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The Use of Cloze Procedure for Measuring Correlation between First and Second Language Proficiency

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I. Introduction

It is undeniable that without any form of supportable evidence or proof the assumption of very close relationship between first language proficiency and second language proficiency may have been held widely in the profession of teaching English as a foreign language in Korea. Those who are involved in the profession appear to have believed that the one who reads and writes comparatively well in his first language situation is also likely to read and write comparatively well in his second language situation. There seem to be some who feel that prior to acquiring the foreign language skills in the second language, it is necessary to acquire them in the first language; those skills being, how to read for comprehension and how to write to convey messages and self-expressions in contrast to merely reading words or copying the written symbols. Hereupon my study in this paper was undertaken to explore some true or false value of the assumption.

The primary concern in my study is to determine some of the relationship between two overall language proficiencies respectively in Korean as the first language and in English as the second language.

In making of this inquiry, the top priority is given to the problem of the selection of a valid and reliable tool for measurement of language proficiency of the learners of English in the two independently given language situations.

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However, my study embarks upon the task with a few points of departure in relation to the top priority. The hypothetical points are as follows.

- 1) The cloze testing procedure serves as a good tool for measurement of reading comprehension in the English language situation either as a native or as a second or foreign language.
- 2) Reading comprehension ability in a specific language equals overall language proficiency in the same language.
- 3) At the same time in another language situation of Korean as a native language the cloze procedure serves as a valid, reliable and practical device for measurement of overall language proficiency.
- 4) Statistics based upon testing results will turn out to be positively high correlations of overall English language proficiency with overall Korean language proficiency of advanced English learners.

Those four points listed above are to be more elaborated with reference to outside sources under independent headings later in this paper. The points of 1) & 2) are covered in discussion of the logical basis of validity for the cloze procedure in relation to its use for this experimental study, and the items 3) & 4) are taken care of in other discussions of significance in the testing results expressed in statistical values.

However, the primary attempts in this experiment are being made in the following ways.

- 1) To detect correlation coefficients of overall language proficiency of advanced learners of English independently in first and second language situations by testing them with two cloze proficiency tests and by computing the test results.
- 2) To examine further applicability of the cloze test as a good test for measurement of reading comprehension and thus overall language proficiency in another language situation such as Korean either as a native or a foreign language.
- 3) To provide some supportable evidence in statistical values approving or disapproving the previously assumed close correlation between English and Korean language proficiency.

First of all, elaborations on hypothetical settings for this experiment follow immediately in this paper. Secondly, the procedure or method of the experiment is explained. Thirdly, interpretations and significances based upon the results of the experiment are covered, and finally concluding remarks are presented.

II. Preliminary Sketch

The cloze procedure was first developed by Wilson Taylor in 1953 as a measure of readability of prose. Taylor derived the term, cloze, from the Gestalt concept of closure which refers to a natural and mental tendency to fill or cloze the missing part in a thought structure, such as in perceiving a not-quite-complete circle as a whole circle.

Even further back in 1908 the importance of context clues in perceiving has been emphasized by Huey(1908) as in "...context clues are forward push characterized by feelings of expectance, curiosity and strain when a person was shown a word in context rather than singly."(Huey, 1908 p. 135)¹⁾ As being rooted on such a conceptual background, so the cloze procedure first emerged among reading teachers in the earlier years in 50s as a measuring and/or instructional device for reading comprehension and skill in the first language situation of English.

In some later years from 1957 to 1959 when the cloze procedure was first employed in a foreign or second language situation as a proficiency measure, Carroll, Carton and Wilds²⁾ rejected the capability of the cloze procedure for a few extraneous factors. The factors fall upon differences in the examinee's prior knowledge of the world, general reasoning ability, and familiarity with the content of a passage of a cloze test.

Nevertheless, after a long break of 10 years, Darnell(68) conducted a

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1. Charles Stansfield, Oct 21 77, The Cloze Procedures as a progress test Paper presntnted at the annual Rocky Mt Modern Language Association Meeting. ERIC Microfiche FL 009003 available at KEDI, Seoul
 2. John Carroll, A.S. Carton & Claudia Wilds An Investigation of Cloze items in the Measurement of Achievement in Foreign Language ERIC ED 021513, p. 116.

comparison study of cloze test with the Test of English as a Foreign Language (TOEFL), and proved in his study the cloze procedure to be a valid, reliable testing tool for assessing language proficiency even in a foreign language situations. In their studies, Oller(72), Stubbs and Tucker(74) all reported a high correlation between a cloze test and other kinds of English test, attesting validity and reliability of the cloze procedure in its use as an overall language proficiency test as well as a reading comprehension measure. Especially Anderson's(71) research made a turning point in the history of the cloze procedure to be a good testing device to measure language proficiency in foreign language situations. In his Ph. D dissertation³⁾ he advocates the use of the cloze procedure, claiming it is a more sensitive measuring instrument than the judgements of reading experts.

Ever since Taylor's development of the cloze procedure in 1953, owing to its extensive applicability as a good tool for teaching and/or testing language proficiency in first and/or second language situations, discussions on it have been in full swing in forms of books, articles, papers and so forth. It seems to be certain that the cloze procedure has been of worthy drawing the attentions of concerned scholars for thirty years or so.

My comprehensive review of the cloze literature at last encouraged me to extend its use as a tool for discerning the relationship of English proficiency with Korean language proficiency.

1. Mechanism

Construction of a cloze test is a very simple and rather enjoyable task of deleting the decided n^{th} number of words on a mechanical basis, replacing it with a blank of standardized length. As pointed by MacGinitie (61), the n^{th} number word usually ranges from no-less-than every fourth to no-more-than 10th number.

Scoring problem is achieved either by a narrow scoring method in which only the exact word deleted is the only correct answer or by a broad scoring method in which any word contextually acceptable is counted as correct answer. In terms of superiority the two scoring methods have been compared,

3. J. Anderson, Application of cloze procedure to English learned as a foreign language, Doctoral dissertation, U of New England, Australia, 1969.

but the superiority seems to vary according to the language situations either a native or a second, and the examinees, either natives or non-natives.

The only uneasy problem remains with selection of an appropriate passage as a cloze test material, for cloze scores are, as concluded by Taylor in his study, influenced by pertinent specific knowledge and overall language facility. If the selection has not been done appropriately, the test score is unlikely to offer a proficiency measure of the examinee.

2. Validity on a logical basis

Halle and Stevens (62) suggest that a listener recognizes what he hears by comparing it with some internal representation which is generated as required by following the same generative rules that normally are used in speaking. In terms of Kenneth S. Goodman(71) receptive language processes are cycles of sampling, predicting, testing and confirming. Oller(73) has noted that the former process is the mirror image of what takes place in productive use of speaking and writing. According to Lado's thought view of language use, the difference between receptive use and productive use appears to lie in different directionality from language to meaning, i.e. the process of decoding, or from meaning to language, i.e. the process of encoding.

Even though they use different words describing the process of language use, Halle, Goodman, Oller, and so forth claim on a logical basis the same principle that reading ability is a representation of overall language proficiency. Thus measurement of reading comprehension is another measurement of overall language proficiency.

Meanwhile, the cloze test is psychologically engineered to require the examinee to go through the same cycles, as in Goodman's sense of the cycles of language use, to fill in the blanks, using semantic and syntactic clues provided by the preceding part of the passage. The cloze procedure as a measure of proficiency has content validity on such a logical basis as just explained. Accordingly my use of cloze procedure both in first language of Korean and in second language of English situations is reasonable enough to disclose some relationship of second language proficiency with first language proficiency.

III. PROCEDURE

1. Subject

The subject group in this experimental study was made up with 77 freshmen with majors either in English or Korean at King Sejong University. It can hardly be a representative group for the experimental project. However, the subjects show some uniformity in that they are all enrolled in the same Freshmen English and the same Freshmen Korean classes respectively. Because of this uniformity of the group the subjects are to focus more on the variable of overall language proficiency to be measured.

2. Tests

The two tests in different languages, Korean & English, constructed by the cloze procedure were put into operation with the subject group of Korean native speakers who are advanced learners of English. One cloze test in English is shortened into ECT and the other cloze test in Korean into KCT for the sake of convenience.

The passage of ECT was taken from an article in an English weekly magazine, *the Newsweek*, and the other of KCT from an article in a daily Korean newspaper, *the Chosun-Ilbo*. In an attempt to avoid some possibility of unfamiliar contents of the passages to the subjects, which would cause an extraneous factor to this experiment, the selection of passages had to be confined to those which were of current issues with wide publicity at the time in the society to which the subjects belong. The extraneous factor of unfamiliarity of the content on part of examinees would be removed not likely to influence the test score, so that the score could be controlled to be influenced only by overall language facility of the examinee. It is agreeable on such a ground that this experiment supposedly satisfies an adequate selection of the right passages for the examinees.

It is of worthy noting that unlike the construction of ECT that of KCT was problematic for Korean words are not always distinguishable by empty spaces between words. Therefore every fifth group of words or phrases which are recognizable only by the empty space left in formal writing was

deleted instead and replaced by blanks of equal size.

The ECT was a self-contained passage of 225 words, structured in 11 sentences with 43 words deleted and replaced by 43 blanks to be filled in, while the KCT was of 529 letters, structured in 9 sentences with 26 items of phrases deleted and replaced by 26 blanks to be filled in.

3. Scoring and Processing of scores

Prior to processing the test results, all responses of the subjects given in the test were tabulated out item by item and person by person, so that the responses could easily be examined in respect of correct or incorrect answers by each of the exact-word scoring and the acceptable-word scoring. Therefore, each cloze test was to yield two sets of scores and ultimately four set of scores in this study.

For additional exactness of test scores two qualified native speakers of English also took part in the acceptable-word scoring of ECT, and one Korean linguist also participated in the acceptable-word scoring of KCT. Nevertheless, broad scoring by acceptable-words did not always enable the scorers to have a complete agreement on the decision of correct or incorrect answers. However, the criteria given to the decision fall into three major categories; 1) syntactic violation, 2) semantic violation, and 3) both of them at the same time.

As a reference measure of each of first and second language proficiency, each subject's course grade of each of Freshmen English and Freshmen Korean was taken aside from the outside of this experiment. In overall, two cloze test scores and one co-referential course grade per subject represent each of language proficiency in English and in Korean through this study.

Upon a hypothetical condition that the scores and grades serve as valid and reliable measurement, they turn into six variables arranged once on one side and twice on the other side for correlational study as shown in *Table I*. The six variables are as follows with their corresponding abbreviations.

- 1) *FE* for Freshmen English course grade
- 2) *FK* for Freshmen Korean course grade
- 3) *ECT I* for scores of the ECT done by the exactword scoring method

- 4) *ECT II* for Score of the same test done by the other scoring method by acceptable-words
- 5) *KCT I* for scores of the KCT done by the exactword scoring method
- 6) *KCT II* for scores of the same test done by the second scoring by acceptable-words.

The coefficients shown in *Table I* were computed by Pearson moment product correlation formula.⁴⁾ Follow-up interpretations of the coefficients will be noted in details as regards to primary concerns of this experiment.

For an examination of reliability of the proficiency test scores of KCT and ECT *Table II* is separately provided. It is because that reliability is one of requirements for a good tool for measuring or testing

A set of course grades of English class was correlated with each set of ECT I and ECT II scores, and the other set of Korean course grades with each set of KCT I and KCT II scores to measure relationship among them. *Table III* shows the relationships and the relationships could mean the degree of validity if it is agreed that English course grades also serve to represent measures of English language proficiency.

For the primary inquiry into relationship between first language proficiency in Korean and second language proficiency in English, KCT I, KCT II, and FK were correlated with their counterpart, i.e. ECT I, ECT II, and FE. The correlations will manifest some relationship in between in terms of coefficients as in *Table IV*.

It may be of surprise to remark that many of the blanks to be filled in in the tests left as null responses even in the first language situation of Korean. Therefore all the responses were analyzed into three categories, i.e. correct response, incorrect response, and null response as shown in *Table V*.

It is one more last remark that interpretations of statistics and findings throughout this study will extensively be discussed on the following pages.

4. William A. Mehress & et all, *Standardized Tests in Evaluation* p. 26.

IV. Discussions

As shown in the following table, each of six variables in this study correlates with each other somewhat significantly or insignificantly. For some help with practical understanding of the different sizes of coefficients in Table I, their corresponding sizes reported in other correlational studies are quoted below.⁵⁾

- | Sizes | Variables |
|-----------|--|
| .95..... | between heights of identical twins |
| .54..... | Arithmetic computation test vs Non-verbal intelligence test |
| .50..... | between heights of brothers, adjusted for age. |
| .30..... | Intelligence test score vs parental occupational level |
| .16..... | strength of grip vs speed of running |
| .05..... | Height and Intelligence |
| -.27..... | Armed forces qualification test score of recruits vs number of school grades repeated. |

Table I: Correlation Coefficients among six variables

	FE	FK	ECT I	ECT II	KCT I	KCT II
FE	1.00	.29	.54	.54	-.02	.09
FK	.29	1.00	.14	.13	-.06	.12
ECT I	.54	.14	1.00	.95	-.12	.17
ECT II	.54	.13	.95	1.00	-.01	.40
KCT I	-.02	-.06	-.12	-.01	1.00	.47
KCT II	.09	.12	.17	.40	.47	1.00

**The larger the correlation coefficient, the more closely one variable goes with the other

It is most significantly noticed in *Table I* that the correlations of KCT I with every other variables, except for the variable of KCT II, exhibits

5. Thorndike & Hagen, *Measurement and Evaluation in Psychology and Education*, p. 51 Table 2. 7 William A Mehrens, *Standardized Tests in Education* p. 20.

almost no relationship even negatively with any other variable what so ever.

The highest correlation of .95 indicates that the one who got a higher score in ECT did get another higher score again in ECT II. The scores of ECT I and ECT II mutually reliable enough to signify that any difference in scores was not caused by different scoring methods employed to measure English language proficiency as a second language.

Meanwhile, the lowest or none correlation occurs between KCT I and KCT II with -0.1 . It can mean that English language proficiency has nothing to do with Korean language proficiency or vice versa. On this ground, it may be generalized that an ability of a learner of a second language to command a second language is not likely to depend upon the ability to command his first language. Yet, the validity of KCT remains in doubt, for the low correlation of $-.06$ and $.02$ with a referential course grade of Korean class if the course grade serves as a valid measure of overall Korean proficiency.

For the question of whether or not each of two scoring method employed in each of ECT and KCT yields a reliable measure, the following table draws an attention to the question.

Table II: Reliability of the scoring Methods

	ECT I by Narrow	ECT II by Narrow
ECT II by broad	.95	
KCT II by broad		.47

As the table above shows, the coefficient of .95 in case of ECT attests almost perfect relationship between the two scoring methods, while in case of KCT the coefficient of .47 reveals a moderate relationship. The discrepancy between the relationships is attributable to differences in language situations rather than to the difference in scoring method itself.

It was very common in the first language situation that the examinees could not succeed in filling in the blanks with the exact words, but could with acceptable words. It seems to be certain that they are able to demonstrate their first language proficiency with flexibility by failing in one way but succeeding in another way for the same item. The examinees by virtue

of being natives ought to possess high proficiency in their first language, never failing to demonstrate it in any circumstance. It was not possible to measure their first language facility by one method of scoring but possible to measure it by another method. The first one way refers to the narrow scoring method, and the second refers to the acceptable -word or broad scoring method. Thus, the scoring by acceptable words may function as more reliable and superior with the native group in the Korean language situation of their first language.

However, in the English language situation there is not any difference in the scores according to difference in the scoring methods. Both methods have produced reliable proficiency measures of the second language for the subjects.

The following table illustrates the comparison of each score of the cloze tests with its counterpart of course grade each of English and Korean classes.

Table III: Relationship between cloze test scores and course grades

Cloze Tests	ECT I	ECT II	KCT I	KCT II
Course Grades				
FE	.54	.54		
FK			-.06	.12

The significance in the correlations is the fact that between cloze test results and grades of course work there exists a moderate relationship in case of English, but almost no relationship in case of Korean. Such a fact could suggest that either cloze test or course grade has nothing to do with measurement of overall language proficiency, but it is not known which one does what. But in a general sense a Freshmen Korean course grade is unlikely a manifestation of the natives proficiency in his first language.

The cloze procedure does not appear to have worked out as a good proficiency test in a situation of Korean as the first language for the subjects, for it lacks in its validity. It can be stretched out to another finding that the cloze procedure seems to be certain to work much better in assessing English language proficiency of the Korean subjects, while the applicability of

it in assessing Korean language proficiency either as a first language or second language is very doubtful.

As stated earlier in the introduction, the primary concern in this study is to discern the relationship of foreign language proficiency with first language proficiency. Provided that the cloze tests of this experiment are valid as a measure of proficiency especially in the Korean language situation, the following table provides some accounts for the primary concern. Interpretations of the correlations in Table IV will follow in relations to the assumption of very close relationship between the first and second language proficiency in Korean and English situations.

Table IV: Relationship Between English and Korean

Korean	English	FE	ECTI	ECTII	Total of FE, ECTI & II
FK		.29			
KCT I			-.12		
KCT II			.17	.40	
Total of FK, KCT I & II					.28

The only disagreeable correlation of $-.12$ in table IV appears to have been caused by the exact-word scoring method, for whatever it correlates with is that the correlation turns out to be negative. Besides the negative correlation between KCT I and ECT I, there is indeed some positive, though low, correlation between English and Korean language proficiency, but not so much closely as expected in the first place,

However, the lower-moderate correlations of $.28$, $.29$ and $.40$ may be possible to result in the following findings as follows. Firstly, there is not any significant relationship between one language proficiency and another language proficiency at all. Secondly, the cloze testing procedure, as a proficiency test, is not so applicable to a Korean language situation as a native language unlike in English language situation either a native or foreign language. Finally, inappropriateness might have been borne with the respective selection of passages for English cloze test and Korean cloze test in spite of carefulness not to choose unfamiliar material to the examinees.

Table V: Response Analysis Expressed in percentages

	Response		Null-response (Blanks)
	Correct	Incorrect	
ECT I	39	61	37
ECT II	63	37	37
KCT I	20	80	10
KCT II	46	54	10

However, the following table may help to attest the inadequate characteristic of the test passages.

It is especially peculiar in case of the Korean cloze test that the subject, being natives, demonstrated their poorer ability to use their mother tongue than their foreign language by more incorrect responses than the correct ones in KCT I. It may be contradictory that the subjects possess superior proficiency in their second language over the proficiency in their first language. Yet they seem to do so according to the results of the study in this paper. Accordingly the cloze procedure has to be put in a great deal of doubt to be used as a measure of proficiency in Korean in which every word is not so distinguishable by empty spaces as in the English language situation.

V. Conclusion

The motivation for the experimentation of this study was based upon an attempt to discover truth or falsity of the common belief that there is a very close relationship between proficiency in English as a foreign language and proficiency in Korean as a first language. Therefore, the capacity of second language proficiency is to be determined to be within the first language proficiency especially for advanced learners of the second language.

The problem in this study is how to measure each proficiency in either Korean or English with reliability, validity and practicality. The use of cloze procedure as a proficiency test in English as well in Korean has been

rationally and empirically discussed under the preliminary sketch.

With the purpose of the study and a definite tool to use at hand, the experiment went under way with 77 subjects, being natives of Korean and advanced learners of English, since they are all college freshmen majoring either in English or Korean language and literature.

Related statistical values to this study were obtained by twice of scoring each of the cloze tests and by the Pearson moment product correlation formula. Most of final statistical values ended up with correlation coefficients. According to major points to be examined their corresponding data is shown in the provided table from I to V, and the followup discussion follows.

Summing up the conclusive findings throughout this experimental study, they are as follows. Firstly, there has been a perfect and positive relationship between the two different scoring method in the situation of English, but a moderate relationship has occurred between a cloze test and a course grade in the same situation of English.

Therefore it is not disputable that the cloze procedure is indeed a good proficiency test in English as found in many other studies. The cloze procedure in Korean language situation seems to be doubtful in terms of reliability, validity and practicality as a proficiency test.

On the other hand, provided the KCT has functioned as a valid proficiency test, it turned out to be false that there is a very close relationship between English as a second language and Korean as a first language. In the same fashion it can be said that the language ability to command a second language does not depend upon the ability to command a first language. Therefore it can be claimed in my study that there is not a close relationship, but a distant relationship existing between foreign language learning for proficiency and the first language proficiency possessed by the learner of the foreign language.

Next, the applicability of the cloze procedure to Korean language appears to be doubtful for some linguistic characteristics of Korean. Instead of n^{th} number word, n^{th} number phrase is more recognizable by empty spaces between phrases. Since a cluster of words are likely to be deleted for construction of a cloze test, deciding responses of clusters of words as correct

or incorrect is very vague in the acceptable-word scoring. Considering all the facts found in the study, the application of cloze procedure as a proficiency test in a Korean language situation is yet to be explored and studied.

My concluding remarks at last inevitably end up with my accepting some inadequacy of this experimental study. Some applicability of cloze procedure as a measure of proficiency in Korean should first have been pioneered with more exactness, objectivism and empiricism, prior to using it also in a Korean language situation. Another problem of adequate selection of passages for cloze test materials should have been more scientifically examined in advance in relation to the subject's prior knowledge and reasoning ability and linguistic ability. If this possible inadequacy pointed out is more to be modified and reinforced, the use of cloze procedure will immediately be in the core of discussion in matters of measurement of Korean language proficiency, either as a first or a second language.

However, I should like to admit that my study, adequate or not, has contributed as a pioneer study on correlation between two proficiencies each in English as a second language and in Korean as a first language. Based upon this experimental correlative study on English and Korean language proficiency, I would like to hope that the related study continues to be undertaken in matters of relationship between first and second language not only in terms of acquisition and learning theory, but also with reference to how much the second language learner is predicted to achieve the second language capacity within his first language proficiency capacity.

APPENDIX I: English Cloze Test(ECT)

Psych Out: The American predilection for (1) _____ is hardly discouraged in (2) _____ country's schools. At least (3) _____ percent of the nation's high schools (4) _____ no foreign languages at (5) _____. Few schools teach languages (6) _____ students under 12, when (7) _____ can best learn another (8) _____. As a result, fewer (9) _____ 3 percent of all (10) _____ graduates achieve "meaningful" competence (11) _____ a foreign language. But (12) _____ is no bar to (13) _____ into the nation's colleges; (14) _____ 8 percent have a foreign-language (15) _____. Some colleges permit students (16) _____ take proficiency exams to (17) _____ they can speak a (18) _____ language.....to some degree instead (19) _____ enrolling in a language & (20) _____. Harvard even allows undergraduates (21) _____ "psych out" of its (22) _____ foreign-language requirement. Students (23) _____-and often do-persuade (24) _____ psychiatrists to attest (25) _____ psychological inability to learn (26) _____ language.

Still, there are many (27) _____ who want to learn (28) _____ languages. Some study Spanish (29) _____ they can understand the (30) _____ growing Hispanic population; others (31) _____ to study the language (32) _____ their immigrant ancestors. Another (33) _____ for an interest in (34) _____ a foreign language is (35) _____ tight job market. "If (36) _____ international firm and only (39) _____ speaks a foreign language, (40) _____ is obvious who will be (41) _____," says Blanche Hamilton, who (42) _____ the foreign-language program (43) _____ Atlanta's public schools.

APPENDIX II: Korean Cloze Test(KCT)

빈 칸에 알맞는 말을 적어 넣으시오.

기념관 건립부저로는 1백만평을 넘을 (1) _____ 있을 것이고 경외의 주변임야와 (2) _____ 일천만평까지를 독립공원 지역으로 계획되도록 (3) _____ 정부에 건의하였다. 기념관을 중심으로 (4) _____ 주변일대가 민족교도장의 큰 (5) _____ 환경거발이 되길 바라는 원대한 (6) _____ 이런 구상에서 우리가 유념해야 할 (7) _____ 국가적 사업이라는 명분을 알세워 (8) _____ 지나치게 침해되어서는 안된다는 점이다. (9) _____ 잠으면 백년대제인줄 착각하고 좋은 (10) _____ 효율적인 활용을 소홀히 할 (11) _____ 있기 때문이다.

두번째로 유념해야 (12) _____ 일은 기념관 건립의 목적이 영조물에 (13) _____ 오도되어서는 안된다는 점이다. 주변환경을 (14) _____ 가꾸고 건축물이 아무리 훌륭해도 (15) _____ 안에 전시할 것이 보잘 것 없다면 (16) _____ 기념이 될 수 없기 때문이다. (17) _____ 전시물품을 수집하고 또한 제작한다. (18) _____ 빠르다고 볼 수 없다. (19) _____ 있는 각 지방의 선연기념관이나 (20) _____ 소장품들을 거두어 들일 생각일랑 버려야 (21) _____ 것이다. 일단 성급 모으는 일은 (22) _____ 안으로 그쳤다가 건물이 세워지면서 (23) _____ 부족분을 모집하는 활이 있더라도 (24) _____ 부터는 유품수집과 전시물 아이디어 (25) _____ 국민의 적극적 참여를 촉구보록 (26) _____ 할 것이다.

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<국문 초록>

“Cloze Procedure 에 의한 외국어 능력과 모국어
능력과의 상관관계 실험연구”

本研究는 母國語와 外國語 能力에 있어서의 相關關係를 보다 科學的인 方法으로 糾明해 보고자 하는데 있다. 왜냐하면 많은 사람들이 特別한 證明 資料 없이 外國語의 能力을 母國語의 能力에 比較하여 모국어로 읽고 쓰고 듣고 말하는 능력수준이 마치 外國語의 읽기 쓰기 듣기 말하기 能力에 緊密한 影響을 주는 것처럼 主張해 왔기 때문이다. 이에 筆者는 本 實驗研究에 앞서 첫번째로 과연 全般的인 意味의 言語能力이란 무엇이며 어디까지를 포함시켜야 하는 것인가 하는 定義 問題부터 先行的으로 解決해야 했고, 둘째 얼마만큼의 影響을 두 언어능력간에 주고 받는지에 對한 測定方法의 선정이 本연구의 于先의인 問題가 되었다. 이에 특정언어의 全般的인 能力(Overall language Proficiency)이란 要約的으로 그 言語를 읽어 이해할 줄 아는 능력으로 대치될 수 있다는 Seteven, Halle, Goodman, Lade 등 제 학자들의 理論的 根據에 의해 確定될 수 있었다. 卽, 言語能力은 言語使用時 언어적인 처리과정에서 나타나며 읽고 쓰고 듣고 말하기의 言語사용과정을 살펴보면 크게는 生産的(Productive)인 수납적(Receptive)인 方法上的 差異로 分類하나 생산적인 사용법이든 수납적인 方法이든 結局은 言語에서 意味化 혹은 意味에서 言語化시키는 方向만의 차이이며 결과적으로 같은 言語能力으로써 言語處理가 이루어지고 있다고 할 수 있겠다.

다시말하면 全般的인 言語能力이란 讀解力과도 같은 것이며 그 독해력이란 全般的인 言語能力을 代身할 수 있는 것이다. 이에 독해력능력 測定方法으로서 높은 妥當度와 信賴度를 갖춘 것으로 研究證明된 Cloze Procedure를 本 實驗研究에 사용하여 本 연구의 目標인 외국어 능력과 모국어 능력의 상관관계를 測定하고자 했다.

于先的으로 本研究의 목표 사항과 관련된 문헌的 調查를 배경으로 하여 本 실험연구 結果를 理解할 수 있도록 Cloze Procedure에 對한 예비적인 考察을 통해 必要한 지식을 고취하도록 했고 그 다음 本 研究의 착수과정 및 方法에 관한 사항이 各項目別로 열거 되었으며 Cloze Test에 의한 평가결과를 통계

적인 方法으로 處理하여 Pearson Moment Product Correlation Formula에 依한 변수간의 상관계수가 산출되었고 그 계수에 涵축된 의미를 본 연구에 關聯시켜 學論해 보고자 했다.

본 研究의 目標點이란 외국어능력이 모국어능력에 거의 切對的인 相關關係를 갖고 있다는 一般的인 推定을 숫자적인 값어치에 依해 그 准定的 眞實的 혹은 허위적 本質을 파헤치려는 것이 첫째목표이고, 둘째로 모국어로써 혹은 외국어로써의 英語를 쓰는 狀況에서 全般的인 언어능력 測定方法으로 효과적이라는 Cloze Procedure가 또한 한국어 상황에도 그 언어능력을 측정하는 타당성 있고 신뢰도 높은 도구로써 적용될 수 있을까에 대한 시도적인 연구이며 셋째로 한국어와 영어로 만들어진 Cloze Test에 의한 평가결과와 다른 Test 결과인 교양영어학점과 대학교양국어 학점과의 상관관계로 따져본 연구의 첫째 목표인 외국어와 모국어 능력간의 깊은 상호관련성에 대한 추정에 숫자적인 증거제시를 통해 認定이나 否定을 해보고자 하는데 있다.

본 研究의 本론에서 제시적으로 사용된 資料들은 자기 그 자료의 提示와 더불어 자료에 대한 해석과 그에 따른 발견점들을 찾아 보고자 했다. 본 실험研究를 통한 결론적인 발견점들은 다음과 같으나 이 발견점이 나타나기까지 선행 조건적인 사항이 있다. 즉 한국어능력측정을 위한 Cloze Test가 측정도구로써 妥當度와 信賴度를 갖춘 것으로 인정했다는 사실이다. 물론 그 Cloze Test의 타당도 및 신뢰도를 따져보기 爲해 대학교양국어의 학점이 비교연구 되었으나 -.06, .12의 낮은 상관계수로 나타났다 하더라도 信賴度가 없다는 말은 될수가 없다 왜냐하면 교양국어란 강좌 그 자체가 반드시 전반적인 언어능력을 심어주기 爲한 강좌라고 볼 사람은 없기 때문에 그 학점과의 비교에 의한 해석은 타당성이 없을 것이기 때문이다. 둘째로 실험對相者が 大學 1年生으로 어느정도 높은 수준의 母國語 能力을 갖추었다고 믿어지는 대상임에도 한국어 Cloze Test 상에 나타난 結果가 오히려 외국어능력 즉 영어능력보다 저조했다는 점을 감안할 때 한국어 Cloze Test의 도구에 신뢰도가 의심스럽지 않은것도 아니다.

어찌했든, Cloze Test를 통해 측정된 영어능력과 한국어 능력 그리고 교양영어, 교양국어 학점상에 나타난 언어能力과의 상관관계 계수, 즉, .29 .17 .40. 28 .28의 계수를 통해 외국어 능력은 모국어 능력에 추정되었든 대로 높은 상관성을 내포하지 않는것으로 나타나 그 准定的 誤위성을 증명해주며, 또, 두 언어능력의 평균상관계수인 .28은 자식의 지능과 부모의 직업과의 상관관계 계수(.30)와 거의 같은것으로, 두 언어 능력간에는 상관성이 밀접하게 있다라

기 보다는 밀접한 상관성은 내포하지 않는다고 보는 쪽이 합당할 것이다.

둘째 문제점인 Cloze Procedure가 한국어 상황에서도 언어능력측정 방법으로 높은 타당도와 신뢰도를 갖는 방법인가에 대해선 몇가지 문제가 뒤따른다.

첫째 영어상황과는 달리 한국어 狀況에서는 같은 시험을 두가지 다른 채점 방법에 의해 두개의 측정치에 많은 差異가 났다는 것은 그 취정치에 신뢰도가 없음을 증명해 주는 것이 될 것이며, 둘째 실험대상자의 모국어능력이 외국어인 영어능력보다 저조하게 나타난 사실에서 타당성마저 갖추지 못한 것이 아닌가 하는 것이다. 이렇듯 지적된 Cloze Test의 측정도구으로써의 비적합성은 어쩌면 다른 要素에 의해 온것일 可能性도 있다. 즉 KCT 시험문제 자체가 대상자 水準에 비해 너무 어려웠지나 않았나 하는 可能性과 둘째로 한국어 독자적인 언어 특질 즉 영어속성과는 달리 恒常 몇번째 단어가 띄어지기보다는 한국어 쓰기 法에선 어군들이 모여진 집합단위로 띄어지는 경향이 있기 때문에 恒常 같은 번째에서 문항으로 빈칸을 만들어 주는것도 어려웠으며 응시자가 채운 답을 옳고 그름에 의해 평가점수를 주는데 어려움이 따랐다. 즉, ECT에서처럼, 같은번째의 단어가 빈칸으로 대치되고 그 빈칸이 한 단어로 채워지기 어렵다는 한국어적인 특질때문이다. 따라서, KCT를 만드는 기준치 즉 어디를 단어로 보고 어떻게 띄어 가는가 하는 문제점부터 선결된다면, 한국어 상황에서도 Cloze Procedure 사용은, 여러가지 도구 즉, 언어능력측정 도구 독서력 향상 도구 등등의 효과적인 道具로 사용될 수 있을 것이다.

마지막으로 본 실험연구 결과에 의한 한 결론점은 외국어인 영어능력은 모국어인 국어능력과는 상관관계가 없다는 것이고 본 實驗研究 測定方法인 Cloze Procedure는 전반적인 영어능력을 評價하는 도구로써는 높은 타당도 신뢰도를 갖는다는 것을 지적해 냈으나 한국어 能力을 評價하는 道具로써는 문제가 있는 것으로 나타났다.

끝으로 본 實驗研究의 결과가 얼마만큼의 妥當度 및 信賴度を 갖는지의 문제가 확실하진 못하나 개척적인 경지에서 방대한 문헌자료에 입자하여 論理的인 타당성과 실증적인 科學性을 세워 본 연구 목표에 대한 實驗研究를 시도했다는 것은 부인 못할 사실임을 밝힌다.