CHAPTER III

A SHORT REVIEW OF METHODS OF TEACHING ENGLISH AND INTENSIVE READING

In the earlier chapter, the literature on cloze was reviewed. As cloze procedure is basically a reading strategy, a review of teaching English with special reference to reading skills will be relevant to our study. The review is presented under the following heads: A general outline of methods of teaching English, intensive reading and processes of comprehension in terms of cloze procedure.

A Short Review of Methods of Teaching of English

Grammar Translation Method

When English was first introduced as a subject of study in Indian schools, teachers began to follow the Grammar-Translation method, a method which was used to teach classical languages. This method envisages definition of grammatical rules and translation of a language pattern, regardless of the purpose for which a particular language pattern is taught to the learners. This method provided very little scope for participation of the learners in learning reading. As such the method did not help the learners to read a text with understanding.
The Direct Method

The chief principles of the direct method are (a) direct link between the expressions in English and their meaning should be created in the learner through suitable situation of experience, (b) the learner should be allowed to think in English and therefore the learner's mother tongue should not be used in the class, (c) the speech unit is the sentence and instruction should be a complete thought, (d) the aural-oral way is the most effective way to learn a language and (e) grammar should be taught inductively by giving examples and then deducing theory. As too much emphasis was laid on aural-oral aspect of reading, teaching reading got considerably reduced to teaching the rules/usage of the language and not their application. Further, problems like stress on correct pronunciation, teachers with very little fluency in English, too much of oral work by the teachers make the method impractical in the Indian context. "It is now that educationists are realizing that a strict adherence to direct method, with the exclusion of the native tongue in the classroom is not fruitful and some judicious use of the native tongue is recommended".1

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Vocabulary selection

When the Direct method did not work well, the next step was taken to select and grade vocabulary carefully. Word frequency lists were prepared on the basis of word counts, and based on the lists, vocabulary was selected according to the purpose, level and duration of learning English. The best known of the lists is that of Thorndike, based on a count of four million words. In India, a list of active vocabulary of 2000 words was prepared by the Central Institute of English and Foreign Languages, Hyderabad in 1967 for the lower levels of attainment in English at the end of class XII, and also a list of passive vocabulary of 1500 words. Another list of active vocabulary of 2500 words and passive vocabulary of 2000 words were also prepared for use at the higher level by CIEFL in 1967. For use in Tamil Nadu, a list of 3000 words was prepared after identifying the frequency of words in terms of levels of use. However, selection of words in terms of domains of 'use' and frequency of occurrence did not help learners learn to extract meaning from the context and understand the value of words in terms of communicational needs and discourse conventions as long as a structural or situational method of teaching was used.

Structural-Oral-Situational Method

The notion of structural-oral-situational method is that language is structured, and that language use is a form
of rule-governed behaviour. In the context of language pedagogy, especially in a second-language learning situation, learners need to acquire the abstract structure of the language being learnt. "This was seen, early in the 20th century, as both a challenge because of the complexity of language structure, and opportunity because it offered a plausible way of defining and systemising the content of language instruction".² Learning a language according to this method, is mastering the principles of sentence construction in that language - a process which is called grammar-construction. This led to the teaching of structural items or patterns, one by one, with the aim of promoting corresponding habits in learners. The learners were required to memorize grammar rules, sets of forms of words and vocabulary lists. The teachers preselected particular teaching units being geared to particular units of syllabus - a lesson with one structural item as its teaching point. It relied on the assumption that what was taught was easily learnt. It also assumed that repeated drilling of structural items and patterns ensured internalisation of the structural item in question.

By about 1975, certain doubts were raised about the workability of Structural-Oral-Situational method. The

important criticism was that learners' ability to make correct sentences in a classroom practice situation did not ensure that they could make sentences correctly in other contexts. Besides, the structural-oral-situational method subordinated the skill of reading to other skills viz., listening, speaking and writing. Over-generalization of structural pattern led to dull repetition in classroom. The discontent led to notional or functional syllabuses in 1976.

The notional/functional syllabuses proposed that language teaching should not be organised as a planned progression of grammatical units, but, instead, as a configuration of different units of meaning or use, called notions or 'functions'. It stressed the use of socially appropriate materials for teaching leaving grammatical conformity as a secondary consideration. The classroom is a place of imitating the language use of the outside, and language learning is a matter of rehearsing real-life language behaviour. The specific needs of the learners were analysed and this led to courses like English for Specific Purposes. "The notional syllabuses model addresses itself to learning objectives rather than to learning processes".  

Further, the notional syllabuses concentrated on semantic syllabuses with an idea that they would increase

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3 N.S. Prabhu, Ibid., p.5.
attention to meaning in the classroom and make the learning of the grammatical system less conscious. There was an inevitable loss of grammatical systematicity, while such semantic systemacity was found to be more relevant for a European context. Though Wilkins, the author of this approach claimed that "a notional approach is analytic as learning of language is organised in terms of the social purposes for which people are learning a language", it was not much suitable for countries like India.

The most significant work in the seventies did not concern language teaching, but language learning. Pit Corder suggested that making mistakes was a sign of activity, possibly even after learning, and the study of such errors was preliminary to second language learning. In 1972, Selinker, christened this learner-language as interlanguage. If learning proceeds by a process of hypothesis-testing, the response of the teacher in providing feedback is crucial in promoting the development of the learner's internalized linguistic system.

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The main feature of second language research to date was the communicative approach. This approach is based on the principle of helping the learners learn English and use English.

Alan Maley\(^7\) lists out the following characteristics of communicative approach.

- Concentration on use and appropriacy rather than simply on language form.
- A tendency to favour fluency-focussed activities rather than simply accuracy-focussed.
- Attention of communication tasks to be achieved through the target language rather than simply exercises on the language.
- An emphasis on student initiative and interaction rather than simply teacher-centred direction.
- Sensitivity to the issue of learners with different backgrounds.
- Awareness of variation in language use rather than simply attention to the language.
- Motivation is increased by means of problem-solving tasks

\(^7\) Alan Maley "A rose is a rose is a rose or is it? Can communicative competence be taught", *New Directions in Language Teaching*, (New Delhi: Pointer Publications, 1988), p.21.
The communicative approach aims at learning-centred cum learner centred methods in which the teacher will be just a facilitator of learning. The learners will not be passive listeners but active participants of teaching-learning situation. The language skills will be integrated rather than isolated.

The communicative approach differs from traditional methods like grammar-translation and direct method or structural-oral-situational. These methods have some of the following characteristics.

a) They focus very strongly on the language as language. The text is removed from its total context of meaning and examined as an object for analysis.

b) They restrict the quantity and variety of language to which students are exposed.

c) They depend heavily on teacher-centred approach and encourage a lot of time of the total talking time to the teacher.

Sequel to the communicative approach, the Communicational Teaching Project (CTP) was experimented by Prabhu. The CTP, as it is popularly called was tried out in Bangalore and Madras based on the assumption that language
is best learnt when learner concentrate more on meaning rather than form. The CTP rejects the linguistic syllabus and goes in for task-based procedural syllabus where students have to solve problems through reasoning and self-reliance. Teaching or learning of grammar is purely incidental. It was a five-year project and the subjects were from schools. Though the CTP is highly commended, it demands a lot of resource from the teachers of schools whose linguistic competence is limited.

Morley\(^8\) in a survey of the state-of-the-art in ESL methodology lists eleven features which she believes contributes to a modern ESL teacher's world view.

1. A focus on learners as active creators in their learning process, not as passive recipients.
2. Attention on the learner's language and what it may reveal about the language learning process.
3. Taking cues from communicative language teaching and the components of communicative competence.
4. Equal attention to language function as well as language form.
5. A focus on the individuality of learners and individual learning styles and strategies.

\(^8\)Morley, "Current directions in teaching English to speakers of other languages", TESOL Newsletter, Vol.22, No.2, p.18.
6. Adhering to the socio-cultural and affective dimensions of language learning and the humanistic classroom.

7. Considering teachers as managers of language learning experiences, not as drill-leaders and presenters of material.

Processes of reading in relation to cloze procedure

Reading is done by the non-native speaker of English for content which has cognitive and referential aspects. The cognitive aspect includes understanding, application, synthesis, analysis and evaluation and referential aspect include the skill of grammar and vocabulary in context. Though reading is a dynamic activity, purposive reading is not simply a case of either reading painstakingly or reading very quickly and that developing purposive reading skills in the student will involve training him to adopt and adapt a number of different reading styles related to his reasons for reading. Any user of a second language in a modern society is likely to find that reading skill has greater serviceability or general usefulness in relation to other communication skills like listening, speaking and writing.

The second language reading in a classroom situation is expected to be a detailed study of the texts prescribed
for intensive reading. "The objective of intensive reading is to obtain the fullest possible response in the learner's head to the black marks in his book". Fullness and accuracy of comprehension are the requirements here. Practice in close reading, accompanied by rigorous questioning, is the right training for the kind of reading.

Intensive reading according to Nuttall calls for

1. The ability to understand the main ideas.
2. The ability to relate supporting details to the main ideas.
3. The ability to use contextual cues in arriving at the proper meaning of a word.
4. The ability to understand phrases and sentences in context.
5. The ability to understand logical relationships between statements through recognition of grammatical devices such as linkers and connectives.
6. The ability to transcode information from non-verbal to verbal form of communication.

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7. The skill of making use of reference system, discourse markers such as link words though, however etc., to help himself to unravel the meaning of hard passages.

8. The ability to infer that a sentence with the same signification may have a different value in different contexts and be able to identify the value.

9. The ability to make use of the rhetorical reorganisation of the text to him to interpret a complex message.

10. The learner will be aware that a writer does not necessarily say overtly what he means; and be able to make inferences as required.

11. The learner will be aware that there are built-in discourse clues to understand synonyms, antonyms etc.

12. The learner will respond fully to a text whatever way is appropriate.

Certain suggestions find a place in the UGC's Report of The Curriculum Development Centre in English. The Report recommends a student-focussed methodology. Due importance should be given in the learning process of enabling students to acquire linguistic, communicative and literary skills and abilities i.e., on using language coherently and effectively and analysing and interpreting texts independently.
By guiding and directing the learners' learning and using a problem-solving approach instead of merely explicating the prescribed text, by providing feedback rather than information, the teacher can facilitate the learners' ability to work on their own. The teacher's role is that of a facilitator and the learner's role is that of a participant actively engaged in the learning process.

"Skills can be acquired only through practice, which is something we cannot do for the learners". They have got to do it for themselves, which means that a good teacher of language, even more than the teacher of other subjects, should spend a great deal of his time in listening and reading and not talking.

In his article on 'The Oracle': A game for Language Acquisition, Robert Bellarmine has given some suggestions which are relevant to using cloze technique as a teaching device. They are (1) Provide a single context large enough for contextualising all or most of the items, (2) make the information content of the activity or exercise relevant and

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11 J.A. Bright and B.P. McGregor, Ibid., p.76.
meaningful to the person in the learner, (3) Arouse the learner's curiosity and interest to such an extent that the language of prediction is unconsciously used initially and later, if necessary, consciously practised (4) Offer opportunities for language use and language practice outside the classroom.

Quite recently, Kenneth Cripwell\textsuperscript{13} draws a distinction between traditional methods of intensive reading and cloze. The reading component in many courses are based on the presentation of a text generally including examples of the grammatical point, followed by a series of comprehension questions on the text. The format often follows that of a classroom text book. The aim is to develop reading skills through intensive examination of a text.

The first defect about it is unnaturalness. Nobody expects to find a list of questions at the end of an article or a novel. It is an activity that is almost entirely an invention of teachers for use in the classroom.

Secondly, the questions on text may not necessarily reflect an understanding of what is in the text. Students presented with the questions only have been found to be able

to do just as well as those who have been provided with the text and questions.

This is particularly true of memory-based questions. Some text books adopt the multiple-choice question pattern. But great efforts are needed to construct good multiple choice questions with effective distractors as learners quickly learn to spot the correct answer when they are presented with malfunctional/non-functional multiple-choice questions.

Cloze procedure is one of the techniques of inferencing from the text. It has the advantage of being a test within the text as against questions before and/or after and is probably more closely related to the way we normally read the text. It is easy to construct and work and can be used both for teaching and testing as well as for formal assessment. "According to Pugh, "cloze tests have been advocated for a number of years as a means of testing comprehension without the disadvantage of comprehension questions."

In his work 'Designing tasks for the communicative classroom' David Nunan defines task as follows: "A piece of classroom work which involves learners in comprehending,

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manipulating and producing or interacting in the target language while their attention is principally focussed on meaning rather than on form". Reading according to the same author should take into account the learners' schema and context.

"The context of an utterance can mean two different things. It can refer to the situation in which the utterance is produced, this is the situational context. It can refer to the linguistic environment - the surrounding language; this is the linguistic context. Both types of context influence the choice of language forms and therefore have an effect on output". Cloze procedure has the situational context as well as the linguistic context, for, the words are deleted in text of complete discourse.

A good reader, by constant training in reading learns to chunk larger structural units like phrases, clauses and sentences instead of decoding word by word. A second language learner should be helped to develop (a) a degree of


automacity for decoding linguistic items, (b) competence to recognize discourse structure and remember rules of discourse.

Cloze procedure, by and large, as an instructional device, has these characteristics of the communicative approach. The blanks are contextualised in a setting. The teacher gives the learner a problem and the latter is faced with puzzles. The reading skills are integrated. The entire language system is called upon to operate. Modified authentic texts are provided to make them accessible to the learners and for this study, texts are simplified to suit the level of the learners. Holistic processing is encouraged. Motivation is created and sustained as the learners have to fill in the blanks appropriately taking into account grammatical, semantic and stylistic features.

Constance Weaver after a number of psycholinguistic studies, contends that the traditional questions based on factual (questions based on facts of the passage), inferential (questions focusing on implied ideas), referential (questions based on referents like anaphora/cataphora and contextual meaning of content words), evaluative (questions implying the tone, style of the
but passage) comprehension "are not kinds of comprehension but possible results of comprehension, they are products of the comprehension process".  

In his study on English reading texts, Sareen concluded that in traditional comprehension tests, where though content is tested, students tend to make a larger number of errors. In cloze texts, on the other hand, the students make fewer errors. Students do better in cloze where they can use synonyms.

Process of reading fundamentally implies the active involvement of the learner in terms of exploiting the context to the maximum possible. As cloze procedure demands a detailed and meaningful reading from the learner, it is a valuable instructional strategy for assessing a reader's use of context in reading.

Meaning signalled by pattern and comprehension

Clark and Clark after a number of experiments report that some of the experiments demonstrate that the readers


rely on grammatical words to give clues to structure, while the rest demonstrate that the readers rely on contextual information and plausible anticipation. Comprehension becomes easier when the role of context is uppermost in the reader's mind. A second language learner needs to be trained to exploit the context as much as possible.

Contextual information becomes basic to interpretation of texts. It is crucial that we understand the role of non-linguistic background in which language is used. Clark calls this the comparison model of comprehension, and sets out to explain how the learners set up pictures, manipulate various forms of linguistic information, presuppositional structure and other aspects for comprehending the meanings in contexts of personal interaction.

Prior knowledge and comprehension

Bhatia suggested that 'more important than the text itself the reader's knowledge of written language and his general knowledge of the world and of the particular topic in a given text'. The knowledge an ESL learner brings with him to the task of learning a foreign language is his knowledge of the world. The reading materials must endeavour to incorporate into his knowledge of the world the

way concepts he already possesses are realized through a different linguistic medium. The materials should take advantage of the strategies which are 'natural' to the 'reading process', reinforce them, and encourage the reader to make use of them, the mother tongue of the learner may also be used in order to activate the prior knowledge of the reader and to use it as a means of teaching him the new code.

Kenneth Chastain suggested that second language learners bring with them a knowledge of their surrounding world and their past experiences. As is true of all other mental activities, previous knowledge is the most important factor in successful completion of the reading task.

Comprehension and Production

Prabhu makes certain distinctions between comprehension and production. "Comprehension precedes production because abstract structures need to be formed relatively firmly before they are deployed in production". He lists out four differences of comprehension and production.


Comprehension is a private activity and an abstract one. Production involves a display of language and therefore relatively needs a high level of linguistic confidence. Cloze comes to nearer to this concept as it involves both comprehension of the text and restoration of appropriate words in the context.

Comprehension can be partial or selective and at times, may be incomplete processing; production calls for completion of linguistic formulations. Prabhu maintains that incompleteness in learner's processing of a sample or passage is not visible to the teacher while incompleteness stands out clearly in production. Here also, cloze comes close to this principle as it involves both understanding and completion of blanks. The output of the learner can be assessed by the number of blanks he has filled in and how many of them have been appropriately answered.

In comprehension, the degree of precision and commitment is controlled by the comprehender, production involves verbal explicitness and involves a higher level of confidence. In cloze task, though the learner is filling with one word for each blank, he is actively engaged in understanding the passage in full which will facilitate him to be accurate in his expression. The best preparation for production is practice in continual comprehension since it confirms the internal system of syntactic and semantic
accuracy to a point at which it becomes deployable in production.

Closely in line with task-based lessons of Communicational Teaching Project, cloze procedure is also a mentally task based one. According to Richard Rossner "a task is an activity or series of activities intended to have a specific outcome. A task motivates and engages the students. It ensures that they respond in an individual and thoughtful way to what they read. It stimulates peer group interaction and learning. It provides opportunities for the teacher to assess learners' understanding and responses by eliciting individual or group reaction." 23

Introduction to Chapter IV

In the previous chapters, cloze procedure, its application as a teaching device, and cloze procedure in relation to teaching intensive reading were reviewed. The forthcoming chapter presents the research methodology and the materials and methods during the procedure.

The research methodology presents the following:

a) The objectives of the study
b) The research locale viz., the term representative colleges, implies one woman's college and one men's college.

c) The list of cloze texts selected for the study and the concept of simplification in this context.

d) The type of deletion of words and the range of deletion ratio adopted for the study.

e) The three null hypotheses made in the context of advantages of cloze text, in an ESL situation and instructional method generally followed in teaching detailed texts.

f) Sampling procedure.

g) The statistical analyses carried out.
A detailed presentation of the classroom experiments carried out for the cloze texts in terms of (a) pre-reading orientation and (b) discussion on appropriate answer and the deviant expression (D.E.). The researcher was not given the permission to use audio or video recording of classroom situation by the two colleges. Hence authentic letters have been obtained from the head of the Department of English of the two institutions viz., (a) PSG College of Arts and Science and (b) Sri Avinashilingam Institute for Home Science and Higher Education for Women.
IV. Procedure

The two objectives of this study are (i) a study on the teaching of reading the prescribed texts, detailed study, (ii) the application of cloze as a teaching device by making use of the prescribed texts of the first year first semester students under study.

The teaching procedure was as follows:

a) A short pre-reading orientation on the topic for motivating the learners.

b) Silent reading of the prescribed texts by the learners.

c) Distribution of simplified cloze texts to the learners requiring them to fill in the blanks without referring to the original text.

d) A detailed discussion on the answers given by the learners. This involved the researcher writing all the answers given on the chalk board and eliciting the explanation for the wrong answers.

The research procedure was as follows:

a) A study of the progress made by the subjects from the pretest 'Murugan, the Singer' to the two post tests viz., 'Holidays' and 'Neem'. The progress was assessed in terms of (a) overall language proficiency, (b) lexical cohesion like content words, redundancy and collocation,
(c) grammatical cohesion in terms of contextual use of link words like coordinating conjunction and subordinating conjunction, (c) referential skills like contextual use of anaphora/cataphora, relative pronoun, pointer, that clause and comparatives and (d) contextual use of sub-skills like article, preposition, auxiliary verb, quantifier, negative, to infinitive and copula. In making the above mentioned classification, the researcher adopted the taxonomy given by the following authors.


The researcher conducted the classroom experiments in the following colleges.

<table>
<thead>
<tr>
<th>College</th>
<th>Course</th>
<th>Sex &amp; No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PSG College of Arts and Science Coimbatore</td>
<td>B.A. Economics Male</td>
<td>(55)</td>
</tr>
</tbody>
</table>
The following texts were used for this study.

<table>
<thead>
<tr>
<th>Title</th>
<th>Nature of Discourse</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 'Murugan, the Singer'</td>
<td>Short story</td>
<td>'The Hindu' Dt. 6th March, 1990.</td>
</tr>
<tr>
<td>2. 'Headache' (R.K.Narayan)</td>
<td>Cultural familiarity</td>
<td>Avenues to English prose</td>
</tr>
<tr>
<td>3. 'On Keyhole morals' (A.G.Gardiner)</td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>4. 'On the Need for a Quiet College' (Stephen Leacock)</td>
<td>Location familiarity</td>
<td>-do-</td>
</tr>
<tr>
<td>5. 'Shanthinikestan' (C.F.Andrews)</td>
<td>Cultural/religious familiarity</td>
<td>-do-</td>
</tr>
<tr>
<td>6. 'Two Gentlemen of Verona' (A.J.Cronin)</td>
<td>Short story</td>
<td>-do-</td>
</tr>
<tr>
<td>7. 'The Ant and the Grasshopper' (W.Somerset Maugham)</td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>8. 'Serendipity' (Walter B.Cannon)</td>
<td>Scientific discourse</td>
<td>-do-</td>
</tr>
<tr>
<td>9. 'Do's and Don'ts in using Pesticides'</td>
<td>Scientific communication</td>
<td>Understanding Technical English Communication</td>
</tr>
<tr>
<td>10. 'Mahatma Gandhi' (V.S.Srinivasa Sastri)</td>
<td>Philosophical discourse</td>
<td>Avenues to English prose</td>
</tr>
<tr>
<td>11. 'What kind of Peace Do We Want?' (J.F.Kennedy)</td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>12. 'Holidays' (post-test) (Rajesh Kochari)</td>
<td>Topic of General Interest</td>
<td>The Indian Express</td>
</tr>
<tr>
<td>13. 'Neem' (Special Correspondent)</td>
<td>Scientific discourse</td>
<td>The Hindu Dt. 10th March 1990</td>
</tr>
</tbody>
</table>
The passages given to the learners were simplified versions of the prescribed prose texts. To expect the learners to encounter the texts directly with words systematically deleted would be too much. "Simplified readers contribute to the development of reading ability." The cloze texts the researcher used for teaching purposes were intended to motivate and help the learners not only to reflect what (s)he already knows, but to exploit and extend this knowledge. It follows that the procedure of simplification involves a compromise between (a) making a given text easier to understand by bringing its contents within the area of language already assumed to be known and (b) allowing the inclusion of some language items not already known but the meaning is recoverable from the context.

The end of reading comprehension is the ability of the learner to understand the cohesive devices in unseen text(s) and "adjust his knowledge of the language system according to how the system is used in actual discourse." Therefore, the pre-test-text 'Murugan, the Singer' was not simplified to assess the reading ability of the subjects and


2Ibid., p.172.
the two texts given for post-test were also not simplified to assess the reading development of the subjects.

Of the thirteen texts, 'Murugan, the Singer' was a pre-test-text and the two texts, 'Holidays' and 'Neem' were taken up for post tests. They were not rephrased and these three texts were not prescribed ones. The text 'Dos and Don'ts in Using Pesticides' was selected for the study because it involved intensive reading of the cloze text based on the passage by repeatedly referring to the pictures.

"Interpretation of reading texts can itself be designed as a problem-solving capacity." Another objective was to provide a change from the understanding of a run-on-passage to comprehending the pictures and doing the cloze task.

The researcher followed a systematic deletion of words, the range being eighth to eleventh. As the cloze procedure of this study focussed on the teaching device, for scoring purposes, the researcher accepted words which were grammatically correct and contextually acceptable. While deleting words, care was taken to avoid repetitive use of certain words and include words which called for macro

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reading. As the cloze passages were rephrased, the researcher did not resort to multiple choice cloze. As every cloze text was followed by a detailed discussion, the researcher did not provide any clue to the answers either in the form of first letter or total number of letters. It has been found out from the researcher's continuous application in his own classroom situations (vide Appendix No.) that the learners' attention was invariably on the clues and the natural processing of language while reading was little.

The following null hypotheses were made:

Understanding the words in context is a skill required of a second language learner. As cloze exercises provide scope for inferring words from the text/context, the deleted content words might not pose problems to the learners in the long run. As the textual situations were already familiar to the learners, an insightful and intensive reading of the cloze text could enable them to fill in the blanks with grammatical correctness and contextual appropriateness. Hence the following null hypothesis was made. A systematic orientation to cloze exercises would not enable the subjects to restore the grammatically correct and contextually appropriate words in relation to their performance in the interest and the post-tests.

One of the important features of intensive reading is the ability of the learner to predict what will come next in
a passage of complete discourse. The student's ability to predict depends on his knowledge of grammar and vocabulary and his awareness of redundancies and collocations. Reading exercises aimed at promoting predictive reading and maximising contextual cues. Cloze texts of complete discourse facilitate the learner to be actively involved in the reading process. As redundancies and collocations assist the learner in a cloze text to fill in the blanks with grammatically correct and semantically appropriate words, the following null hypothesis was made. There will be no significant differences in the performance of subjects between the pre-tests and the post-tests in terms of restoring redundancies and collocations.

Generally texts for intensive reading are taught by the teacher by means of lecture method by explicating the texts sentence by sentence. Later on, decontextualised exercises such as framing sentences out of words/phrases are given. Their ability to relate the grammatical items to their contextual use in text(s) of complete discourse is not developed. According to Howatt, "the principle of the connected text has not only withstood the challenge of structuralist sentence patterns but has been significantly extended into a principle of connected discourse which is already influential and will become more so in the future."

The following null hypothesis was made. There will be no significant differences in the performance of subjects between the pre-tests and post-tests in recovering the grammatically correct and contextually appropriate words.

Sampling procedure

As the procedure involved a minimum of one and half an hour to two hours for one cloze text, not all colleges were willing to permit the researcher to conduct the classroom experiments. The two local colleges mentioned permitted him to do the cloze try-outs. Hence the sampling inevitably became a purposive one, representing one men's college and women's college.

In the pre-test, subjects who obtained eighty per cent of the blanks correct were considered to be independent level group of learners. Learners who got above sixty per cent but below eight per cent were considered to be Instructional level group of learners. Students who got below sixty per cent were considered to be Frustrational level group of learners.

The focus of attention of the researcher was on Instructional level group of learners (hereafter called IL) and the Frustrational level group of learners (hereafter called FL). As the English medium students could fill in the blanks with ease and speed, and their scores were above ninety per cent, the researcher's concentration was on the
instructional level group of learners and frustrational group of learners of both sexes. This was keeping in tune with the general thinking of helping the average and below average learners.

The descriptive statistical analysis involved in finding out the 't' value of the two group means of boys and girls of instructional level group (hereafter called ILB and ILG) and the boys and girls of Frustrational level group (FLB and FLG). The 't' value was calculated to find out the significant differences in terms of (a) Overall Language Proficiency, i.e., the mean score of each group as against the maximum mean value, (b) Lexical cohesion in relation to lexis, redundancy and collocation, (c) Grammatical cohesion in terms of contextual use of coordinating conjunction and subordinating conjunction, (d) Referential skills in relation to contextual use of anaphora, cataphora, pointer, relative pronoun, that clause and comparative and (e) sub-skills like contextual use of articles, prepositions, infinitive, auxiliary verb, quantifier, negatives and copula. While analysing the performance of subjects, the passage similarities were taken into account.

As the above mentioned analysis was a comparative study of two groups, the overall percentage of the subjects in all the reading skills was taken into account for
assessing the progress made by them from the pre-test to post-test. The background of the learners in terms of their parents' educational qualifications, their economic status, the marks scored by the subjects in English at plus two level was arrived at by means of a questionnaire given to them. The total number of cloze elements and the percentage of scores obtained by the subjects were related to these aspects to find out the correlation factors (vide table No.50). (Appendix no.11)

A questionnaire for the teachers of the representative colleges was prepared and their responses obtained as many of them were observers of the cloze experiments. This questionnaire was given to find out the practising teachers' response to the cloze procedure, their reaction in applying the procedure in their own classroom situations and their method of teaching the texts of intensive reading. (vide appendix no.18)