50 percent students scored above 80 percent and only 50 percent students scored between 61 to 80 percent, however in second cloze test, 60 percent students scored above 80 percent and only 40 percent students scored between 61 to 80 percent. In third test, 90 percent students scored above 80 percent and no one scored between 61 to 80 percent and only 10 percent scored between 41-60 percent. In fourth test, 80 percent students scored above 80 percent and 20 percent scored between 61-80 percent.

Besides the results shown, the students scored 50 percent for the first, 60 percent for the second, 90 percent for the third and finally 80 percent for the fourth test the students scored above 80 percent. And for
61 to 80 percent the students scored 50 percent for the first, 40 percent for second cloze and finally 20 percent for the fourth cloze.

In case of second English medium school, after analyzing the data it is observed that 70 percent students have scored above 80 percent, 27.5 percent students scored 61 to 80 percent and only 2.50 percent students scored between 41 to 60 percent.

3. **Domkal Bhabataran School (Bengali medium and governmental):** After analyzing the data, the author has observed that in the first English conversational cloze test, 60 percent students scored above 80 percent and 40 percent students scored between 61 to 80 percent. In the second test 50 percent students scored above 80 percent and 40 percent students scored between 61 to 80 percent and 10 percent students scored between 41-60 percent. In third test, 70 percent students scored above 80 percent, 20 percent students scored between 61 to 80 percent and only 10 percent students scored between 41 to 60 percent. In fourth test, 70 percent students scored above 80 percent and 30 percent scored between 61 to 8 percent.

Besides the results shown, the students scored 60 percent for the first, 50 percent for the second, 70 percent for the third and finally again 70 percent for the fourth test the students scored above 80 percent. And
for 61 to 80 percent the students scored 40 percent for the first, 40 percent for second cloze, 20 percent for the third cloze and finally 30 percent for the fourth cloze test.

In case of the first Bengali medium school, after analyzing the data, it is observed that 62.50 percent students have scored above 80 percent, 32.50 percent students scored 61 to 80 percent and only 5 percent students scored between 41 to 60 percent.

4. **Modhurkul High School (Bengali medium and governmental):**

After analyzing the data, the author find out that the results of **English conversational cloze test** in this school show that 30 percent students scored above 80 percent and 60 percent students scored between 61 to 80 percent and 10 percent students scored 41 to 60 percent. In the second cloze test, 40 percent students scored above 80 percent and only 50 percent students scored between 61 to 80 percent while only 10 percent students scored below 40 percent. In the third cloze test, 60 percent students scored above 80 percent, 30 percent students scored between 61 to 80 percent and only 10 percent scored between 41 to 60 percent. In fourth cloze test, 50 percent students scored above 80 percent and 50 percent scored between 61 to 80 percent.
Besides the results shown, the students scored 30 percent for the first, 40 percent for the second, 60 percent for the third and finally 50 percent for the fourth test the students scored above 80 percent. And for 61 to 80 percent the students scored 60 percent for the first, 50 percent for second cloze, 30 percent for the third cloze and finally 50 percent for the fourth cloze test. In between 41 to 60 percent the students scored 10 percent for the first cloze and again 10 percent for the third cloze. And only 10 percent for the second cloze test the students scored below 40 percent.

In case of the second Bengali medium school, after analyzing the data it is observed that 45 percent students have scored above 80 percent, 47.50 percent students scored 61 to 80 percent and only 5 percent students scored between 41 to 60 percent. And only 2.50 percent students scored below 40 percent.

In section-3, we have dealt with discussion on Bengali conversational cloze tests in both medium (English and Bengali) in all four schools. The major findings of Bengali conversational cloze tests were also briefly presented in this section.

1. **Domkal Model School (English medium and non-governmental)**:-After analyzing the data, the author observed that in **Bengali conversational cloze test**, 70 percent students scored
above 80 percent and 20 percent students’ scored between 61 to 80 percent and only 10 percent students scored below 40 percent. In second cloze test, 80 percent students scored above 80 percent and only 20 percent students scored between 61 to 80 percent in third test, 100 percent students scored above 80 percent. In fourth test, 70 percent students scored above 80 percent and 30 percent students scored 61 to 80 percent.

Besides the results shown, the students scored 70 percent for the first, 80 percent for the second, 100 percent for the third and finally 70 percent for the fourth test, the students scored above 80 percent. And for 61 to 80 percent the students scored 20 percent for the first, again 20 percent for second cloze and finally 30 percent for the fourth cloze test. And only 10 percent for the first cloze test, the students scored below 40 percent.

In case of the first English medium school, after analyzing the data, it is observed that 80 percent students have scored above 80 percent, 17.50 percent students scored 61 to 80 percent and only 2.50 percent students scored below 40 percent.

2. Betai Senior Secondary High School (English medium and non-governmental):- After analyzing the data, the author observed that in Bengali conversational cloze test, 70 percent students scored...
above 80 percent and 30 percent students scored between 61 to 80 percent. In the second cloze test, 100 percent students scored above 80 percent. In the third test, 100 percent students scored above 80 percent. In the fourth test, 70 percent students scored above 80 percent and 30 percent students scored 61 to 80 percent.

Besides the results shown, the students scored 70 percent for the first, 100 percent for the second, again 100 percent for the third and finally 70 percent for the fourth test the students scored above 80 percent. And for 61 to 80 percent the students scored 30 percent for the first, again 30 percent for fourth cloze test.

In case of second English medium school, after analyzing the data, it is observed that 85 percent students have scored above 80 percent, 15 percent students scored 61 to 80 percent.

3. Domkal Bhabataran School (Bengali medium and governmental):- After analyzing data, the author observed that in Bengali conversational cloze test, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent. In second cloze test, 90 percent students scored above 80 percent and 10 percent students scored between 61 to 80 percent. In the third test, 70 percent students scored above 80 percent and 30 percent scored between 61 to 80 percent. In the fourth test, 90
percent students scored above 80 percent and 10 percent students scored 61 to 80 percent.

Besides the results shown, the students scored 90 percent for the first, 90 percent for the second, 70 percent for the third and finally 90 percent for the fourth test the students scored above 80 percent. And for 61 to 80 percent the students scored 10 percent for the first, again 10 percent for fourth, 30 percent for the third and finally 10 percent for the fourth cloze test.

In case of first Bengali medium school, after analyzing the data, it is observed that 85 percent students have scored above 80 percent, 15 percent students scored 61 to 80 percent.

4. **Modhurkul High School (Bengali medium and governmental):**

   After analyzing data, the author observed that in Bengali conversational cloze test, 100 percent students scored above 80 percent. In the second cloze test, 100 percent students scored above 80 percent. In the third test, 80 percent students scored above 80 percent and 20 percent scored between 61 to 80 percent. In the fourth test, 80 percent students scored above 80 percent and 20 percent students scored 61 to 80 percent.

Besides the results shown, the students scored 100 percent for the first, 100 percent for the second, 80 percent for the third and finally 80 percent.
percent for the fourth test the students scored above 80 percent. And for 61 to 80 percent the students scored 20 percent for the third, again 20 percent for fourth cloze test.

In case of second Bengali medium school, after analyzing the data, it is observed that 90 percent students have scored above 80 percent, 10 percent students scored 61 to 80 percent.

In chapter-4, we have compared the results with an investigation of the comparison between English conversational cloze and Bengali conversational cloze tests in both mediums of schools. However, these analyses were conducted by manual work whereas all the other statistical analyses were performed by computer using SPSS 12.0 version to answer the research questions posed in this study. In this study, the various tables are presented showing the mean, standard deviation and t-value of the result between English cloze and the Bengali cloze test for the both mediums of school (English and Bengali). This chapter also consists of four sections.

In section-1, we have compared the results between English cloze tests in both the English and Bengali medium school. The detailed comparison of the result has been presented in this section.
In section-2, we have compared the results between Bengali cloze tests in both English and Bengali Medium School. The detailed comparison of the result has been presented in this section.

In section-3, we have dealt with the mean comparison of four English cloze tests and Bengali cloze tests in both mediums (English and Bengali) of schools. The detailed discussion, analysis and results are also discussed. In case of the mean comparison of four English cloze tests in both mediums (English and Bengali) of schools and the result shows that English conversational cloze test (2\textsuperscript{nd} L) had high and positive attitude towards the English medium school as compared to Bengali medium school, thus, the above findings suggest that on the whole English conversational cloze test the students who are studying in English medium have higher command over English Language as compared to the students studying in Bengali medium school.

The students studying in Bengali medium school are studying English only one paper in their syllabus so; they have lower command over their second language (English) where as in English medium school the students are studying every paper in English which definitely proved that they have higher command over their second language (English).

However, in case of mean comparison of Bengali cloze tests in both mediums (English and Bengali) of schools, the result shows that
Bengali conversational cloze test (1st L) has low and negative attitude towards English medium school as compared to Bengali medium school, thus the above findings suggests that on the whole Bengali conversational cloze test, the students who are studying in Bengali medium have higher command over Bengali Language as compared to the students studying in English medium school.

The students studying in Bengali medium school are studying Bengali every paper except one in their syllabus so they have higher command over their mother tongue (Bengali) where as in English medium school, the students are studying every paper in English which definitely proved that they have lower command over their first language (Bengali).

In section-4, we have provided a general communication with the students in English medium school (EMS) and Bengali medium school (BMS) which covers the total 14 relevant questions with regard to their opinion about teaching, testing and studying methodology.
Section B: Conclusions

The research may be concluded with the following observations.

Primary Level:

After measuring the comprehension level of the students and the result of conversational cloze test in both mediums of school (Bengali and English) in West Bengal, we can say that the first reason for low performance in Bengali medium schools, mostly depend upon the poor teaching qualities, and on family background, thirdly is improper guidance, fourthly the poor testing method and lastly the poor syllabus. Where as, in English medium schools, the students are getting proper guidance not only from their parents but also from their teachers. They use more developed syllabus with good teaching quality as well as they follow good testing method.

It is also found out that they give much time on their study because they are staying in hostel and there is no scope of doing any other work without study. So, the reasons are simple why in present days the parents are more interested in private schools.

We earnestly hope that the findings of the present study will help in redesigning the curriculum of English language teaching, and mother tongue teaching in the schools of West Bengal.
Secondary Level:

At the secondary level, when our focus is on the reliability or validity of conversational cloze tests that what it is and how it works, and what makes them different from other tests, we may say that:

On the one hand, oral conversational cloze tests are marvelously adaptive.

1. Traditional cloze test is still based on the paper and pencil. But to know about the comprehension level of the learners, oral conversational cloze test is a very new method instead of traditional test.

2. In oral conversational cloze test, hints are available because the texts are from general talk which they share in their life so that it could be beneficial for the students to guess the missing items.

3. Oral conversational cloze involves systematic and purposeful omission of the words within a text selected for developing and evaluating comprehension of the students by simply filling the gaps.

4. It also enables to appreciate the value of alternative opinions and engage in discussions.

5. Oral conversational cloze test also encourages students to pay attention on meaning in the course of listening.
6. By oral conversational cloze test, one can develop their fluency and also can check their growth of knowledge with fluency even outside the class also.

7. This kind of test can take place any where and any time with a large amount of student in a same time.

8. As the texts are from general talk, the students feel no hesitation and after answering few, they get their confidence.

9. By oral conversational cloze test, we can judge the overall ability like intonation, stress, pronunciation, sentence structure and also grammar and vocabulary.

10. Finally, there is no scope of cheating also t proved that oral cloze is valid and reliable.

However, on the other hand, cloze tests do not appear to work well at every case because at the time of data collection, there was lot of problems which arose for these particular oral conversational cloze tests.

1. It is the problem that whether the exact responses are accepted as corrects or near enough good enough.

2. It is the problem that that which words should be deleted from each sentence as suitable for the students at a particular level.

3. In oral conversational cloze tests, the students are asked to listen the passage. So, the problem is when listening under conditions of
noise, either code (interruptions, false starts, repetitions, hesitations, etc.) or channel noise (background noise, other voices etc).

4. It is a great problem that the choices of cloze procedures for the students at a particular level that which type of cloze is suitable.

5. In conversational cloze test the selected passage should be well known for the students. Otherwise, it is very difficult to fill in the gap by just listening that passage and even for the native speaker of that language.

6. Unless a passage of the correct level of difficulty is found, the test will be made up largely of items that are switched off.

7. Because many items are likely to be switched off or poor discriminators, we should begin the construction of a cloze test with a very large number of items.

Implication for further research and development:

So, should we continue using oral conversational cloze tests? In this regard, James Dean Brown says “it is not yet necessary to throw the baby out with the bath water”. There is much that is good about oral conversational cloze tests and much that we can still learn from using them. As this study was limited in nature, many possibilities are open for further research. There is need for further studies with different age
groups, and with a larger population. Although the present study is an attempt to investigate whether the conversational cloze test can measure the oral ability of the learners or not, the result must not be over generalized. The study should be replicated and the result should be confirmed by other studies with different texts and learners.
Bibliography
BIBLIOGRAPHY


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Bibliography


Bibliography


Appendices
Appendix-1:

International Phonetic Alphabet Chart for the Native Speaker of a Bengali Language

Consonantal Symbols:

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Dental</th>
<th>Retroflex</th>
<th>Alveolar</th>
<th>Alveo-palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unaspirated</td>
<td>Aspirated</td>
<td>Unaspirated</td>
<td>Aspirated</td>
<td>Unaspirated</td>
<td>Aspirated</td>
<td>Unaspirated</td>
</tr>
<tr>
<td>Stops</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Voice</td>
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<td>ph</td>
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<td>th</td>
<td>T</td>
<td>Th</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
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<td>d</td>
<td>dh</td>
<td>D</td>
<td>Db</td>
<td>g</td>
</tr>
<tr>
<td>Fricatives</td>
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<td>£</td>
<td>h</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Affricates</td>
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<td></td>
<td></td>
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<tr>
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<td>jh</td>
<td></td>
<td></td>
<td></td>
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<td>n</td>
<td>r</td>
<td>η</td>
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<tr>
<td>Flap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lateral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this chart, the symbol appears in pairs, below parts are representing as voiced sound and the next portion of the Pairs is selected as aspirated.

Vowel symbols:

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>High-mid</td>
<td>e</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Low-mid</td>
<td>æ</td>
<td></td>
<td>ɔ</td>
</tr>
<tr>
<td>Low</td>
<td>a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this chart the back vowels u, o, ɔ, are rounded and i, e, æ, a are un-rounded vowels.

Here,

<table>
<thead>
<tr>
<th>Short vowel</th>
<th>Long vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>u:</td>
</tr>
<tr>
<td>i</td>
<td>i:</td>
</tr>
<tr>
<td>æ</td>
<td>æ:</td>
</tr>
<tr>
<td>a</td>
<td>a:</td>
</tr>
<tr>
<td>ɔ</td>
<td>ɔ:</td>
</tr>
</tbody>
</table>
Appendix -2:

**Conversation between Two friends about their Aims in Life**

Fill in the Blanks by suitable words from the above passage:

**Suman** : What ...1.... you doing now? Are you appearing ....2.....the Joint Entrance Exam?

**Rahul** : No, I've decided ...3.... pursue higher studies...4....English. I would like to ...5....a teacher in future. And ...6....about you?

**Suman** : From my ...7....boyhood, I cherished a dream of ...8.....a doctor. So I will sit...9.... the Joint Entrance Exam.

**Rahul** : Very good. One should ...10....a definite ambition like you...11....life.

**Suman** : But, why ...12.... you choosing teaching profession?

**Rahul** : This profession ...13....enable me to serve the cause of education ...14.... India. I think, this is...15.... quite respectable profession.

**Suman** : Of course. Teachers are ...16....respected in our society.

**Rahul** : Your dream of becoming a doctor is also...17....noble one. Hope, this dream ...18.... come true.

**Suman** : Thank you, Rahul. My best wishes are always...19....you for your bright future.

**Rahul** : Thank ...20....

**Answers:**

Appendices

Appendix -3:

Conversation between two friends met by chance while both were going to
Kolkata by train.

Fill in the Blanks with suitable Words from the above Passage:

Ram : Hi Rana.
Rana : Sorry, I ...1... remember you.
Ram : Try to remember, we...2.... last year before interview in Park Hotel.
Rana : Oh!! Sorry, Ram, how ...3.... you?
Ram : Me fine and what ...4..... you?
Rana : I am O.K. Any ...5...... where are you ...6... now?
Ram : Kolkata, Park Circus ...7....meet my brother.
Rana : Something special?
Ram : Not so special, my brother ...8.....leave Kolkata tomorrow
...9....U.S.A., that's why.
Rana : Is...10.... any job purpose?
Ram : Yes, he is selected as...11.... Engineer in Washington
Rana : But ...12.... about you?
Ram : I am not interested...13.... foreign job. Presently I ...14... teaching
...15.... a college. And you?
Rana : I am working ...16.... a Police Inspector.
Ram : That's great.
Rana : Can I ...17....your contact number?
Ram : Yes, of course. Note down..
Rana : And your--
Ram : Here it is--
Rana : Our destination is coming ...18..., we ...19.... to depart soon.
Ram : It is really nice to meet you.
Rana : Thank you.
Ram : Same ...20... you.

Answer-4:

Appendix -4:

Conversation Passage between a Book Seller and a Customer who has Come to a Shop for a Dictionary.

Book Seller : May I...1.... you, sir ?
Customer : Yes, Please. I want a ...2.... good dictionary.
Book Seller : Is it ...3.... English...4.... English one, Sir?
Customer : Yes it is. And I want the ...5.... edition.
Book Seller : Here ...6.... two from two ...7..... foreign publishers, Sir. Please see what suits your 8........
Customer : Don't you ...9.... any pictorial one?
Book Seller : Yes, sir. But those ...10.... mainly for the... 11...... And they do not cover a wide range ...12.... vocabulary.
Customer : Still please let ...14.... look at one.
Book Seller : Yes, sir, here it is. You ...15.... also have Paper-back editions ...16..... it.
Customer : (After turning over its pages) yes, please give it to me. ...17.... much is it?
Book Seller : Rupees 120/- ...18.....
Customer : Here is... 19.... money.
Book Seller : And here ...20.... your book, sir. Thank you.
Customer : Same to you.

Answers:
Appendix -5:

This conversational passage from a crowded Sazii (vegetable) market between Sohel and the Sabii seller.

Sohel : What's the price of these Ipotatoes?
Seller : How ...1....you want?
Sohel : How much...2.... 1 kg?
Seller : 10 rupees per k.g.
Sohel : Oh no.. It's ...3.... much
Seller : Sir, it's a good6 quality, you can't get it ...4... any where at this price.
Sohel : No, I ...5.... it at 8 rupees near your shop.
Seller : This is at 8 rupees....quality ...6..... same?
Sohel : No. I wish only good quality...7.... 8 rupees?
Seller : Do you want anything ...8...tomato, carrot....?
Sohel : Yes. But your price is very high.
Seller : If you don't believe me, you ...9... try in other shop
Sohel : O.K. If I purchase tomato, carrot then... any discount?
Seller : Of course,.3kg..4 kg...10....much?
Sohel : How much for 1 kg tomato...11.... carrot?
Seller : Tomato-6 rupees and carrot 10 ...12..... But for 2kg tomato only10 rupees and for carrot 9 rupees. How much you want?
Sohel : 2kg potato,1 kg tomatoes, ½ kg carrot. Still no discount....13.... potato?
Seller : Definitely, you are my ...14..... and we need your pleasant attitude. Give only 18 rupees for 2 kg potato.
Sohel : Oh...please, give me it for 16 rupees...on the next week I ...15.... also come.
Seller : O.K. Give 17 rupees.
Sohel : O.K. bhai..please give me large ...16.... potato and also please....some green chilly.
Seller : ...17.... you happy now? Where are you from?
Sohel : Ha..ha..ha. from Aligarh.
Seller : I have never seen you ...18..... Are you here for the first time?,
Sohel : Yes, I was in Delhi. Now I have ...19..... appointed as an engineer at Telephone Exchange here.
Seller : Please .....20...again, sir.
Sohel : Of course.

Answers:

Appendices

Appendix - 6:

উপরের প্যাসেজ থেকে উপজুড় শব্দ রেখে নিয়ে অন্যান্য পুরোন করো

পুনস্কারিত্ব : সার, আপনি ... ১... কিছু চান?
গ্রাহক : হ্যাঁ, আমি একটা খুব ... ২... তিন্নারি চাই।
পুনস্কারিত্ব : ....... ৩... , সেটা কি ইংলিশ ....... ৪... ইংলিশ কি?
গ্রাহক : হ্যাঁ, কিছু আমি নেটওয়েট ...... ৫... টা চাই।
পুনস্কারিত্ব : এই নিন, এই দুটা ... ৬... বিদেশি প্রকাশকের ছাপানো , .... ৭... কোনটা
আপনার .... ৮...।
গ্রাহক : ....... ৯... কাছে কি কেন ....... ১০... তিন্নারি আছে?
পুনস্কারিত্ব : হ্যাঁ, আছে। .... ১১... এসব বাঙালির জন্য ....... ১২... সে গুলি কে
বেশি শব্দ পাবেন .... ১৩...।
গ্রাহক : ( ...... ১৪... উত্তরানোর পর) হ্যা, এটিই নিন।দাম ....... ১৫...?
পুনস্কারিত্ব : ২০ টাকা ....... ১৬...।
গ্রাহক : এই .... ১৭... টাকা।
পুনস্কারিত্ব : .... ১৮...নিন আপনার .... ১৯...। ধন্যবাদ।
গ্রাহক : আপনাকেও .... ২০...।

উত্তর:

১. কি ২. অলাভ ৩. সার ৪. বুট ৫. সংস্করণ ৬. কবিতা ৭. দেশুক ৮. প্রয়াণ ৯. আপনার
১০. চিঠিপত্র ১১. কিছু ১২. এবং ১৩. না ১৪ পাতা ১৫ কত ১৬. মাত্র ১৭. নিন ১৮. এই ১৯. বই ২০. ধন্যবাদ

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Appendices

Appendix -7:

উপরের প্যাসেজ থেকে উল্লম্ব শব্দ রেখে নিয়ে অনুসন্ধান পূরন করুন।

রাহুল: আলু ১ টাকা দিলেন?
বিকেতা: আপনার কতে ফিলা ২?
রাহুল: কত টাকা ৩?
বিকেতা: ১০ টাকা।
রাহুল: আর এটাতে খুব বেশি করছেন।
বিকেতা: আসলে এটা খুব ৪ আলু। এই দামে কেবল পাওন না।
রাহুল: না, আমি পাদের দোকানে ৮ টাকা করে ৫ দেখলাম।
বিকেতা: ৮ টাকই! কোরালিটি এটার ৬?
রাহুল: না, আমার ৭ ভাল আলুই চাই।
বিকেতা: আর কিছু নেবেন টমাটা ৮?
রাহুল: হী এটা আপনি দাম খুব বেশি করছেন।
বিকেতা: আমাকে বিশ্বাস না হয়, অন্য ১০ দোকানে দেখে পাওন।
রাহুল: থিক আছে, কিছু টমাটা গাজর নিলে ১১ কেনা ছাড় আছে?
বিকেতা: টমাটা ৬ টাকা আর গাজর ১০ টাকা কেজি। কিছু ২ কেজি টমাটা নিলে ১০ টাকা এবং ২ কেজি গাজর নিলে ৯ টাকা ১২ পাওন। বন্ধুঁ কেজি দাঁড় চাই?
রাহুল: ২ কেজি আলু ১ কেজি টমাটা, ১/২ কেজি গাজর ১৩ আলুতে কেনা কর দেই?
বিকেতা: একসম আপনি আমার ঘরিদার, আমি চাই আপনাকে ১৪ রাতে, দিন ১৮টাকা ২ কেজি আলুতে।
রাহুল: থিক আছে ১৬ টাকাই দিন ১৫ সপ্তাহে আবার আসবে।
বিকেতা: থিক আছে যান, ১৭ টাকা দিন।
রাহুল: থিক আছে ভাই, বড় ১৬ এর আলুটা নেবেন আর সামনা লন্ধ।
বিকেতা: কি খুশি তো? আপনার বাড়ি ১৭?
রাহুল: হা হা বহরমপুর।
বিকেতা: আপনাকে তো এর ১৮ কথনে দেবিনি। এখানে কি প্রথম বাণ দেওনে?
রাহুল: হা আসলে আমি কলকাতাতে থাকতাম। এখন টেলিফোন ১৯ ইন্ডিনিয়র হিসেবে আজি—
বিকেতা: আবার আসবেন ২০।
রাহুল: অবশ্যই।

উদ্ধর্ণ:
১. কেটা ২. দরকার ৩. কেজি ৪. ভাল ৫. দিছে ৬. মজা ৭. টাকাতেই ৮. গাজর ৯. কিছু ১০. কেনা ১১. কি ১২. হিসাবে ১৩. তবে ১৪. খুশি ১৫. পাওর ১৬. সাইজ ১৭. সাইজ ১৮. কেনার ১৯. আলে ২০. এসচেস্তে।
Appendix - 8:

উল্লেখ্য প্যাসেজ থেকে উল্লুক শব্দ বেছে নিয়ে অন্য বিষয়ে পুরোনো করুন।

রাম : এই রানা।
রানা : দুর্বিষ ১ম চিনতে পারলাম না।
রাম : টেস্ট করবো। মনে ২ম না। গতবছর তাঁ হোটেলে আমাদের দেখা হয়ে ৩ম।
রানা : আর দুর্বিষ রাম ৪ম আছে?
রাম : ভালেই আছি, ৫ম কোথায় যাচ্ছে এখানে?
রানা : কেলকাতা (পাক সাকস) দাদার সঙ্গে ৬ম করবে।
রাম : মিশেন কোনো ৭ম কি?
রানা : না, তেমন ৮ম দাদা আসলে কাল আমেরিকা যাচ্ছে ৯ম।
রাম : কেন ১০ম কাজাকে?
রানা : হাঁ, দাদা ১১ম ইন্জিনিয়ারিংয়ের চাকরি পেয়েছেন। ১২ম
তোমার খবর কি?
রাম : আমি একজন ১৩ম ইন্সপেক্টর হিসেবে চাকরি করছি।
রানা : এটাতো খুব ১৪ম কথা।
রাম : তোমার কন্টাক্ট নামার্টা ১৫ম পেতে পারি?
রানা : হাঁ, ১৬ম লেখো।
রাম : এই নাৰো।
রানা : আমরা কিছু গত্বাইহে চলে ১৭ম। একুশ বিদায় নিতে ১৮ম।
রাম : তোমার সঙ্গে ১৯ম হয় খুব ভালো লাগলো।
রানা : ধন্যবাদ।
রাম : ২০ম।

উদ্দেশ্য:

১. ঠিক ২ থেকে ৩ হচ্ছে ৪ কেমন ৫ যাইহেক ৬ দেখা ৭ করান ৮ অতে ৯ নই ১০
চাকরির ১১ ওয়ানিন্টিনে ১২ কিছু ১৩ ১৪ ভালো ১৫ কি ১৬ অবশিষ্ট ১৭ একো ১৮
হয় ১৯ দেখা ২০ তেমাকেও ।

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Appendix - 9:

উপারের গ্যাসেজ থেকে উপযোগী শব্দ বেছে নিয়ে অনুষ্ঠান পুনর্ন করো

সুমন : তুমি এখন ...১... করছো ? জরীতে এপ্রাঙ্গ ...২...দুই ?
রাহুল : না, আমি এখন ইংরেজিতে ...৩... নেওয়ার শিক্ষা নিয়েছি ...৪...ভবিষ্যতে
 একপক্ষে শিক্ষা হতে চাই। আর তোমার ...৫...কি ?
সুমন : জেটবেলা থেকেই আমার ...৬... আছে ডাক্তার হওয়ার তাই জরীতে এপ্রাঙ্গ
 প্ররাম্ভ ...৭...চাই।
রাহুল : খুব ...৮...কথা। প্রত্যেকের জীবনে তোমার মত একটা নিদর্শন ...৯... থাকা
 উচিত।
সুমন : কিন্তু তুমি কেনে ...১০...হতে চাও।
রাহুল : শিক্ষকর মধ্যনিম ...১১... শিক্ষা ব্যবস্থা সার্বজনীন করা ...১২...। আমার মতে
 শিক্ষকতা ...১৩... কাজ।
সুমন : জেটিউম ...১৪...।
রাহুল : ...১৫... ডাক্তার হওয়ার অন্যটাও একটা ...১৬...উদ্দেশ্য। আশাকরি তোমার
 ব্যর ...১৭...হবে।
সুমন : ধন্যবাদ, ...১৮...। তোমার উচ্চ ভবিষ্যতের জন্য আমার ...১৯... রইলো।
রাহুল : তোমাকেও ...২০...। আমার মতে শিক্ষকতা ...২১... কাজ।
সুমন : জেটিউম ...২২...।
রাহুল : ...২৩... ডাক্তার হওয়ার অন্যটাও একটা ...২৪...উদ্দেশ্য। আশাকরি তোমার ব্যর
 হবে।
সুমন : ধন্যবাদ, ...২৫...। তোমার উচ্চ ভবিষ্যতের জন্য আমার ...২৬... রইলো।
রাহুল : তোমাকেও ...২৭...।

উত্তরঃ

১. কি ২. প্ররাম্ভ ৩. উচ্চশিক্ষা ৪. এবং ৫. ধরন ৬. ব্যর ৭. ব্যর ৮. ডাক্তার ৯. উচ্চশিক্ষা
 ১০. শিক্ষক ১১. ভারতীয় ১২. সর্ব ১৩. সম্মাননা ১৪. অবশিষ্ট ১৫. তোমার ১৬.
 মহত ১৭. সার্বজনীন ১৮. রাহুল ১৯. আশাকরি ২০. ধন্যবাদ