SUMMARY AND CONCLUSION
VII. SUMMARY AND CONCLUSION

1.0. Introduction

The present study relates to a study on the effectiveness of cloze procedure as a teaching device to teach intensive reading.

The existing situation of teaching intensive texts was reported in Chapter I. Relevant literature on the use of cloze procedure, its applications, with special reference to second language situations was collected. A review was taken on the methods of teaching English, with a particular reference to teaching, reading and psycho-linguistic applications of reading. The investigator constructed (a) a series of cloze procedure tasks, (b) prepared a questionnaire for the students and (c) a questionnaire for the teachers of English in the representative colleges. The cloze tasks were examined by a panel of experts (Vide Appendix N). The quantitative analysis was made in terms of (a) percentage of maximum frequency counts in the skills and sub-skills of cloze reading and (b) significant - non-significant values in relation to the mean values of Frustrational level group and the Instructional level group. The higher and lower means were studied in relation to familiarity of theme, complexity of deleted words, and the ability to read at discourse level wherever required.
For the two analyses, viz., overall percentage and significant - non-significant factors in terms of mean values obtained by the learners, the intensive reading skills were divided into five categories viz., (a) Overall Language Proficiency, (b) Lexis and lexical cohesion, (c) Grammatical cohesion, (d) Referential skills and (e) Sub-skills.

As the focus of research was on a specific instructional device, the experimental procedure dealt at length the discussion that took place in classroom situations. Since it was not possible to write the entire classroom procedure, certain specific features of classroom discussion has been presented in the experimental procedure.

In a classroom situation, not all learners came out with the answers they had written. There were shy students, diffident learners, and so while asking the questions, the researcher called for answers at random.

When the scripts were evaluated, what the learners had written there was taken for statistical analysis. All over-written/stuck-off answers were not given any credit. The teacher-student ratio was 1:55 boys at PSG College of Arts and Science, Coimbatore and 1:61 girls at Shri Avanashilingam Institute of Higher Education for Women,
Coimbatore. As the researcher had to spend a minimum time of 1½ hours to 2 hours to conduct a cloze text, not all local colleges of Coimbatore were willing to permit him to conduct the classroom experiments. Hence the sampling inevitably became a purposive sampling.

2.0. Hypotheses restated

As Figure 1a and 1b indicate, the overall language proficiency of the learners had shown an improvement but not to the extent of all the learners filling in all the blanks. In the pretest, 'Murugan the Singer', the maximum frequency count was 22% and the subjects could do 9 out of 25 blanks correct. In the two post-tests, viz., 'Holidays' and 'Neem', the maximum frequency count was 30% and the subjects could do 46 out of 50 blanks correct in the former and 44% of the learners did 16 blanks correct in the latter. Both of them were unseen texts and still the learners were able to encounter the texts and fill in the blanks with grammatically correct and contextually appropriate words. There was a significant difference between the maximum frequency counts in the pre-test and post-tests. This disproves the first hypothesis that learners due to a systematic orientation to cloze exercises will be able to restore words which are grammatically correct and contextually appropriate.
2.1. Lexis and Lexical cohesion

When engaged in the process of supplying the content words, the learners decided the answer by merely reading the word that came before, and sometimes, after the blank. The researcher found a tough task to help them move over from micro to macro-level reading. The learners' errors in the deleted words like Narada, hero and when in 'Murugan the Singer', once and drill in 'Headache', conscience, perturbed, father, forgery in 'On Keyhole Morals', backbone, better in 'On the Need for a Quiet College', ashram and lost in 'Shanthiniketan', villa, nurse, singer and hospital in 'Two Gentlemen of Verona', people, luxuries, Blood and worldly in 'The Ant and the Grasshopper', Volta, pancreas, diabetes in 'Serendipity', gloves, evenly, you in 'Pesticides', are a few illustrations of their reading the cloze texts at the local level and not at the global level. However as Figures 2a and 2b indicate a steady improvement in the use of content words. This disproves the first null hypothesis that a systematic orientation to cloze exercises would not enable the learners to restore grammatically correct and contextually acceptable words.

Cultural appropriateness and linguistic complexity of texts both go together in the learners' understanding of and performance in the cloze texts. This was evident from the
comparative scores of the overall percentage of scores in
(a) 'On the Need for a Quiet College' and 'Shanthiniketan',
(b) 'Serendipity' and 'Dos and Don'ts in Using Pesticides'
and (c) 'Two Gentlemen of Verona' and 'The Ant and the
Grasshopper'.

Recognizing the appropriate lexically contextual
clues like redundancies and collocations in an intensive
reading course was a difficult task for the subjects in the
beginning. A systematic discussion on cloze items helped
them exploit the redundancies and recognize the
collocaions. Figures 3a and 3b and 4a and 4b indicate that
the learners could improve in their skill of identifying the
appropriate redundancies and collocations in context. As
the post-test text 'Holidays' has 10 redundancies and 17
collocaions to be replaced, it was a difficult task for the
learners. Their performance in the text 'Neem' was good as
more than 75% of the learners could retrieve the
contextually appropriate lexical elements. This disproves
the second null hypothesis that there would be no
significant differences between performance of the subjects
in the pre-test and post-test scores.

3. Grammatical Cohesion

In the skill of replacing the appropriate
coordinating conjunctions, there was a consistent
improvement. As Figures 5a and 5b indicates, more than 90% of the learners could restore the conjunction but in Holidays and and in Neem (Vide Fig.5a and 5b).

Understanding the complex sentences and restoring the appropriate subordinating conjunctions in context were problematic to the subjects. Though there was an improvement, it was not as significant as that of coordinating conjunction. Hence, the third null hypothesis that there would not be any improvement in the learners' ability to use their grammatical knowledge in cloze texts of complete discourse has been fully disproved in replacing the coordinating conjunctions and partially disproved in the skill of restoring the subordinating conjunctions (vide Fig.6a and 6b).

2.3. Referential skills

In referential skills, though the learners did not do well in restoring pointers such as this, these in the texts 'Murugan the Singer' and 'Serendipity', they had done well in the other two texts where pointers such as those occurs. Hence in this context/skill, the learners' performance has disproved the third null hypothesis (cf. Figure 7).

In replacing the relative pronoun, who and which, the performance of the subjects was satisfactory. Certain learners could not unlearn the habit of substituting and for
who. In this skill also, the third null hypothesis has been disproved (cf. Figure 8).

In restoring the appropriate anaphoras/cataphoras, the learners' performance over a period of time had improved. This could be inferred from the overall percentage of learners. In the first three cloze texts viz., 'Murugan, the Singer', 'On Keyhole Morals' and 'On the Need for a Quiet College', the percentage of maximum frequency was 40% and above where there were lot of referents to be replaced, the subjects tended to misplace a proper noun like Gandhi in 'Mahatma Gandhi', George or Tom in 'The Ant and the Grasshopper'. In the text 'On Keyhole Morals', the learners tended to substitute they for we (14) and some for someone (20). These discourse signals are yet to be reorganised and understood by the learners of FL group in context in a text of complete discourse. However, the learners' improvement in their score disproves the third null hypothesis (vide Fig.10a and 10b).

In restoring the comparative (cf. Figure 9) better (43) in the text 'On the Need for a Quiet College' and the comparative form than in 'Neem', the performance of the subjects had improved, though the former was a lexical element and the latter a grammatical item.

1 Randolfph Quirk and Sidney Greenbaum, Ibid., p.302.
2.4. Sub-skills of reading

Replacing the appropriate articles is a problem to the ESL learners. As Figure 11a and 11b reveal, learners' performance tended to be inadequate when there were too many articles to be replaced. Learners' erred by placing a definite article instead of an indefinite article and vice versa. Some learners read the words not by their sounds, but by their letters and this leads to misplacing a/an in unwanted contexts. Though there was a progress in their performance, apart from their differential performance in the pre-test and post-tests (cf. Figure 11), it was not consistent. Hence the third null hypothesis has been partially disproved.

Restoring the appropriate prepositions too was problematic to many of the learners. Though there was an improvement in their performance, they are yet to recognize the fact that prepositions like in, on, over have different meanings in scientific tests. It was this drawback that led to their poor score in the text 'Serendipity'. As the general performance of the subjects in the skill of replacing the prepositions was not upto the mark, the third null hypothesis is partially disproved (cf. Figure 12a and 12b).
In the skill of using the helping verbs, our learners indiscriminately used words such as *may*, *will*, *must* and this led to a different meaning from what the author(s) of authentic texts intended. The discussion in the classroom situations had helped them understand the context before using a particular helping verb. Figures 13a and 13b indicate the subjects' consistent progress (with the exception of 'Mahatma Gandhi') and the differential performance of the learners in the pre-test and the two post-tests substantiate their ability to fill in the blanks with appropriate helping verbs. This also disproves the third null hypothesis that there would not be any difference in the pre-test and post-tests.

The performance of the learners in restoring the quantifiers in context was adequate. Some FL group continued to use *many* for *all* (Mahatma Gandhi) and some learners of IL group due to poor recall tended to use some other quantifier which was not relevant (vide Figures 14a and 14b). However as the general performance of the subjects in restoring the quantifiers in context was satisfactory, the third null hypothesis that there will not be improvement in the pre-test and post-test has been disproved.

In replacing the negatives, the learners use an unwanted *never* instead of *not* and an inappropriate *not* instead of a near-negative *rarely*. But the general performance of the subjects in the eight texts where
negatives occur was satisfactory. In this skill also, the third null-hypothesis has been disproved (cf. Figures 15a and 15b).

In the skill of replacing *that* and *to infinitive* and *the copula is or was*, the general performance of the subjects was good. In these three sub-skills, the null hypothesis has been disproved (cf. Figures 16, 17 and 18).

In the parameters discussed above, the use of (a) article, (b) preposition and (c) subordinating conjunctions which call for a complete understanding of complex sentences and restoring the appropriate link words, relating to third null hypothesis of grammar have been partially disproved.

The researcher had to do this since three grammatical categories continued to be problematic to the ESL learners in general and the subjects under study in particular. The contributory factors have been stated in Chapter V in the discussion on the texts viz., 'Murugan, the Singer', 'On Keyhole Morals', 'On the Need for a Quiet College', 'Shanthiniketan', 'The Ant and the Grasshopper' and 'Serendipity'. The research studies already carried out have been cited to point the general trend of the learners in their indiscriminate use of English (vide Chapter V - 5.7 & 5.8). The errors in using the article and
preposition occur not only because of L2 deficiency but also because of L1 (deficiency). Though the passages tried out by the researchers were of rationally deleted types, the difficulties experienced by the learners could be discerned. As the researcher could not overlook the inconsistent performance of the learners, in the three areas this had led to the position of his neither completely accepting nor totally rejecting certain elements of the third null hypothesis. However, the improvement of scores in all the other lexical and most of the grammatical elements had led to the rejection of the first and second null hypotheses. This indicates that cloze procedure could be a viable and versatile technique to impart intensive reading of the prescribed text.

The findings of the study have been discussed in terms of (a) cloze instructional materials and the learners' motivation towards them, (b) the methodological implications in a classroom situation in terms of time and infrastructure, (c) the differential performance of boys and girls of both Frustrational Level Group and the Instructional Level Group and (d) the general awareness of cloze procedure in the research locale and the constraints of applying in their own teaching situations.
The findings of the study are as follows:

1. Cloze is generally used as a testing technique. This testing characteristic of the cloze procedure was eliminated when the deleted words were taken up for discussion and classroom interaction.

2. Students were better motivated when they were given the cloze hand-outs. As it was problem-solving activity, they found to be a challenging one. What Sudarsanam suggested may be appropriate in this context. "The teaching procedure should not take the form of a lecture or an explication but of interactional exercise requiring the students to carry out a task using suitable strategies of reading and inferring the meaning relationships which may exist at different levels in a text."

3. Familiar themes/subjects help comprehension. This has been proved in this study, for, the subjects' 

\[ \text{R. Sudarsanam, "A Diagnostic Study of Reading Comprehension of the Under Graduate Students Studying English under Part II in Colleges of Coimbatore", Unpub. Ph.D. thesis submitted to Madras University, 1980.} \]
performance in terms of overall language proficiency was relatively better in texts like 'On Keyhole Morals' (culturally familiar), 'Shanthiniketan' (religiously familiar), 'Dos and Don'ts in Using Pesticides' and 'Neem' (agri-culturally and habitually familiar) and 'Holidays' (socio-culturally familiar) (vide Figures 1a and 1b). Chaudhari emphasises that "it is easier for readers to process and retain in memory a proposition built from old familiar elements than process propositions which introduce new concepts into the text."\(^3\)

4. The picture-based cloze text 'Do's and Don't's in Using Pesticides' was well received as the learners had to extract meaning from the pictures and do the blanks. As the task was an information gap activity, there was a better response and the subjects' score in overall language proficiency illustrate this (vide Figures 1a and 1b).

5. Some of the learners of frustrational level group felt that the deletion ratio in the text 'On Keyhole Morals' (Every eight word deletion) was too difficult for them. Based on the feedback, the researcher widened the gap

between the blanks. This was consistent with Peter D. Pumfrey's finding that "the gaps in a cloze require the learners to use contextual cues to determine the missing words/ideas indicated by them. The greater the deletion ratio, the more helpful the context in general". 

6. In a classroom situation, the cloze task could not be completed within one hour. A minimum of 1½ hours to 2 hours is required to do justice to the cloze procedure in terms of input (teaching) and intake (learning). In colleges, practical classes are allotted for science subjects. Since language learning is a skill-based one, such an allotment can be extended to English classes also. In agricultural universities like the Tamil Nadu Agricultural University, the students are divided into two or three batches of 35 to 40 each and one practical class in English means 2½ hour each. This paves the way for effective and efficient learning. It is recommended that the existing composition class could be converted into a cloze instruction class.

7. As both wrong and right answers had to be written on the chalkboard, cloze procedure facilitates to use one of the most important teaching aids. Though cloze task could

be better learnt if the teacher uses an overhead projector, since not all institutions may not have this facility, the chalkboard is an indispensable aid to cloze instruction.

8. In order to help the learners internalise new words/phrases, the researcher gave them a model sentence and asked the learners to frame sentences of their own. The learners of frustrational level group, especially boys, were diffident of speaking in the class. The instructional level group could make sentences of their own, though there was no variety in their utterances. The sentences looked like substitution tables (vide Experimental Procedure on 'Headache'). The frustrational level group after great persuasion by the researcher managed to give sentences.

9. The performance of girls in terms of mean value(s) and also in their initiative to frame sentences was better than boys. Recent studies by Seligson Susan show that "on average, women perform better in all aspects of English usage".

10. Whereas for teaching purposes, the researcher rephrased the authentic texts to the students' needs, for testing the effectiveness of cloze instruction, the two

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The differential performance of the learners in the pre-test 'Murugan, the Singer' (i.e. before they were exposed to cloze instruction) and the two post-tests prove that for testing reading, unseen cloze texts would be a better choice for testing the overall language proficiency, lexical cohesion, grammatical cohesion, referential skills and sub-skills of reading.

11. Grammatical words do not pose to be as problematic as that of lexical words, barring the use of articles, prepositions and link words, especially subordinating conjunctions. As the frustrational level group of learners and the instructional level group of learners have little reading habit outside the colleges, their skill of understanding words from the context and reading with expectancies is mediocre. Reading habits and reading readiness promotes reading skills. Further, the educational background of the parents is a major factor in motivating the learners to read English newspapers and novels.

12. Rhetorical devices such as the use of link words train the ESL learner in the use of co-ordinating and subordinating conjunctions. The good performance of the subjects in restoring the coordinating conjunctions (vide Fig.5a and 5b) and average performance in replacing the
subordinating conjunctions (vide Fig.6a and 6b and also inferences on Table No.24a and 24b) illustrate that cloze procedure could be a versatile and valuable device for teaching rhetorical devices.

13. Consistency in the use of referents with reference to the context as a whole is still a problem to the a few subjects under discussion. In the cloze passage on 'Pesticides' (Picture-based cloze text), the learners used different referents though the communicatee is the consumer directly addressed (vide inferences from Table No.29a and 29b).

14. The questionnaire given to the English teachers of the two colleges revealed that 70% of them were not aware of cloze testing and its principles. The remaining 30% of the teachers, most of them with a P.G. diploma in the teaching of English from Central Institute of English and Foreign Languages, Hyderabad and a few with M.Ed. degree had a knowledge of cloze procedure, but expressed their own constraints in getting the cloze passages cyclostyled for classroom try-outs due to administrative reasons.

15. The responses from the questionnaire given to the subjects indicated that the educational background of the subjects' parents had a positive correlation on the
subjects' performance. Education of parents acts as a motivating force for being proficient in English. The income of parents is only a secondary factor in the overall performance of the subjects. However in relation to the third parameter viz., the marks scored by the subjects in English at the plus two level, the income of parents had an edge over it. Further the marks scored in English at the plus two level had only a minimum positive correlation. This reflects the pattern of learning they had had at the school level. At the plus two level a task-oriented text book has been prescribed. Though it is a learner-centred one, it has not become a learning-centred one as long as English teachers continued to adopt the same method of explicating the text or explaining every sentence in Tamil which provides little scope for exposure to English. Without exposure and without interaction there may not be sound learning of English (vide Appendix Nos.; Table VII.1).
For further exploration in terms of pedagogic implications

Studies on cloze passages deleting group of words/phrases may be taken up.

Cloze procedure can be applied in situations where learners insist on learning formal grammar. Clues to the deleted words may be given such as article, proposition, pronoun, etc. The clue can be given after the blank or at the top of the passage of complete discourse.

As the deleted words comprise various grammatical elements, cloze texts could be used a viable tool for teaching integrated grammar. This is in line with the current trend of holistic approaches like network planning (economics), integrated pest management and integrated farm management (agricultural science).

Cloze procedure can be applied in situations where the learners are to be trained in the use of antonyms. The clues could be in the form of antonyms of the deleted words, instructing the learners not to use prefix, but replace a new word. Here the teachers could think of rational deletion of content words. Candidates who are appearing for Graduate Record Examinations, Graduate Management Aptitude Test, Common Admission Test, Management Aptitude Test could benefit from this technique.
In English question papers of plus two examination of Tamil Nadu, cloze passages of complete discourse with at least a minimum of twelve blanks comprising content words (emphasising collocations and redundancies) and grammatical words may be given.

In the Academic Staff Colleges of the universities of Tamil Nadu, English teachers may be trained in cloze procedure both as a teaching and testing device. This gains emphasis in the context of misconception that cloze is a blind deletion of nth word. The teaching professional could realize that the procedure implies integrated reading skills.

As Wilson Taylor, the inventor of cloze procedure, started with the objective of improving the readability of the L1 learners, similar studies could be carried out by using the cloze passage in Tamil in the fields of agricultural extension, health education, family welfare and nutrition.

For teaching English literature at an advanced level like M.A., cloze could be an effective technique for training the learners in the skill of using the right word in the right place.
For teaching and understanding of science subjects, cloze could be given a viable tool for testing the comprehensibility of the learners. In this context, the science teacher could think of deleting the conceptual and terminological words which have low frequency but high application calling for exact word replacement. Such cloze passages of rational deletion train the learners in stylistic sensitivity or communicative accuracy.

Though the chalkboard is an indispensable and valuable aid to language learning, the use of overhead projector and computers can promote cloze reading in an effective way, saving time and providing more scope for discussion. The use of such audio-visual aids will enthuse the learners further, the English teacher being a facilitator of language learning.
Fig.1a: Learners' Performance in Overall Language Proficiency in Terms of % of Maximum Frequency Counts and their Value
Fig. 1b: Learners' Performance in Overall Language Proficiency in Terms of % of Maximum Frequency Counts and their Value
Fig. 2a: Learners' Performance in Lexis in Terms of % of Maximum Frequency Counts and their Value.
### Counts and Their Value

#### in Terms of % of Maximum Frequency

**Fig. 2b: Learners' Performance in Lexis**

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**Expected Value**

**Observed Value**
Fig. 3a: Learners' Performance in Redundancy in Terms of % of Maximum Frequency Counts and their Value.
Fig. 3b: Learners' Performance in Redundancy in Terms of % of Maximum Frequency Counts and their Value.
### Fig. 4a: Learners' Performance in Collocation in Terms of % of Maximum Frequency Counts and their Value.

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**Text:** Frequency Counts and their Value.

**Collocation in Terms of % of Maximum**

**Fig. 4a:** Learners' Performance in
Fig. 4b: Learners' Performance in Collocation in Terms of % of Maximum Frequency Counts and their Value.
Fig. 5a. Learners' Performance in the Contextual use of Coordinating Conjunctions in Terms of % of Maximum Frequency Counts and their Value

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N = 116
Fig. 5b: Learners' Performance in the Contextual use of Coordinating Conjunctions

Counts and their Value in terms of % of Maximum Frequency

Text
Counts and Their Value
in terms of % of Maximum Frequency
Contextual use of Subordinating Conjunctions

Fig. 6a: Learners' Performance in the Contextual use of Subordinating Conjunctions

- Expected Value
- Observed Value
- Maximum Frequency Value

Counts and their Value %
Counts and their Value
in terms of % of Maximum Frequency

Fig. 6b: Learners' Performance in the Contextual use of Subordinating Conjunctions

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Text

Counts and their Value
in terms of % of Maximum Frequency

Fig. 6b: Learners' Performance in the Contextual use of Subordinating Conjunctions
Table 7: Learners’ Performance in the Contextual use of Pointers in terms of % of Maximum Frequency Counts and their Value

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Figure 7: Learners' Performance in the Contextual use of Pointers in terms of % of Maximum Frequency Counts and their Value.

Contribution of ineffective use of Pointers in terms of % of Maximum Frequency Counts and their Value.

E.g.: Learners’ Performance in the Contextual use of Pointers in terms of % of Maximum Frequency Counts and their Value.
Observed value of Maximum Frequency terms of % of Maximum Frequency Counts and their Value

Fig. 8: Learners' Performance in the Contextual use of Relative Pronoun in the Text

Terms of % of Maximum Frequency Counts

Expected Value

Observed Value

Maximum Frequency

Text

Value

0  0.5  1  1.5  2  2.5

%  

KHM SH 2G MG

63  90  84  92  67  22

F"g. 8: Learners' Performance in the Contextual use of Relative Pronoun in the Text

Terms of % of Maximum Frequency Counts

Expected Value

Observed Value

Maximum Frequency

Text

Value
N=116

Fig. 9: Learners' Performance in the Contextual use of Comparative in terms of % of Maximum Frequency Counts and their Value

and their Value

of % of Maximum Frequency Counts

Contextual use of Comparative in terms

Fig. 9: Learners' Performance in the
N=116

Fig. 10a: Learners' Performance in the Contextual use of Anaphora/Cataphora in terms of % of Maximum Frequency Counts and their Value

And their Value

Text

Expected value

Observed value

Maximum Frequency

% of Maximum Frequency Counts

Value

Value %

Fig. 10a: Learners' Performance in the Contextual use of Anaphora/Cataphora in terms of % of Maximum Frequency Counts and their Value

and their Value

and their Value

and their Value

and their Value
Fig. 10b: Learners' Performance in the Contextual use of Anaphora/Cataphora in terms of % of Maximum Frequency Counts and their Value

N=116

Maximum Frequency

Expected Value

Observed Value

Text

and their Value

terms of % of Maximum Frequency Counts in the Contextual use of Anaphora/Cataphora in the

Fig. 10b: Learners' Performance in the
Fig. 11a: Learners' Performance in the Contextual use of Articles in terms of % of Maximum Frequency Counts and their Value.
Fig. 11b: Learners' Performance in the Contextual use of Articles in terms of
% of Maximum Frequency Counts and their Value.
Fig. 12a: Learners' Performance in the Contextual use of Prepositions in terms of % of Maximum Frequency Counts and their Value
Fig. 12b: Learners' Performance in the Contextual use of Prepositions in terms of % of Maximum Frequency Counts and their Value.
Fig. 13a: Learners' Performance in the Contextual use of Helping verbs in terms of % of Maximum Frequency Counts and their Value.

Textual data:

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<tr>
<th>Value</th>
<th>AG</th>
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<th>AC</th>
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</table>

% of Maximum Frequency

Expected value

Observed value
Fig. 13b: Learners' Performance in the Contextual use of Helping verbs in terms of % of Maximum Frequency Counts and their Value.

Observed value

Maximum Frequency

2.5

Value

2

1.5

1

0.5

0

2

2

2

2

2

2

2

%
Fig. 14a: Learners' Performance in the Contextual use of Quantifiers in terms of % of Maximum Frequency Counts and their Value
Fig. 14b: Learners' Performance in the Contextual use of Quantifiers in terms of % of Maximum Frequency Counts and their Value.
and their Value of % of Maximum Frequency Counts

Fig. 15a: Learners' Performance in the Contextual use of Negatives in terms of % of Maximum Frequency Counts

N=116

Observed value

Maximum Frequency

Text

Expected value

Observed value

Fig. 15a: Learners' Performance in the Contextual use of Negatives in terms of % of Maximum Frequency Counts
Fig. 15b: Learners' Performance in the Contextual use of Negatives in terms of % of Maximum Frequency Counts and their Value

- Observed Value
- Expected Value
- Maximum Frequency

Text

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<th></th>
<th>HOLI NEEM SE HOLI NEEM SE</th>
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</thead>
<tbody>
<tr>
<td>%</td>
<td>89 92 94 2 3</td>
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</table>

N=116
Fig. 16: Learners' Performance in the Contextual use of That Clause in terms of % of Maximum Frequency Counts and their Value
Fig. 17: Learners' Performance in the Contextual use of Infinitive TO in terms of % of Maximum Frequency Counts and their Value.

Text

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N=116
Fig. 18: Learners' Performance in the Contextual use of Copula in terms of % of Maximum Frequency Counts and their Value

N=116

Text

and their Value

% of Maximum Frequency Counts

Contextual use of Copula in terms of

Expected Value

Observed Value

Maximum Frequency