CLOZE READING OF LETTERS TO EDITORS: A VERBAL PROTOCOL ANALYSIS

By

Abdullah Shafiq

M.A., Bahauddin Zakariya University, Multan

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY
In **English (Linguistics)**

To

FACULTY OF LANGUAGES

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

NATIONAL UNIVERSITY OF MODERN LANGUAGES   **FACULTY OF LANGUAGES**

THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defence, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of English Studies for acceptance:

Thesis Title: Cloze Reading of Letters to Editors: A Verbal Protocol Analysis

Submitted By: Abdullah Shafiq   **Registration #:** MC-MPhil (Ling)- 38

Master of Philosophy

Degree name in full (e.g Master of Philosophy)

English Linguistics

Name of Discipline

Dr. Akbar Sajid   _____

 Name of Research Supervisor

Prof. Dr. Muhammad Safeer Awan   _____

Name of Dean (FoLs)

Brig. Muhammad Ibrahim   _____

 Name of DG

_____

Date

CANDIDATE'S DECLARATION FORM

I <u>Abdullah Shafiq</u>

Daughter/ Son of <u>Muhammad Shafiq</u>

Registration: <u>MC-M.Phil (Ling)-39</u>

Discipline <u>English Linguistics</u>

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Cloze Reading of Letters to Editors: A Verbal Protocol Analysis** submitted by me in partial fulfillment of M.Phil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

Signature of Candidate

Date:_____2018

<u>   Abdullah Shafiq   </u>
Name of Candidate

ABSTRACT

Thesis Title: Cloze Reading of Letters to Editors: A Verbal Protocol Analysis

Taylor (1953) has introduced the term 'cloze' which deals with the deletion of every nth word (e.g. every four or fifth word). In cloze procedure every nth word (e.g. every four or fifth word) is deleted (Taylor, 1953). The given blanks activate language learners' meaning construction and enable them to decode and contextualize new information (Wang & Yu, 2018). The present study was carried out to find out linguistic and non-linguistic sources used for the deleted words in letters to newspapers. The impact of the instruction given on cloze procedure was explored in the study. The effect of the syntactic property of the deleted words on success rate was also found out. The study used letters published in the *Pakistan Observer,* a Pakistani English newspaper. In the light of the findings of the pilot study some changes were brought in the plan of the main study. Four cloze letters were used in the pretest; eighteen cloze letters, in the instruction and four cloze letters, in the posttest. The theoretical framework given by Paribakht and Wesche (2006) was adopted for the study with some modifications. The participants of the study were asked to verbalize their thoughts loudly while they searched for the deleted words. Introspective verbal protocols were tape-recorded and a coding scheme was selected for the analysis. After the pre-test, training was given to the experimental group for using various knowledge sources and clues for the missing words. The control group did not receive any training. The control group was taught the eighteen letters in the traditional way. The data collected was analysed both quantitatively and qualitatively. It was found out that various knowledge sources were employed by the participants in guessing the missing words in the letters. In most cases, linguistic sources were preferred to non-linguistic sources. After receiving instruction the experimental group outperformed the control group in getting success. The findings of the study have revealed that the participants of the study made more successful attempts for the deleted content words than the deleted function words. Some future directions as well as pedagogical implications were presented in the study.

Key Words: Cloze procedure, linguistic sources, non-linguistic sources, introspective verbal protocols, content and function words, inferential behavior, letters to newspaper editorial.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CG   Contextual guessing

ESL   English as a Second Language

EFL   English as a Foreign Language

L1   Native language (Urdu, here)

L2   Second language (English, here)

TDP   Top-down processing

BUP   Bottom-up processing

IP   Interactive processing

FS   Formal Schemata

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor Dr. Akbar Sajid (Chairman of English Department, NUML Multan Campus). I still remember the time when I faced difficulty in dealing with the topic of cloze procedure. It was his encouraging attitude which led me to the right path. He met me every time with a smiling face and boosted up my courage in the completion of the thesis.

I would like to thank the Brig. (R) Nadeem-ul-Ahsan Tirmizi NUML, Multan Campus. He supported me in getting excess to the online sources. His co-operation in the whole process of the write-up process is worth-appreciating.

I am also thankful to Prof. Ch. Muhammad Shafiq, Ex-Chairman of English Department, Govt. Emerson College Multan. How can I forget the patronizing supervision of Dr. Zia, the incumbent Chairman of English Department, Govt. Emerson College, Multan?

Nevertheless, I am grateful to Dr. Athar Muneer and Muhammad Shafiq, teaching English at Govt. Emerson College, Multan. Both teachers were included in intra-rater committee and helped me whenever some difficulty cropped up.

I would like to thank all the participants of the study who showed their interest in collecting the data from them. Without their support it was impossible from me to complete my work in time. The support and untiring work of Shahid Ali and Muhammad Ismail turned the dream into reality.

Abdullah Shafiq

DEDICATION

I dedicate this thesis to the teachers who do their level best to transfer their knowledge to the research scholars whole-heartedly. Their invaluable guidance and teaching pave way to the completion of the theses.

CHAPTER I

INTRODUCTION

English is taught in Pakistan as a second language. Although some newspapers and magazines are published in English, the ESL learners have to face many difficulties in learning English. It is often thought that the easiest way to teach a text is to tell the students the meaning of the difficult words encountered during reading. Efforts are made to engage the students in useful activities which may motivate the students to learn English in a conducive atmosphere. The students often fear that they will be humiliated in the class if they make a mistake during the learning process. The present study is an attempt to engage the students in activities based on cloze procedure. In cloze procedure every nth word is deleted. The nth word denotes an unspecified member of a series of numbers or enumerated items. The learners are asked to fill in the gap with word which makes sense in the given context. It is suggested that

> A cloze unit may be defined as any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product by deciding from the context that remains what the missing part should be.

> (Taylor, 1953, p.416)

Cloze reading means to read a text which has some deleted words at a regular interval and to find out the missing words that make sense in the given context. Newspapers have attracted the attention of the language researchers. Gellert and Elro (2013) have claimed that cloze tests test inferences unlimited in scope. According to Martin et al., (2018), prediction is production. News stories, editorials and letters to editors are explored linguistically. Whereas editorials express the views of the editors of newspapers, letters written to editors present the views of the readers. The study used the letters of a Pakistani English newspaper, *The Pakistan Observer*. Eight letters were selected. Each fourth word had been deleted. The participants were asked to verbalize their thoughts during the task of finding out the missing words. Their responses were tape-recorded and analysed in detail.

Cloze procedure was first developed as a tool for measuring readability of texts. It has been useful for designing tests and diagnosing reading problems as well as for reading instruction. When the readers possess ability to fill the deleted words it means they enjoy the power of comprehension (Dallman *et al*. 1934). Bernhardt (1991) has suggested that the cloze procedure can measure the effects of variables on reading. Cloze procedure is used in the assessment of various skills of language learners. Aitken (1977, p.66) has argued.

> Cloze procedure is an extremely simple yet valid language proficiency test. Cloze procedure is not a panacea for all ESL testing problems; however cloze tests yield more "miles per gallon" of sweat spent in test construction than most ESL teachers realize. Overall language proficiency tests like the cloze merit much greater consideration than they are given in preparing ESL proficiency test batteries.

Cloze procedure is used as a diagnostic reading assessment technique. It requires the ability of the testees to understand context and vocabulary in order to fill the missing gaps they find in the text. Choosing the acceptable words requires the critical thinking skills of the students. Rye (1982) has stated that cloze procedure allows teachers to assess reading behaviors of students.

Content words carry the content or the meaning of a sentence. These words include nouns (e.g. *television, mobile, college*), verbs (*know, hide, tackle*), adjectives, (*lovely, ugly, young*) and adverbs (*slowly, carefully, haphazardly*). Function words explain grammatical relationships into which the content words may fit. These words contribute to the syntax rather than the meaning of a sentence. Function words include determiners (e.g. *the, that*), conjunctions (*and, but*), prepositions (*on, into*), pronouns (*you, I*), auxiliary verbs (*be, have*), modals, (*may, could*), and quantifiers (*some, both*).

The students use semantic and syntactic constraints in order to construct meaning form the text. In a cloze test the students make efforts to guess the missing words while making the most acceptable substitutions from all the contextual clues available in the given passage. McCray and Brunfaut (2016) in their research have used eye tracking as data collection procedure. They have demonstrated that lower scoring test-takers rely more on lower-level cognitive processing in their responses. The study found out the choices made by the students for the deleted words. Eye tracking implies the recording of eye position (point of gaze) and movement. Eye

tracking is used to study human behavior during some specific task (e.g. reading, searching etc.).

Verbal protocols have been useful tools for language researches for many years. They deal with the verbal externalization of thought during an activity. Subjects can externalize their mental processes while information is in the focus of attention. When they do it consciously, they verbalize their thoughts. Thus the verbal protocols are audio-taped for analysis.

1.1   Statement of the problem

Researchers have mainly used cloze procedure for testing reading comprehension of language learners. In fact, reading includes reduction of uncertainty (Smith, 2012). In finding out the missing words in a cloze text, the readers reduce uncertainty in reading comprehension. As they progress through a text, their choices of what to select are constrained. Outside the classroom, language learners do not read texts included in syllabus. They read other material (e.g. journals and newspapers). Whenever they read a text written in English, they encounter the unknown words. The effect of cloze procedure while using various types of texts is explored in studies. To the researcher's knowledge no study has been conducted to find out the knowledge sources and clues while using newspaper for the deleted words. There is found a research gap which the present study intends to fill while using the texts of newspaper letters for cloze procedure task. The present study explores knowledge sources – linguistic and non-linguistic-used by participant of the study. The study also finds out the effect of instruction and the syntactic property of the deleted words. There is always a need for such activities as can accelerate language learning process.

1.2   Delimitations

The study has several delimitations:

i.   The small sample size is the major delimitation of the study. There are only 20 participants. They may not reflect all the possible ways to deal with the deleted words in the given blanks. Other possible ways to figure out the missing words may be possible which are not captured in the present study. For example, the study does not deal with the knowledge of L1 syntax for dealing with the missing words.

ii. Another delimitation is methodological. The verbalization of their thoughts through think-aloud may have altered the subjects' behaviour towards the missing words. It can also make them more conscious of their thought process. Speaking about their thoughts can create hindrance in the way to thinking. (Kusiak, 2013). Even the prompts from the researcher's side may give some new direction to the way for new planning. Although the researcher is not meant for providing the missing word, a simple question e.g. (what are you thinking now?) can cause disturbance to the thinking process of the participants. Resultantly, thinking loses its natural process.

iii. Next delimitation arises from the cloze task assigned to the participants. The subjects were asked to find out the deleted words for the given blanks. This gave the participants a certain way of approaching the texts. They stopped the reading process over and again while making pauses. The text with blanks created hindrance to get an overall meaning. It was not the natural way of reading a text. For some students this was any artificial way of reading the texts. Sometimes they skip some difficult word in their routine reading tasks. But in cloze procedure skipping is not allowed. For each deletion, the participants have to choose some word according to the textual constraints.

iv. The verbal protocols of the participants were tape-recorded. The presence of the researcher with a tape-recorder may make the participants hesitant of performing the task assigned to them. They can choose the words and sentences very carefully due to the tape-recorder. As observed in the present study, some participants demanded that their voices should not be tape-recorded. All this can hamper their way of proper thinking. It may also have some effect on the way to deal with the missing words texts.

v. Although a cloze test measures the proficiency of learners in the language concerned, it does not provide opportunities to morphological clues. The decomposition of the unknown words is an effective strategy to learn new vocabulary items (Nation, 2001). The intra-word clues enable the language learners to enhance their lexical knowledge. The morphological decomposition of the words plus the context provided in the text may work well. But the cloze procedure deprives the language learners of the richness of morphological clues.

1.3   Objectives of the study

Following are the objectives of the study:

1. To find out linguistic and non-linguistic knowledge sources used in finding out the missing words in letters to newspaper editorials.

2. To explore the effect of the deleted content words and function words on success of the inferences.

1.4   Research questions

The study addresses the following research questions:

1. What linguistic and non-linguistic knowledge sources are used by ESL learners in the verbalization of their thoughts for the deleted words in cloze letters to newspaper editors?

2. What is the effect of instruction on the inferential behavior of L2 learners?

3. To what extent do the function words and content words have the impact on the correct guesses for the deleted words?

1.5   Significance of study

Present study is significant due to the following reasons:

i.   As the study explores the linguistic and non-linguistic knowledge sources used by the participants, a clear picture of the ability of the language learners comes to the forefront while finding out the missing words for the blanks. The teacher will be in a better position to have an account of the difficulties faced by language learners in this regard. The steps taken by the informants to figure out the appropriate words will shed light on their overall proficiency of language at target.

ii. The making of a cloze test and its evaluation through the scores got by the participants are not a difficult job. As remarked by Oller and Jonz (1994), cloze procedure offers a family of testing techniques. Through pair work and group discussion the whole class can be engaged in useful activities. The wreak areas pointed out in the present study will get proper attention of the teachers. They will come to know whether the students have lexical deficit,

semantic deficit or syntactic deficit. Once these areas come to the forefront, the teacher can devise such activities as enhance the overall proficiency of language learners.

iii. Language learners will get opportunity to receive instruction on how to take advantage of the contextual clues in the text. A wrong guess will disrupt the textual coherence. If the overall meaning of the text is understood, language learners will choose the words which make sense. They will gladly participate in the cloze activities as these activities are like hunting a lost thing. When language learners find the content of the given material interesting, they gladly choose the deleted words.

iv. The present study is meant for exploring the guessing ability of the participants of the study. The good language learners are also good word processors (Haastrup, 1999). When language learners are under some cognitive load (Hulstijn & Laufer, 2001), they try to find ways how to deal with the task assigned to them. The words learnt via cloze procedure will become the part of their mental lexicon. When language learners get expertise in finding out the correct words for the deletions, they can use their guessing abilities for the texts having unfamiliar topics or for the texts with less contextual clues.

v. Although the present study explores how the participants take advantage of various clues in dealing with the deleted words, it recommends the ways how to sharpen the inferential abilities of language learners for augmenting their lexical knowledge. When the participants become habitual to find the correct words for the blanks, the same knowledge sources can be used for generating the meanings of the unfamiliar words found in English texts.

vi. Even the course designers will find the present study beneficial while designing the course for ESL learners in Pakistan. The findings of the study will be useful in this regard. Testing language proficiency gives an accurate account of the language learners' learning process. Techniques like cloze procedure should be defined, explained and explored in the testing module. The present study offers a novel horizon for language learners.

vii. As mentioned in the objectives of the study, the present study examines the effect of content and function words on the guessability of the students and on the success rate of the attempts made by the students. The results of the study

will demonstrate whether the participants are successful in guessing the content words or in guessing the function words. Through the findings of the study the teacher will come to know whether the participants lack semantic knowledge or syntactic knowledge. If the participants get more scores in dealing with the content words, it means their syntactic knowledge is not good. If the participants get more score in figuring out the function words, it mean they have semantic deficit.

1.6   Operational definitions of the key terms

Cloze procedure: In the cloze procedure students supply the words that have been deleted in a text.

nth word: Every 4th word means the deletion of any word at a regular interval because nth word stands for any word e.g. every fourth word or every sixth word in a text.

Formal schemata: The knowledge of the structural organization of text.

Schemata: The plural of schema, the background knowledge of language learners.

Context: The social and physical world interacting with text to create discourse.

Top-down processing: Also called higher level processing. The processing deals with what readers bring to text.

Bottom-up processing: Also called lower level processing. The processing involves bringing the textual features to mind.

Collocation: The company a word keeps. For example, 'strong' collocates with 'coffee'.

Local clues: Local clues are found at sentence level.

Global clues: Global dues are found beyond sentence level.

Semantic constraints: The constraints which are restrictions imposed by the meanings of a text.

Syntactic constraints: The constraints imposed by the grammar of a text.

Pragmatic constraints: The constraints imposed by the context of a text.

Verbal protocols: Also called think–alouds. Language learners verbalize their thoughts when some task is assigned to the

Introspective method: The method is used when language learners think–aloud during a task.

Coherence: The quality of meaning units, and purpose perceived in a text.

Cohesion: Formal links found between clauses and sentences.

Sentence meaning: The overall meaning conveyed in a sentence.

Discourse meaning: The meaning of topic paragraphs and a whole text.

Linguistic knowledge sources: The knowledge sources based on the first language and the second language.

Non- linguistic knowledge sources: The sources based on learners' prior knowledge of the world.

Text: A stretch of language, spoken or written.

Contextual guessing: To find out the deleted word in a cloze test or to determine the meaning of an unfamiliar word by using the context clues which are words or group of words surrounding the blank or the new word.

1.7   Organization of the study

First chapter introduces the whole thesis. The chapter also gives a brief description of the difficulties faced by ESL learners in learning English. The statement of the problems, objectives of study and significance of study are also described. The rationale of present study is also given in this chapter.

Second chapter aims at presenting the critical review of the related literature in cloze procedure. The chapter gives an analysis of what others have researched in the domain of close procedure. This chapter searches the gap in the existing body of knowledge. The contribution made by the study is also described in detail in this chapter.

Third chapter gives a detailed description of the research methods and tools which are used in the present study. This chapter also gives the theoretical model which is used for the present study. Additionally, the research questions are stated in this chapter.

Fourth chapter gives an analysis of data which has been collected for present study. The verbal protocols discussion for the missing words in texts is analyzed both

qualitatively and quantitatively. Figures and tables give a statistical record of the data collected. In fifth chapter the findings of present study are given. The research questions are addressed in detail. In this chapter the pedagogical implications of present study are also given. The contribution made by present study to the existing body of literature is discussed. Future directions are given in this chapter.

CHAPTER II

LITERATURE REVIEW

The chapter presents a detailed survey of the related literature. The work done in the domain of cloze procedure is presented and the research gap for the present study is found. The theoretical framework, operational definitions of key term are also described. The chapter analyses reading and reading processes involved in comprehension. Reading is considered a cognitive activity. The significance of cloze procedure is described in order to find out the guessessability and readability. Significant factors related to cloze procedure will be discussed.

2.1   Works already done

Anderson (1979) has investigated the effect of certain methodological variables – deletion rate, text and scoring procedure- on the validity of the cloze test. The findings of the study demonstrate that changing the deletion frequency of the test produces a different test which seems to measure different abilities. It is found out that an easy text results in better correlations with dictation. On the other hand, a more difficult text provides a better measure of core proficiency. Likewise, change in scoring procedures results in different validities of the cloze test. Semantically acceptable procedure provides the best validity correlation. Anderson notices the short-comings of the cloze procedure as he claims that the cloze procedure is primarily sentence-bound. It is pointed out:

> As a test, the cloze is largely confined to the immediate environment of blank. The fact that the procedure does not delete phrases or clauses must limit its ability to test more than the immediate environment, since individual words do not usually carry textual cohesion and discourse coherence (with the obvious exception of cohesive devices like anaphora, lexical repetition and logical connectors).

(Anderson, 1979, p.225)

Ajideh et al. (2017) have examined the role of EFL learners' learning strategies using close procedure. It was found that there were significant positive

correlations between the learners' cognitive and meta-cognitive strategies and the performance in cloze tests. The use of learners' strategies were the test bias factors in the cloze tests.

Guillenmette (1989) has used cloze procedure as an assessment of the understandability of data processing texts. The findings of the study have indicated differences in readability among the text sources. The cloze procedure provides an objective alternative to the use of judgments. It enhances the readers' ability to get information from a text while promoting reading skills. Data processing texts have readability problems for many students. It was also found that cloze scores correlate with comprehension test results. It is claimed:

> Great accuracy can be achieved by increasing the number and length of randomly selected text passages, the use of multiple test forms per passage, and the number of subjects in a study.

(Guillenmette, 1989, p.152)

In their study Hajebi et al. (2018) have explored the collocational competence of Iranian EFL learners. The study used three testing procedures – the cloze test, C-test and open-ended tests. The subjects of the study were intermediate and advanced proficiency groups. It was found the higher proficiency group outperformed the intermediate proficiency group in three tests. It means they had more collocational competence than their intermediate peers. It is worth-noticing that no superiority of C-test was found over other tests and open-ended tests.

The study conducted by Laufer and Osimo (1991) has investigated whether the consistent use of a vocabulary reinforcement technique "second-hand cloze" can be beneficial for a long-term retention of words. First hand cloze is the original text in which the words are deleted at a specific interval. On the other hand, the second-hand cloze means to use the summary of a text for cloze text. The second-hand-cloze is an exercise which consists of a summarized version of a text with the target words deleted. The participants found out the missing words in the text. The findings of study have suggested that the second-hand cloze gives language learners the opportunity to reactivate the new words. The gap-filling activity turns into a problem solving activity which provides challenges to language learners. It also becomes a meaningful activity because it gives a summary of the authentic text belonging to

learners' particular field of interest. While providing a text context, it "avoids the monotony and artificiability of rote learning" (Laufer & Osimo, 1991:222). On a subsequent recall test, words submitted to the experimental task were better remembered. Resultantly, the shortcomings of rote learning were overcome.

Samspon et al. (1982) have used cloze lessons in their study. Instead of a mechanical deletion system, the study used materials where deletions were made to suit specific instructional procedures. Additionally, instructional process also involved the discussion of students after completing the cloze exercises. The participants of the study were third-grade students from a metropolitan school district. The control group received regular reading instruction. On the other hand, experimental group received regular reading instruction along with twenty seven cloze lessons. The findings of the study have suggested that the experimental group performed better than the control group on reading comprehension and divergent production. However, no significant difference was noticed between the control group and the experimental group in learning vocabulary. The teacher's guided discussions and cloze practice exercises have provided good results.

The study conducted by Tong et al. (2014) investigates the link between syntactic awareness and discourse-level comprehension for Chinese fifth graders. It was suggested that cloze procedure was the process of searching for the missing words and matching these words in the given context. While using the cloze procedure in the study the researchers have found that syntactic awareness is associated with discourse-level comprehension of text.

As observed in the survey of the works of researchers in the domain of cloze procedure, no study has been conducted to explore the linguistic and non-linguistic knowledge sources and clues used in finding out the deleted words in cloze texts. Other researchers (Anderson, 1979; Guillenmette, 1989; Hajebi et al., 2018) have explored the effect of deletion rate, the use of cognitive and meta-cognitive strategies, the readability away various cloze texts, and various types of cloze test. To researcher's knowledge, no study has been conducted so far in using letters written to newspaper editors. The letters of Pakistani English newspapers are used as cloze texts in the study. The research in this particular field is worth-exploring.

2.2   Reading and comprehension

Reading is seen as decoding the skill of transforming printed words into spoken words (Prefetti, 1985). Goodman (1967) has remarked that the decoding process in reading involves syntactic, semantic and pragmatic knowledge. Widdowson (1979) has described reading as the process of getting linguistic information via print. Reading a involves all the cognitive processes necessary to language performance.

Figure 2.1. The reading process (Adapted from Kemper et al., 2016, p. 22)

The above figure shows how the reading process actually works. The arrows manifest that readers can move back and forth between the steps. For instance, after starting reading, readers may refer back to something in their pre-reading. Widdowson (1978) has stated that reading of a text is a dialogue between reader and writer where the illocutionary intention of the writer (e.g. persuasion declaration and suggestion) needs to be understood by the reader. Furthermore, Widdowson (1984, p.77) regards reading as a nonreciprocal activity.

> The writer is a participant in that he is enacting a discourse with an assigned and absent interlocutor but he is at the same time detached from immediate involvement.

In the same vein the reader of a text is a non-reciprocal participant when he/she tries to interpret the given text.

> The reading process is an interactive communicative activity in which the reader plays a crucial role in the interpretation process and in which the text as produced by the writer includes both facilitation and complicating features that need to be utilized and tackled.

(Celce-Murcia & Olshtain, 2000, p.135)

Hill and Parry (1992) have remarked in the following way:

(i).   text as social instrument

(ii).   readers and writers as embodying social entities, and

(iii).   the skill of reading as extending beyond decoding and use of relevant knowledge to socially structured negotiation of meaning.

The basic goal of all reading activities is to help readers comprehend text. Reading comprehension is the interaction between the reader and the writer. According to Lenz (2005), comprehension involves decoding the writer's words and using schematic knowledge to understand the message of the writer.

Goodman (1967) considers reading a psycho-linguistic guessing game as the readers make use of the psycholinguistic cues available in order to get meaning. This process involves interaction between thinking (psycho) processes and language processes the readers make as a result they can understand the meaning of the text. According to him, the readers often make:

- make continuous use of minimal information selected from a complex but incomplete and ambiguous text.
- draw on their knowledge of language and the world.
- use strategies of predicting and inferring where the text is going.

Readers anticipate what is new in the text at hand. If they fail in making guesses, they can make further trials by reconsidering all the syntactic and semantic information. Smith (1971) has regarded reading as hypothesis-testing process based on predicting, sampling confirming and correcting. Coady (1979, p.7) has given his own psycho-linguistic model as depicted in the following figure.

Conceptual abilities ⟷ Background Knowledge

Process strategies
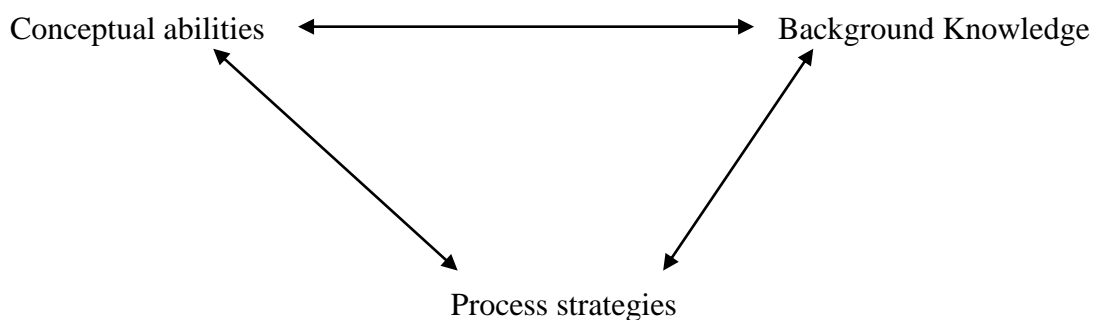
Figure 2.2. The Coady model of ESL reader

By conceptual abilities he means general intellectual capacity of the reader. Background knowledge is meant what the reader brings to a text. He is not empty-headed. Process strategies involve syntactic information, lexical meaning, and contextual meaning.

Grabe (2009) criticises the psycholinguistic guessing game model as proposed by Goodman. Firstly, the educational implications and applications of the model pose real problems for many language learners. Secondly, guessing meanings of words in

order to develop fluent reading abilities lacks empirical validity. Thirdly, it is not a good explicit approach for learning specific vocabulary words.

2.3 Reading processing

2.3.1 Top-down processing (TDP)

A key factor to explain reading is the amount the brain already knows what is being read. Top-down processing is conceptually driven process. Top-down process proposes that the reading process begins in the mind of the reader who has hypothesis about the meaning of the print to be read. The reader then samples the text to confirm or reject these hypotheses. Therefore, reading does not require the processing of every letter or even of every word, but only significant feature of the text to allow the reader to gain an impression of its meaning. The most significant feature of reading is "what is brought to the text from within the reader's mind" (Hammersley-Fletcher et al., 2006:49).

The following figure gives a graphic representation of top-down approach to reading. It is the reader who starts with the largest elements and works down towards smaller elements to comprehend a text (Stanovich, 1980). In the following figure reading starts with the background knowledge of the readers.

Mind
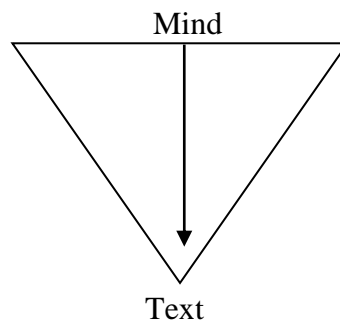
Text

Figure 2.3. Top-down processing

Top-down processing is not without deficiencies. The readers may not have much knowledge of the topic of a text. Resultantly, they are unable to generate hypotheses. Only a strategic reader can find out the words for prediction and then confirm or reject them. According to Samuels and Kamils (1988), It is not possible for all the readers to possess such approach. Stanovich (1980:35) has remarked that "fluent readers do not use conscious expectancies to facilitate word recognition."

2.3.2   Bottom-up processing (BUP)

The idea is different from the ideas that reading is a linear progression for page to understanding. Bottom-up is stimulus-driven process. Here readers linearly process. In the words of Grabe and Stoller (2002:32) the readers process "each word letter-by-letter, each sentence word-by-word and each text sentence-by-sentence." LaBerge and Samules (1974) hold the view that reader associates the visual presentation of patterns in spellings, words, phrases and sentences with phonological memory and semantic memory as presented in the following way:

Grapheme → Phonemes → Semantic representation (meaning)

Bottom-up processing

> starts with the recognition and decoding of letters, clusters of letters and words, with the reader processing progressively larger units of print up to the level of sentence, paragraph, page and finally the complete text… a process that begins outside the reader, whose task is transfer into his consciousness the meaning represented by the writer as graphic symbols.

(Hammersley-Fletcher et al., 2006, p.49)

The following figure is the graphic representation of bottom-up approach to reading. Here reader starts with the smallest elements and moves to comprehend a text (Stanovich, 1980).

Mind

Text
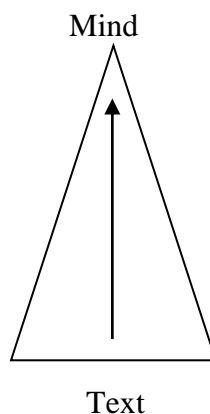
Figure 2.4. Bottom-up processing

Bottom-up model is not without weaknesses. Samuls and Kamil (1988) have pointed out that bottom-up processing passes information in one direction and does not permit the information from a higher stage. Another drawback of the bottom-up processing is that it lacks feedback in that nothing is described about the effect the

processing on the earlier processing (Stanovich,1980). Put simply, the process does not explain the schematic knowledge of the readers.

2.3.3   Interactive processing (IP)

Bottom-up processing and top-down processing stand poles apart. Although both processers provide some valid insight, neither of them explains fully the reading process. Interactive processing was presented. It attempts to combine the valid insights of bottom-up processing and top-down processing. The interactive model was presented by Rumelhart in 1977. It combines bottom-up aspect of reading with deep structure systems and top-down aspect of reading to build meaning and memory for all learners.

The following figure gives a graphic representation of interactive approach to reading. In order to comprehend a text, the readers combine elements of both bottom-up and top-down models of reading (Stanovich, 1980).

Mind

Text
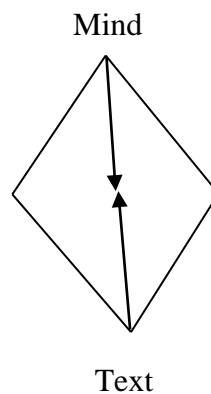
Figure 2.5. Interactive processing approaches

Rumelhart (1985) regards reading as a perceptual and a cognitive process at the same time. It is the reader who makes sensory, syntactic, semantic and pragmatic information to accomplish the reading task. These several sources interact in complex ways during the reading process.

Interactive model is the synthesis of both bottom-up model and top-down model. The very word 'interactive' in this model refers to the reader's dialogue with himself or herself. It is not meant to suggest that the reader interacts in any real sense with the author or that the print is responsive. In interactive processing

reading is seen as a process of predicting meaning based on prior knowledge and experience and the verifying and correcting predictions as the another's message is carefully read.

(Manzo & Manzo, 1995, p. 17)

Stanovich (1980) has offered the interactive-compensatory model reading. The basic tenet of the model is that reading consists of various component processes, and that these component processes interact with each other in reading. The compensatory assumption states:

a deficit in any knowledge source results in a heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy. Thus, according to the interactive-compensatory model, the poor reader who has deficient word analysis skills might possibly show a greater reliance on contextual factors.

(Stanovich, 1980, p.63)

Stanovich (1980) has suggested that information from one process can compensate for insufficient information from another. More specifically, if word recognition fails to provide sufficient information about the word, the output of other resources will be used in a compensatory way.

The views presented by Stanovich especially the emphasis on the demarcation of levels of processing have resolved most of the paradoxes in reading theory. The conclusions in Stanovich's article (1980) were found to have stood the test of this. Stanovich (1988) has triumphantly remarked that

By arguing that the contradictions in the literature were more apparent than real and by claiming that there was actually convergence among the empirical studies my review became a lightning rod for all sides in the previous debate. Even those who disagreed with my conclusions were forced to deal with them.

(Stanovich, 1988, p.18)

2.4   Contextual guessing

Context involves morphological, syntactic and discourse information in a given text which can be classified and described in terms of general features (Carter & McCarthy, 2014). It is an effective strategy to enhance lexical development through

the use of context that surrounds an unfamiliar word to generate its meaning. Context can be used in several ways to help readers find out the meaning of a unknown word. For instance, sometimes the meaning of a word is described within the same sentence which locates the word. The use of synonymy for the difficult word can explain words at the sentence level. A contrast clue may clarify the meaning of a difficult word. Sometimes readers may figure out the relationship between an unfamiliar word and the clues surrounding that word. The search for the contextual clues makes students active learners.

Thornbury (2002) suggests that the words which are learnt in context make students learn the collocations of the words and various grammatical structures. Context should be rich enough to give adequate clues to guess the meaning of a difficult word (Celece-Murcia, 2001). Nation and Meara (2002) have the same view. They have suggested that the unfamiliar word to be inferred should have plenty of comprehensible supporting contexts. When learners find pregnant context surrounding an unfamiliar word, they infer the full word meaning. No vocabulary learning occurs if there is no contextual support. Cook (1991) opines that learners should use the meanings of words together within the whole meaning of the sentence. This activity creates the deepest level of processing while ensuring the best memory.

Kelly (1990) has argued that learning from context was against the direct intentional learning and teaching of vocabulary. Jenkins et al. (1984) have remarked that the quantity of words learnt from the context was still lower than words learnt from other strategies. Despite its limitations, the worth of contextual guessing in lexical growth cannot be denied. Porte (1988) is of the view that learning from the context is an effective strategy. Guessing from context helps cope with new words. Nation (2001, p.250) suggests four steps in order to enhance the guessing skills of language learners:

   i.   Giving students the chance to choose the text on which they were capable.

  ii.   Motivate them to read more.

 iii.   Teach them how to read properly and fluently.

 iv.   Train then how to guess unknown words from the context.

Clarke and Nation (1980) have suggested the following five steps to improve contextual guessing of learners:

1. Finding the part of the speech of the unfamiliar word.

2. Looking at the immediate context of the unfamiliar word and simplifying the context if necessary.

3. Looking at the wider context of the unfamiliar word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

4. Guessing the meaning of the unknown word.

5. Checking that the guess is correct.

(Clarke & Nation, 1980, p.212-213)

Hence, it is argued that contextual guessing is a useful strategy in learning new lexical items. But guessing means guessing. Learners should check and double-check the guessed meanings of the unfamiliar words. Nation and Coady (2013) have remarked that contextual guessing presupposes two conditions.

1. The learners are able to follow the ideas in the text they are reading, that is, that they have sufficient command of vocabulary, grammar and reading skills in order to achieve basic comprehension of the text.

2. The learners bring some relevant background knowledge to the text.

(Nation & Coady, 2013, p.104).

Two of the earliest and perhaps most frequently cited classification schemes of contextual clues were given by Artley (1943) and McCullough (1943). Both writers have admitted the fact all the contextual clues described by them are seldom found in a written text. Each provided a set of contextual clues. They suggested that systematic teaching of the context clues can be useful if teachers give precise delineation of these clues with examples. These classification schemes can provide basis for developing instruction in how to use context clues to in generating meanings of the unfamiliar words.

2.4.1   The Artley classification

Artley (1943) has emphasized the use of context as an aid to generating the meaning of an unfamiliar word in a written text. The scheme presented by Artley lacks research evidence. Following are the seven types of contextual guessing as presented by Artley (1943):

i. typographical aids such as footnotes or parentheses

ii. grammatical aids such as appositives phrases or clues

iii. substitute words such as antonyms and synonyms

iv. word elements such as prefixes, roots and suffixes

v. figures of speech such as nouns and verbs

vi. pictures, charts and diagrams, and

vii. inferences

2.4.2 The McCullough classification

McCullough (1943) has given her own classification scheme of the context the same year when Artley reported his classification scheme. Her scheme consisted of seven types of contextual clues.

i. comparison or contrast where simile, metaphor, parallel expressions certain conjunctions or verbs may describe the relationship of the unfamiliar word to the familiar one

ii. cliché, where a synonym is the substitution for an outworn word

iii. mood or condition which is in a previous sentence and is described and reflected in a subsequent word

iv. summary where a new word might give the summary of several preceding lines

v. linked synonym or definition

vi. the direct use of the learner's past experience, and

vii. A combination of several of the preceding clues

McCullough's classification was devised through an empirical and logical analysis. Prince (1996, p.489) has mentioned the following advantages of contextual learning.

i. Learners create strategies e.g. anticipating and inferencing so that they may evaluate meaning of an unfamiliar word in the given context.

ii. Learners progress into independent learners.

iii. Contextual learning is milestone to learning.

2.5   A close look at cloze procedure

Taylor (1953) introduced cloze procedure. The term 'cloze' is a reference to closure. Gestalt psychology applies this term to the tendency of humans to "complete a familiar-but not quite finished pattern – to 'see' a broken circle as a whole one by mentally closing up the gaps" (Taylor, 1953, p.415). He has suggested that leaving out every *nth* word is a standard technique. Originally, the cloze procedure was developed for measuring readability. In order to fill each blank with an appropriate word that is syntactically, semantically, and pragmatically accepted, a student needs to pay attention to linguistic cueing systems, draws from his or her background information about the topic of a text, and develops a general understanding of the text (Barone *et al.* 2008, p.231). Cloze technique is considered a useful strategy for learners who want to develop their language skills. As defined by Taylor, cloze is

> a method of intercepting a message for a transmitter (writer or speaker) mutilating its language patterns by deleting parts and so administering it to receivers (readers or listeners) that their attempts to make patterns whole again potentially yield to a considerable number of cloze units.

(Taylor, 1953, p.416)

Cloze is regarded as instructional technique which helps learners make use of contextual clues in order to find semantically and syntactically correct word substitution.
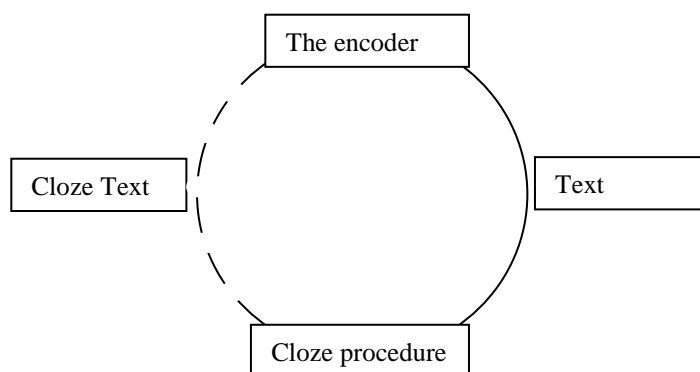
Figure 2.6. The encoder, text and cloze text.

In the figure 2.2 it is shown that the encoder sends the message via text. He/she uses various strategies to convey his message to the decoder. It is the cloze procedure which allows deletions for the missing words. The gaps in the figure represent the blanks which are set for the decoder. They have various constraints – semantic, pragmatic and syntactic.
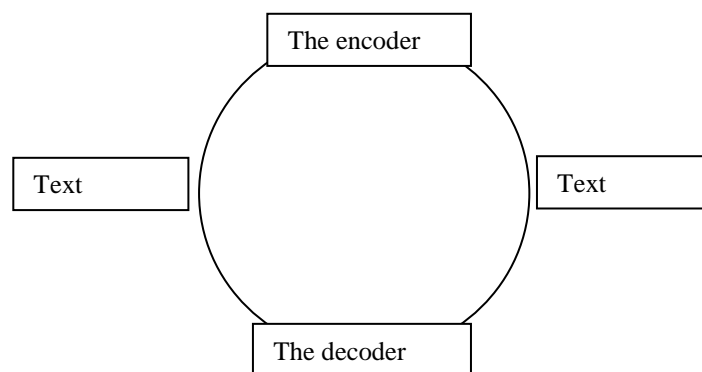
Figure 2.7. The interaction between encoder and decoder through text

The gaps given in the figure 2.6 are fulfilled in the figure 2.7. It means the thoughts of the decoder are in consistent to thoughts of the decoder. The words chosen by the decoder fulfill all the textual requirements. With the help of various constraints and contextual clues the decoder chooses the words which make sense. As suggested by Carter (2012) in following way:

> Cloze procedure is a measure of the similarity between the patterns that a decoder is anticipating and those that an encoder has used words are blanked out (deleted) from a passage and a decoder has to restore them. The redundancy of the message in most morality naturally occurring texts should be such as to allow accurate insertions into the blanks.

(Carter, 2012, p.217)

The completion of a cloze text relies upon the reader's activity starving to make the text make sense. They may do this in a variety of ways.

- by using the understanding of stylistic features of writing.
- by using the sense of the whole sentence, i.e. the context.
- by drawing upon knowledge of language structures (syntactic knowledge).
- by using existing knowledge: this can be recently acquired that is learnt from what you have first read up to that front.

(Wray & Lewis, 1997, p.76)

Nestvold (1972) has pointed out that cloze procedure score were highly corrected with the learners' evaluations of the text difficulty. Cloze procedure was considered a better predictor of evaluations than other readability tests. Some researchers think that cloze procedure measures higher-order thinking skills when a rational deletion procedure is adopted (Bachman, 1982, p.67). The study suggests that the cloze procedure is capable of measuring both syntactic and discourse level

relationships in a written text. Other researchers have a different point of view. Pearson and Hamm (2005) have claimed that cloze procedure measures the linguistic predictability of a given text. Johnson (1981) has remarked that cloze procedure measures only low order elements of language e.g. grammar and vocabulary. It does not measure higher order skills as reading comprehension. Anderson (1979) has stated that changing the deletion rate or the scoring procedure or using a different text may yield to substantially different results.

According to Jons (1990), the fixed-rate cloze procedure has a high rate of sensitivity to intersential ties between sentences and lexical selection. It had been found that fixed-ratio cloze procedure was far from erratic in its selection of item types. Cloze measures the language knowledge of learners. In her study Bensoussan (1984) has found the cloze and multiple-choice formats yielded similar results in terms of types of text, difficulty of items and reliability. Despite this the cloze procedure appeared in effective alternative in testing reading comprehension. Esfandiari and Ekradi (2014) have investigated relationship between EFL learners' emotional intelligence (EI) and their performance on cloze test. Eighty two intermediate EFL learners participated in the study. Goleman (1996, cited in Esfandiari & Ekradi, 2014, p.442) has suggested:

> students who are emotionally competent, recognize and manage their own feelings, recognize and respond appropriately to the feelings of others, tolerate frustration, and are less impulsive and more focused, and concentrate better.

Findings of the study suggested that no correlation was found between emotional intelligence and cloze test performance. However, it was observed that same components of emotional responses were associated with the participants' performance on the cloze list. As far as gender differences are concerned, males outperformed females on cloze test. Teachers are advised to be careful while using cloze tests in order to assess language knowledge of learners. Different test formats and multiple procedures can be used for the above-mentioned purpose.

2.6   Significant Factors in the Cloze Procedure

2.6.1   Cloze and textual coherence

As described before, cloze technique involves the deletion of some words at regular intervals. Textual coheren is susceptible of measurement with cloze procedure. A cloze test provides the reader with opportunities to take notice of the meaning relations used in a text. It is the writer who organizes relevant meanings in relation to each other. Through various discursive strategies a writer establishes chain interactions in a text. The more chain interactions, the more coherent a text will be (Dastjerdi & Talebiezhad, 2006). Cloze procedure is sensitive to the constraints of discourse offered in a text Language learners should be engaged in finding out the deleted items while keeping in mind the discourse constraints. According to Oller and Jonz (1994), cloze scores tend to fall when discourse constraints are disrupted.

2.6.2   Cloze and cognitive psychology

In the beginning cloze procedure was introduced in the field of reading. Later on, it was researched in cognitive psychology. Cognitive psychology considers learning as an active process. The process is the combination of learning knowledge and structures. It is true that stimuli controls behaviour. Behaviour is also controlled by the interpretation and interaction of people when they are in touch with their surroundings. The major purpose of cloze procedure is to give the learners encouragement for linking unfamiliar with the familiar and answering questions that will be asked. While helping learners to link new information with schematic knowledge, a cloze test activity involves learners to start thinking about the text they are reading. Put simply, cloze procedure provides the best opportunities for retention. It contributes to conceptual and systematic organization of information got from the text (Santa, 1988). Cloze procedure is also found effective in helping learners make conceptions with concepts which the context material has (Gauthier, 1990).

In her study Andrews (1991) has found that the participants preferred to read the cloze assignment completely and ignored skimming van Dijk and Kintsch 1993 have stated that the cloze procedure has little effect on students in understanding the text as a coherent unit.

2.6.3   Cloze procedure: An instruction strategy

The cloze procedure is often considered a common instructional strategy for language learning. Every nth word is deleted. Students are asked to fill in each blank with suitable words. It means the word they choose should fulfill syntactic, semantic and pragmatic requirements of the text. Learners need to pay attention to linguistic cueing systems. They draw from their schematic knowledge about the top of the text. They start developing a general understanding about the text. Learners are fully involved in the process of searching for the missing words. As a result, cloze technique is recommended as a useful strategy for second or foreign language learners. The strategy enables learners to develop their language skills (Chamot & O'Malley, 1994).

The cloze technique can be used with ESL learners. Teachers should develop a cloze test based an readings ESL learners have already done. It means that unfamiliarity with context will be a major issue. Teachers can change the ways of deleting words. It depends on the goals of instruction and needs of the students. In the beginning teachers can use a text which has a repetitive linguistic pattern. It will be easier for ESL learners to give the missing words. It is not good to delete words in the beginning sentences. The beginning sentences may have the topic sentence. They can present a linguistic pattern which is used throughout the given text.

2.6.4   Using predictable cloze

Cloze procedure is often used to assess lexical development. In some examples, the chosen words have been learned or read or listened by learners before starting a cloze activity. It enables learners to guess what words are expected. Sometime more than one word correctly completes a sentence. It is necessary to alert students to whether the teacher will accept more than one answer. In designing cloze exercises the teacher should use fair exercises. It means the given text should be comprehensible to the testees. Comprehension may create problems. If a text is incomphensible, students will find much difficulty in finding out the appropriate words for the deletions. Even the most fluent speaker tries his/her level best to figure out the correct words for each blank.

Cloze procedure gives an interactive way to match between texts and readers. Cloze is from the German word meaning to 'cut up'. Cloze procedure describes the

Gestalt principle of clozure. According to Harris and Hodges (1995, p.33), the Gestalt philosophy has "the tendency to perceive things as wholes" even if parts are missing. In the cloze technique a passage is cut up so that students may fill it in. The major tenet is that learners study on their schematic knowledge and use of context as they complete the cut-up passage.

2.6.5 Cloze and schemata

While using a cloze procedure teachers are able to find out if students have background knowledge about the given contexts. Learners show their schematic knowledge because they have to use it when they choose the most appropriate words to insert into a deleted passage. Their prior knowledge enables them to fill in gaps. This knowledge also helps them find out the correct choices. They achieve an independent level score if they complete the deleted passage which ease. It demonstrates that they can read the given material on their own. When teacher provides instruction about the material they get instructional level. The material is found difficult for learners if a frustration level score is achieved. It is helpful to list language learners under each of the following their levels.

Table 2.1. *Various Levels in Cloze Procedure*

Independent Level	**Instructional level**	**Frustration level**
• scores about 60% • material is easy	• scores 40% to 60% • material is suitable	• scores below 40% • material is too difficult

Teachers can use these scores to determine whether learners will be independent in reading the passage. They simply can be able to understand the passage. They can be frustrated in reading the passage.

When learners get a score of 60 percent or higher than 60 percent it means they have the independent level. When they achieve a score between 40 percent and 60 percent they reach the instructional level. It means the material is appropriate for teaching them with these scores. When they get a score of less than 40%, it marks the frustration level. It is evident that the given text is very difficult for learners because they reach such a frustration level.

A cloze procedure reveals what learners already know about a subject. It can determine whether the given material is suitable or not. The better attempts indicate that learners have sufficient prior knowledge about the topic. When most students achieve the frustration level the content is not suitable for them as they cannot use their schematic knowledge to it. It is worth-mentioning that cloze procedure is totally different from the usual reading that learners do. Whom reading a cloze text learners have different reading speed, eye movements and use of context. These reading skills may be totally different in usual reading that readers often do. If teachers use cloze procedure for instructional purposes, and not for assessment, the range of correct cloze construction increases. Even the synonyms for the deleted words are considered correct.

2.6.6 What a cloze test does

Cloze test is a quick and fairly accurate indicator of reading comprehension. What follows are the major points in a cloze test:

i. Cloze is a good strategy for sampling students' ability to handle the language vagaries of different types of content material and therefore can be profitably be added to an Informal Textbook Inventory.

ii. Cloze underestimates the comprehension abilities of students with weak standard of English background.

iii. Cloze tends to penalize students who are divergent thinking impulsive or perfectionistic. Even the best students tend to find the task rather tedious and the error rate higher than what they are used to. This is because some answers scored as incorrect are perfectly legitimate synonyms and because sometimes it simply is impossible to know which word was deleted from available clues.

(Manzo & Manzo, 1990, p.61)

2.6.7 Making a cloze test effective

In order to make a cloze test effective the teacher should

i. select the passage from the beginning of a chapter so that the passage should not depend too much on previous information.

ii. leave the first two sentences intact so that the students to be tested can get the 'feel' of the passage.

iii. ask the students to fill each blank with just one word.

iv. make the students aware that the missing words they guess must 'make sense'.

v. teach the students how to use the lead-in- and the tail-piece sections for good guessing.

It is worth-noticing that the concept of expectancy grammar is important in cloze procedure. The native speakers of a language possess expectancy grammar. It helps them make confirmed inferences about will be said next. In this regard Oller has remarked:

> An important aspect of the decoding of information in language is the anticipatory planning of the speaker and advanced hypothesizing of the listener concerning what is likely to be said next.

<div align="right">(Oller, 1979, p.33)</div>

2.6.8   Scoring cloze tests

Cloze tests are scored when the test-givers count the numbers of the deleted gaps. There are two methods of scoring cloze tests. First the exact scoring method which involves the selection of the actual deleted method. Secondly, the approximate word scoring method is used which involves any alternative. The word is considered correct on the basis of its suitability to the total requirements of the given test. Both methods give similar result. It is worth-noticing that the presentation of the exact word becomes difficult in many cases. Usually, the teachers agree to the point that the credit should be given to any acceptable word.

2.7   Categories of cloze tests

2.7.1   Main categories of cloze tests

Following are some varieties of cloze test:

(i)   **Fixed ratio method.** It involves the deletion of every nth word. It is the frequency which determines the number of deletion. For example, every fifth word is deleted in a passage.

(ii)   **Variable ratio method.** It involves the deletion of certain kinds of words such as nouns, verbs, prepositions. For instance, every verb is deleted in a passage.

(iii) **Modified fixed ratio method.** It involves the deletion of some specific words on a regular counting basis. For example, certain items such as the names of persons, places, days, dates, months, years are skipped.

(iv) **Cloze elide method.** It consists of insertion of words which do not belong to the text. It requires the subjects to identify the incorrect words and write appropriate words in their place.

2.7.2 Sub-categories of cloze tests

Blachowicz and Fisher (2010) have described four subcategories of cloze tests: oral cloze, zip cloze, choice cloze, and synonym cloze.

(i) **Oral cloze**

Oral cloze is good for the learners who want to enhance speaking skill. A 'picture walk' is a good starting point. Dictation is used to activate prior knowledge and enables students to construct meaning. The teacher focuses on the deleted words. As the teacher reads the text, learners describe the possible deleted words. The surrounding text is helpful in this regard. The whole class engages in search for the missing words while speaking. Then they come to words which may be suitable there.

(ii) **Zip cloze**

Through zip cloze students get constant feedback even if when they do not find pregnant context. The teacher puts the cloze passage on an overheard transparency or the SMART board. Then he 'zips' the masking tape over the words. Resultantly, the students get immediate feedback. Students can enjoy while preparing zip selection of the words for their class fellows.

(iii) **Choice cloze**

Choice cloze gives learners added support. The teacher does not delete words in a passage. The teacher gives choices the students can opt. The teacher should give clear choices. The strategy helps students judge the appropriateness of the context. They are not going to generate their answers. Their task is to choose the correct option and fit in the given context.

(iv)   **Synonym cloze**

This type of cloze procedure provides learners support to fill in the deleted blanks. Here words are omitted, but a synonym or phrase is given to help learners. For example,

She found a _____ *that fell for the tree.*

baby bird

There may be several possibilities. Vocabulary can be pre-introduced.

She found a fl _____ that fell for the tree.

baby bird

Even antonyms can be learnt in this way.

2.8   Cloze tests and C-tests

In a cloze test every *nth* word is deleted in a passage. The deleted passage is given to the testees. They are asked to insert words. They do it as they read to construct meaning from the given text. C-test involves the deletion of the second part of every second word. The first and last sentences are left intact. Only exact word scoring method is adapted in C-test. There is a partial deletion of the words. It is rare to have more than one answer. Dorneyei and Katona (1992) have demonstrated that C-test is less irritating than cloze test for the testees. Following are the examples of cloze test and C-test. In this cloze test every fifth word is deleted. In the present study every fifth word will be deleted.

(i)   Cloze test

I cannot forget the sweet memories of living with my parents. All of us lived _____ a small house. Happiness _____ supreme there. Although I _____ most of my time _____ quarrelling with my siblings, _____ had great affection for _____ another. We played together that Sundays. Our parents did _____ best to please us _____ provided the things we _____

(ii)   C-test

I cannot forget the sweet memories of living with my parents. All o___ us li_____ in _____ small ho_____ . Happiness rei _____ supreme th_____. Although _____ spent mo_____ of m_____ time i_____ quarrelling wi_____ my sibli_____; we h_____ great affe_____ for o_____ another. W_____ played toge_____ on Su_____. Our parents did their best to please us and provided the things we wanted.

2.9   Letters to editor

Letters to editors are "hazy reflections of public opinion" (Grey & Brown, 1970, p.450) in that letter writers do not represent the general population. Contrarily, the letter writers tend to be overwhelmingly male conservative and elderly. (Sparks & Perez, 1991). Letter writers are the

custodians of the public sphere. Their views of the public are both expressive of and shape the newsroom culture as a whole. As such, they colour the nature of journalists' interactions with representation of the public.

(Wahl-Jorgensen, 2002. P.184)

The letters-to-the-editor section provides an arena for public discussion and can be seen as a key institution of the public sphere (Habermas, 1989). It is believed that the section letters-to-the-editor is

i.   among the few outlets available to the public, for voicing opinion

ii.   the community's heartbeat, and

iii.   a debating society that never adjourns.

(Kapoor & Botan, 1992, p.5)

The letters page is considered a public opinion thermometer (Sigelman & Walkosz, 1992). There are the editors who determine whose voice and concerns are systematically given privilege and whose voice and concerns should not be given the chance of being heard.

2.9.1   The discursive environment of the letters section

The "social geometry" (Simmel, 1950:21-22) of interaction in the letters needs to be explored. Perrin and Vaisey (2008) describe two characteristics of letters to

editors: (i). the asynchronous nature of the communication itself, and (ii) the anonymity of the audience being addressed.

i. The asynchronous nature

In face to face communication, speakers are understood by taking various turns. But it does not happen in the letters to the editor section. Here the synchronicity looks like series of discrete broadcasts. Some letters are published while others are not. The given message is mostly un-directional. Feedback to the letters is not necessary in all the cases. The temporal distance is often noticed. The time when the letter is received is different from the time when it is written.

ii. The anonymity of the audience

It is impossible for any letter writer to meet the readers of his/her letter. It means the readers remain anonymous to the letter writer. Information is transferred from the writer to readers by the text of the letter. With very few exceptions no information is carried from the audience to the speaker. Routinely, letter writers misjudge overall public opinion. The reason is that they are inclined to make inferences from a skewed sample of others with whom they have interaction. Perrin and Vaisey (2008) have drawn the following conclusion:

> The letters forum, then, provides writers with different kinds of discursive spaces based in part, on the kinds of issues they seek to discuss. Because we can assume that writers tailor their arguments to the audience they imagine reading their letters, we can infer that writers on different topics are imagining two parallel publics: one a distant combative public dealing with national and global affairs; the other, a more civil public dealing with concerns closer to home.

> (Perrin & Vaisey, 2008, p.804).

Wahl-Jorgensen (2001) has argued that editors' policies on letters section bring about two orientations toward public debate. First, editors prefer individual expression to the expression of activist groups. Secondly, editors value the emotionally charged stories of individuals.

Demantik (2018) has assessed two English letters – one written by a native writer and the other written by non-native writer. The study uses cohesive harmony analysis. Both the letters are judged and determined coherent by native readers. The

letters are found comprehensible to general public. The evidences of coherence have fulfilled the requirements of coherence in cohesive harmony analyses.

This chapter has given a close description of cloze procedure. As mostly used in reading comprehension, cloze procedure describes the ability level of language learners. As described before, letters written to newspaper editors are worth-exploring. The next chapter presents the research methodology in detail including pilot study, pre-test and post-test and the training given to the experimental group.

CHAPTER III

RESEARCH METHODOLOGY

The study adopted pre-test and post-test design. Before the tests, a pilot study was conducted. In the main study, the subjects of the study were divided into two groups - the control group and experimental group. Both groups were pre-tested. The control group continued the routine study while the experimental group received instruction on the use of linguistic and non-linguistic sources for the deleted words. The bold letters in all the letters to editors given in appendices were deleted for data collection.

3.1 The pilot study

A pilot study was conducted to explore the difficulties faced in the main study. Following were the questions to be addressed in the pilot study.

1. Which nth word should be deleted in the missing blank for BS-English 8th semester students?
2. How many letters to the editor should be used in the study while keeping the time constraints in view?
3. Should the letters with blanks be given for reading before the verbal protocols?
4. Are BS-English 8th semester able to verbalize their thoughts in English while guessing the missing words?
5. Was one hour training for think-aloud sufficient for the subjects of the study?

3.1.1 Participants

The participants of the pilot study were two students one–male and one–female selected for the same class. It is worth–mentioning that both these students never took part in the main study.

3.1.2 Texts

Two letters to the editors published in *The Pakistan Observer* in February 2018 were used as texts in the pilot study (see Appendix-A). The first letter was *Curse*

of Beggary and the second one was *Education for Blind Children.* There were two paragraphs in the first letter and five paragraphs in the second letter. Both the letters were published in February, 2018.

In the first letter the *Curse of Beggary* was discussed in detail. These are the beggars who are found everywhere begging for alms. Even small children are seen begging everywhere. The healthy men and women are inclined to begging. Even the foreigners mock at Pakistanis as the 'nation of beggars'. Reforms should be taken to curb the curse with an iron hand. The Chief Minister of Punjab is requested to take notice of the "menacing problem".

In the second letter the necessity of educating blind children is brought under the focus. The letter writer calls the "recruitment of blind children into education" as "one of most delicate problems in Pakistan". Even the family of a blind child keeps him/her away from the social contact while considering blindness as the punishment of some guilt. The "present educational facilities in Pakistan" are "negligible". Even such institutions are on the isolated places. The authorities are requested to bring the education for the blind in the main stream.

3.1.3 Deletion rate

Every fifth word was deleted in both the letters. The rationale behind this was that students should guess the correct deleted words. The other reason was to explore the effect of deleting every fifth word. The participants were told to find one missing word for a given blank.

3.1.4 Data collection procedure

Each participant met the research individually and was asked to think aloud the appropriate word in English.

3.1.5 Recommendations of the pilot study

What follows are the recommendations of the pilot study for the main study:

1. It was found that deletion of every 5th word for the participant was not a good decision. The participants easily found out the deleted words or their synonyms. The more deletion, the more cognitive work will be. The deletion of every fifth word provided a pregnant context. Guessing the deleted words was an easy job for the participants. So it was decided that every 4th word

should be deleted in the texts of the letters used in the main study. It was suggested by Horner and Rye (2007) that the deletions should be made according to the ability level of the students concerned.

2. It was decided that four letters would be used as texts in the main study. If every 4th word was deleted, many words would be there for guessing. Thus it would take much time. So it was decided that only eight letters will be used as texts - 4 letters in the pre – test and 4 letters in the post–test.

3. The participants of the pilot study demanded that they should be allowed to have a thorough reading of the letters with blanks. It will provide them more understanding of the texts. Resultantly, they will be in the right position to find out the missing words. So the participants of the main study should also be allowed to have a thorough reading of the letters before the verbal protocols.

4. In the pilot study there was the restriction for the participants to express their thoughts only in English. The participants of the pilot study demanded that they should be allowed to express their thoughts in Urdu as well. So it was decided that participants of the main study can express their thoughts in English or in Urdu or in both languages.

5. The participants of the pilot study needed more training in verbal protocols. Think-aloud was a novel thing for them. So it was decided that one hour training on think–aloud would be given daily throughout the week. It means 5-hour training will suffice the needs of the participants.

3.2   The main study

All the recommendations of the pilot study were followed in the main study.

3.2.1   Participants

The participants of the study were the students of BS-English, Semester 8, enrolled in Govt. Emerson College, Multan. Total participants of the study were 20 (10 males and 10 females). The participants got admission for 4-year programme. In the first four semesters they studied various subjects e.g. Pakistan Studies, Islamiyat along with English. In the last four semesters English language and literature are mainly focused.

The rationale for choosing the BS-English 8th semester is that they have already qualified seven semesters. It is the last semester in the BS-programme. The students have studied courses of English language and English literature. They have been taught morphology, semantics and pragmatics. It means they are familiar with the basic concepts in a cloze text. Twenty students were selected for the study. The only eligibility for the selection was that the participant should get CGPA 3.00 in the last seven semesters. Now ten males and ten female were selected randomly for the experimental group and the control group. It is worth-mentioning that the study was not gender-based. So each group consisted of males and five females.

The control group was taught with traditional method. The eighteen letters given to the experimental group were also given to the members of the control group. The researcher read the complete texts of these letters. The control group was told the meanings of the unknown words in either English or in Urdu. The experimental group received instruction on the use of knowledge sources – both linguistic and non-linguistic – for finding the deleted words. After this both the groups were be post-tested. The participants of the study were given a consent form. It means they were willing to participate in the research.

3.2.2 Texts

In the main study eight letters to the editors were selected from a Pakistani English newspaper *The Pakistan Observer* published in Islamabad, Pakistan. The rationale for choosing this newspaper is that it is not available in paper form in Multan. On the other hand, other non-native English newspapers e.g. *Dawn*, *Nation*, *News* are available in paper form and on internet. The major purpose was to give the participants texts which had not been read by the participants before. The newspaper is available on the internet. The letters written to the editor are published in the column *The Voice of People*. The letters were downloaded from the web-site of the newspaper. These letters were given to the experimental group with the deletion of each 5th word. Six letters were used in pre-test and four letters were used in post-test.

Four letters – *Poverty and Corruption, Civic Responsibilities, Honour–Killing* and *Free Cancer Hospital* – were used in the pretest (see Appendix-B). The letters used in the post–test were *Gas & Power Load–shedding, Kashmir Dispute, Mother Language Day* and *Peaceful Pakistan*.

The first two sentences of all the letters used in the study were left intact. It means no blank was given in the first two-sentences. The purpose behind this was the participant should avail themselves of more contexts. A complete record of context words and function wards was given in the quantitative analysis.

As mentioned before, four letters from *Pakistan Observer* were used in pre-test. In *Poverty and Corruption* the letter writer specifies the problems of corruption and poverty to the province Balochistan. These are poor men who work for the rich. There poor children are not getting education. It is the need of the hour that poverty and corruption should be uprooted. In the letter *Civic Responsibilities* the letter writer gives importance to the responsibilities of citizens. What a nation lacks is the sense of civic duties. The writer gives some examples when people violate traffic rules. Keeping clean environment is the responsibility of every person. Our small planet should be kept beautiful. In the letter *Honour Killing* the writer describes the incident of a young girl killed by her own brother. Cases of honour killing are common is Pakistan. The menace of honour-killing may be stifled through awareness. In the letter *Free Cancer Hospital* the writer mentions the declaration of a free cancer hospital by Chief Minister of Punjab. Shahbaz Sharif also invited the Pakistani doctors to come back in their homeland. In hospitals the patients will be provided better health-service. They will be treated with love and affection.

In the post-test four letters were used to get data from the subjects of the study (see Appendix-C). In *Gas & Power Load-shedding* the letter writer describes the problem of gas and power load-shedding the letter writer describes the problem of gas and power load-shedding faced by students and the factory workers. Unemployment and inflation are the outcome of such load-shedding. The construction of new dams can solve the energy crisis. The production and distribution of electricity and gas should be improved. In *Kashmir Dispute* the letter writer regards Kashmir the routine life is disturbed again. Over 100,000 Kashmiris have sacrificed these lives for a noble cause. What matters is dialogue which can resolve such oldest issue. In *Mother Language Day* the letter writer emphasizes the need of giving importance to one's native language. Mother language day is celebrated on 21st February: Mother language has its own cultural and linguistic diversity. Unluckily people have used the language for just political gains. One can express oneself better is owl's own mother language. In *Peaceful Pakistan* the letter writes remarks that despite the international propaganda Pakistan remains a land of hope and peace. The soft image of Pakistan

can be brought through sports. After 9/11 Pakistan has suffered a lot. Promoting Pakistanis as peace-living nation is the need of the hour.

3.2.3   Theoretical framework

The theoretical framework given by Paribakht and Wesche (2006) was used in the present study with some modifications. The framework is not designed for the inferences made for the deleted words. In fact, the framework was set for the guesses of the difficult words the readers encounter while reading a text. The framework deals with a dealt account of both linguistic and non-linguistic sources / clues for the unfamiliar words in a written text.

It is mainly categorized into two types - linguistic sources and non-linguistic sources. Linguistic sources are further sub-divided into L2 based sources and L1-based sources. In the present study English is considered L2 language and Urdu L1 language. Non-Linguistic sources deal with the topic of text and world knowledge.

The modifications in the theoretical framework have been made on word level. Actually, Paribakht and Wesche (2006) introduced the model for dealing with the unfamiliar words in a text. The researchers included word morphology in their framework. As far as cloze procedure is concerned, language learners are not given the difficult words for the exploration of the guesses for the missing words. In cloze text, some words are deleted systematically e.g. every 5th word. The analysis of the word-parts is made when difficult words are given. For the missing word, no analysis of word-parts is made. Resultantly, word morphology has been deleted in the amended framework.

Taxonomy of Knowledge Sources and Clues in Cloze Procedure

1.   Linguistic sources

    a.   L2 based sources

        i.   Word level

            a.   Word collocation

        ii.   Sentence level

            a.   Sentence meaning

            b.   Sentence grammar

      c. Punctuation

    iii. Discourse level

        a. Discourse meaning

        b. Formal schemata (FS)

    b. L1-Based Source

        a. L1 lexical knowledge

        b. L1 word collocation

  2. Non-Linguistic sources

      a. Topic knowledge

      b. World knowledge

There were three levels of L2–based sources: word level, sentence level and discourse level. On word level, the collocation of the missing word was used to find out the word. It means the company of the missing of word with any other word was utilized for the finding out the deleted word. On sentence level there were two knowledge sources – sentence meaning and sentence grammar. In sentence meaning overall meaning of the sentence is sought for. As far as sentence grammar is concerned, the knowledge of the part of the speech required in the sentence is used. The syntactic constraints in the sentence allow a specific part of speech for the blank. On discourse level there are two knowledge sources: discourse meaning and formal schemata. Discourse meaning involves the sentences surrounding the sentence with blank, the paragraphs of the text and overall meaning of the text. Formal schemata means the structural organization of the text. L2–based sources deal with L1 lexical knowledge and L1–word collocation. The use of native language and the collocation of native word often assist the ESL learners to find out the missing word. Non-linguistic sources include topic knowledge and world knowledge. The familiarity with the topic of the text may effect on the guessing ability of the language learners. Even the prior knowledge of learners can helps figure out the missing word.

3.2.4   Data collection

The study used verbal protocols of participants. In verbal protocols language learners verbalized their thoughts. It is also called think-aloud technique. There are

two types of verbal protocols. The introspective method is used when the participants describe their thoughts during some activity. On the other hand, the retrospective method deals with the verbalization of thoughts of the subjects after the completion of some activity. The present study was concerned with the introspection as the subjects verbalized their thoughts when they tried to choose the missing words in the letters written to newspaper editors. Following is an example:

What we need is national unity which can – us into one nation.

The search for the missing word through verbalization can go like this.

> Participant: I think it is a verb which is missing in the passage, hmm. (Make) is possible. No we don't use 'into' after it. (Turn) or (integrate) may be possible here.

As far as the cloze procedure was concerned, fixed ratio method was adopted in the study. It involved the deletion of every nth word. In the present study there was deletion of every fifth word. The theoretical framework given by Paribakht and Wesche (2006) was used with some modifications in the present study. The participants of the study were given training on verbalization of their thoughts for one week.

The first two sentences were left intact because it gave the participants a feel of the text. The participants filled each blank with just one word. The words they chose should make sense. Every fourth word was deleted from these letters. The participants were asked to choose the words which make sense. They were told to describe their thoughts loudly so that their voices might be tape-recorded. The whole purpose behind this activity was to find out the information and cues used in order to find out the deleted words.

Each participant met the researcher individually and expressed his/her thoughts when efforts were made to find out the missing words. The participants of the study were trained on how to think aloud. For a whole week they were explained how to give a verbal protocol. Present study used think-aloud method to collect data. The participants were asked to find out the missing words in the task of cloze procedures. Each participant verbalized his / her thoughts in order to arrive at some guessing.

Verbal protocols are often used by the researchers to find out the inner working of minds of the subjects. Verbal protocols mapped out cognitive process in a better way (Pressley & Afflerbach, 1995). Ericsson and Simon (1993) have suggested that verbal protocols should be introspective. In fact, introspective verbal protocols give the researcher online data. These protocols are intended to reflect the contents of short-term memory. It means these verbal protocols describe what is currently in conciseness.

3.2.5 Data analysis

In order to have inter-rater reliability, the researcher got the support of two respected teachers teaching at English department in Govt. Emerson College Multan. They had wide knowledge of data analysis. At present they are teaching BS-English classes and M.A English classes.

After collecting the data from the participants, the data was analysed both qualitatively and quantitatively. Quantitative analysis gave the statistical detail of the correct and incorrect verbal protocols. Each correct inference was awarded one score while the incorrect guess was awarded no score. Qualitative analysis provided a comprehensive account the behaviours of the participants in choosing the missing words. The verbal protocols were analyzed in order to find out the knowledge sources used in guessing the deleted words.

Linguistic sources include L2-based sources (word level, sentence level and discourse level) and L1-based sources (L1 lexical knowledge and L1 collocation knowledge. Non-linguistic sources include the topic of text and world knowledge. Quantitatively, each correct word carries one score. The words the subjects choose should make sense in the context. It means they should fulfill the syntactic and semantic requirements of the text. Even the synonyms of the deleted words were considered correct. As described earlier, the theoretical model given by Paribakht and Wesche (2006) was used in the study with some changes. In fact, the taxonomy was given for lexical inferencing. In lexical inferencing, the learners are asked to guess the meanings of the unknown words in a written text. In a cloze passage some words are deleted. The learners are told to find out these words or thin synonyms which make sense in the passage. The present study used think-aloud method to collect data. The

participants were told to find out missing words in the task of cloze procedures. Each participant verbalized his / her thoughts in English order to arrive at some guessing.

3.3   Instructional phase

Haris and Sipay (1985) have also recommended cloze instruction in that students should do the task of cloze tests. The instructional phase was meant for the experimental group. It means only the members of the experimental group instruction on cloze letters to the editors. Eighteen letters to the editor of *The Pakistan Observer* were selected (see Appendix-D). These letters covered many areas e.g. *Kashmir Dispute*, *Gun Culture in America*, *Women Rights in Islam, Kidney Transplants, Pak Faces Issues* and what Azadi means. The participants of the control group also read these letters with the guidance of the teacher.

The intervention lasted for 8 weeks, four hours per week in March and April, 2018 at the English Department Govt. Emerson College, Multan. The instruction was not given in the regular official hours. An extra period was adjusted for instruction. It was planned after the regular classes. In order to ensure the validity of intervention two teachers the English department was selected in the validity committee. They also helped the researcher when some difficulty was faced during the instructional programme.

The theoretical model of strategy instruction given by Winograd and Hare (1988) was selected for the programme. There are five basic components of the model. For each strategy teacher should

i.   describe the strategy the students are giving to learn.
ii.   explain why the strategy is important and remind students benefits of strategy use.
iii. demonstrate how to use the strategy effectively, for example by modeling it.
iv.   point out to the students when and where a strategy should be used.
v.   teach students how they can evaluate their successful (or unsuccessful) use of the strategy.

(Winograd & Hare, 1988, p. 123-124)

Following is the figure which describes the five major prerequisites the teachers should incorporate for a successful plan of strategy training.

```
                                              ┌──────────────── What?
                                              │
                                              ├──────────────── Why?
                                              │
Strategy training prerequisites ──────────────┼──────────────── How to use?
                                              │
                                              ├──────────────── When and Where?
                                              │
                                              └──────────────── How to evaluate?
```
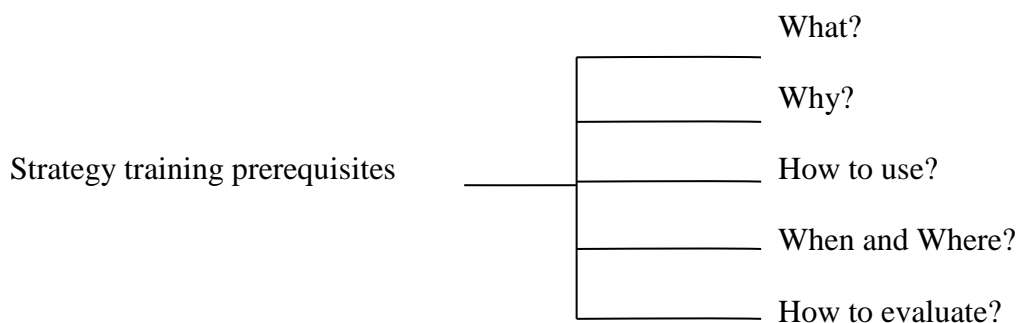
Figure 3.1: Four prerequisites of strategy training based on Winograd & Hare (1988)

First of all, the researcher informed the students what is meant by a strategy. These are the good language learners who use various strategies. Such action turns them into strategic learners as strategy is used in order to solve problem or to compensate the deficiency in the language at target.

As mentioned above, the students were given the letters to the editors with blanks. Every fourth word was also deleted in the letters which were used in the intervention program. It is worth-mentioning that the full texts of their letters was given to the control graph. It means there were no blanks for guessing the missing words in the blanks. The basic objective of the study is to find out the knowledge sources or cues in order to figure out the missing words before intervention and after the intervention. These knowledge sources were considered the strategies for finding out the missing words. There were nine knowledge sources - words collocation sentence meaning, sentence grammar, discourse meaning, formed schemata, L1 lexical knowledge, L1 word collocation, topic knowledge and word knowledge. What follows are some examples of intervention programme. The researcher's major concern was to teach about sentence grammar. As informed before, the plan was based on the five components of strategy training as given by Winograd and Hare (1988).

1.   What is meant by sentence grammar?

The trainer told the students that sentence grammar was the syntactic knowledge used by them for guessing the missing word. The knowledge of the part of speech would help them find out the missing words. Each sentence had some syntactic constraints. These constraints would help the students figure out which part of speech is missing.

The teacher told the members of the experimental group that sentence grammar meant to parse the given sentence. Parts of speech were defined, explained with examples. The teacher also categorized the parts of speech into content words and function words. If one part of speech is missing other neighboring parts of speech would put various constraints for the selection of the missing word. What follows is an example:

In	*the*	*race*	*of*	*engraving*	*a*	*big*
prep.	det.	noun	prep	verb	det	adj.

impression,	*people*	*have*		*made*	*the*	*marriage*
noun	noun	helping verb		det	det.	noun

more	*difficult.*	*Our*	*vessel*	*of*	*eastern*
adj.	adj.	pronoun	noun	prep	adj.

values	*are*	*sinking*	*gradually,*	*we*
noun	helping verb	verb	adverb	pronoun

are	*dropping*	*our*	*oriental*	*identity.*
helping verb	verb	pronoun	adj.	noun

(Free Ramp Modelling)

In the following example two blanks are given. The researcher informed the members of the experimental group that two prepositions are missing here. It is the use of preposition 'for' which should come after 'responsible'? Colligation is the syntactic company a word keeps. 'For' colligates with 'responsible'. The syntactic constraint for the second blank requires 'of'. Following is an example:

…which is responsible _____ the education system _____ our country.

(Protest Against HEC)

2. What is the significance of using the knowledge of sentence grammar?

The researcher threw light that sentence grammar is important in finding out the deleted word. When the students used the knowledge of English grammar, they would be successful in finding the correct word or its synonym Clarke and Nation (1980) have also given the parts of speech the first priority in guessing the meaning of an unknown word in a reading text. So the same method could be applied to guess the

correct word. The knowledge of sentence grammar would also increase the comprehension ability of students concerned. What follows is an example:

> <u>World</u> is ours to <u>keep</u> it clean and <u>safe</u> for everyone we <u>share</u> it with. We <u>are</u> eco-motivated for <u>a</u> better future, join <u>us</u>.
>
> (*Journey of Nation*)

The teacher informed the students that first of all they should find out the parts of speech which are suitable in the blanks.

> <u>noun</u> is our to <u>verb</u> it clean and noun for everyone we verb it with. We <u>helping verb</u> eco-motivated for <u>determiner</u> better future, join <u>pronoun</u>.
>
> (*Journey of Nation*)

Once the parts of speech were identified, it would be easier to guess the right words with the support of the available context and discourse meaning. Thus the teacher tried to the significance of grammar the above-mentioned way.

3. How to use the sentence grammar effectively?

It was the researcher who explained the way the students could use the sentence grammar in an effective way. The researcher used the think aloud method to describe his thoughts. What follows is an extract.

> In <u>Pakistan</u> rape victims have <u>been</u> long silenced by <u>culture</u> taboos. The recent <u>rape</u> and murder of <u>Zainab</u> a seven-year old <u>girl</u> from Kasure, has <u>sent</u> shocking-waves across the century.
>
> (*Fighting Child Sex Abuse*)

The teacher verbalized his thoughts in the following way:

> For the first blank I think 'Pakistan' is suitable as a noun is required there. It is our country which is talked about here. The sentence is in passive voice as the syntactic structure informs me. So 'been' is used with 'have'. For the next blank a noun is required. 'Murder' is written after conjunction 'and'. It is noun 'rape' which suits here. The sentence grammar is reinforced with our knowledge world knowledge. Everyone in the country was worried about Zainab. The next blank requires the proper noun 'Zainab'. Another common noun 'girl' fits in the next blank. After a seven-year- old we use a noun. She also belonged to Kasur. After 'has'. I shall use some verb. 'Sent' is the appropriate verb. I can say…. Has sent shocking waves across the country.

4.   When and where to use sentence grammar?

It was the researcher who described the situation when the students could use the strategy of sentence grammar and where they could use the strategy. In their search for the missing word, the strategy of sentence grammar should be prioritized. When the students preferred the strategy, to other strategies it meant they started their journey in the right path leading them to the right direction. In finding out the missing words the students could use the strategy of sentence grammar.

The knowledge source of sentence grammar should be used before word collocation or after word collocation. When all other knowledge sources bring the students to a blind alley, they can get support for sentence grammar.

going through the <u>sad story</u> in the <u>newspapers</u> has started unfolding <u>many</u> facts about the <u>American</u> lifestyle.

(*Gun Culture in the US*)

The collocation of story might be interesting, sad or happy. As the title and the discourse reinforced the idea of a bad happening, so both 'shaking' or 'sad' could be appropriate here. The use of noun 'story' needed an adjective there.

5.   How to evaluate sentence grammar?

The researcher taught the students the way to assess the chosen word. It was the result of the activation of sentence grammar. The students could check and double-check the word against the context provided in the text. If the word they choose made sense, all was good. The students should find whether the word they selected for the blank fulfilled the semantic syntactic and pragmatic restrictions enforced by the sentence or not. The above mentioned ways could help students assess whether the selected word was successful guess or an unsuccessful guess.

… <u>all</u> of the daughters <u>of</u> Islam deserve to <u>make</u> them their own <u>choices</u> about this destiny <u>and</u> this right should <u>be</u> extended to everyone.

(*Women Rights in Islam*)

For example, two students selected 'some' 'or' 'most'. Both their words negated overall discourse meaning of the letter. Even the title of the letter *Women Rights in Islam* rejected these words. It was the determiner 'all' which suited there as the letter

writer was talking about the rights of women in Islam, not about some specific women. The above-mentioned method could be used for the rest of the deleted parts of speech.

The students should check and double-check the part of speech they chose according to the available context. If the context rejected the guessed word, the students would feel no hesitation in rejecting the word have selects.

The method of teaching sentence grammar was followed in teaching of the rest of knowledge scores. In all, there were nine knowledge scores and clues which were explored in the study. The knowledge success were word collocation, sentence meaning, sentence grammar, discourse meaning, formal schemata, L1 lexical knowledge, L1 word collocation, topic knowledge and world knowledge. The researcher defined and explored each knowledge source with examples from the letter with blanks selected for training form the Daily *Pakistan Observer*. The practice started with class work, group work, pair work and individual work. The difficulties faced in selecting the deleted words were sorted out and resolved. The sane advice given by the researcher to the members of the experimental groups was to choose words which should make sense in the context provided in the text. They would be successful guessers if the guessed words fulfilled the semantic, pragmatic and syntactic constraints of the text.

The chapter has given a detailed account of the research design i.e. pilot study, pre-test, training for the experimental group and post-test. As mentioned above, the recommendations of the pilot study were included in the main study. The next chapter will give qualitative and qualitative analysis of the data collected.

CHAPTER IV

DATA ANALYSIS

The chapter gives a detailed analysis of the verbal protocols of the subjects of study. The participants verbalized their thoughts when they tried to infer the deleted words for the blanks given in the letters. The verbal protocols were analyzed both qualitatively and quantitatively. It was noticed that the participants of the study made use of single knowledge source, two knowledge sources and more than two knowledge sources in the guessing the deleted words in the letters.

As mentioned above, the theoretical model of lexical inferencing given by Paribakht and Wesche (2006) was used in the study with some changes. In fact, the model was meant for dealing with the unknown words encountered in the written text. In cloze procedure the situation is different. The participants are not supposed to find out the meanings of the unfamiliar words. Instead, the gaps are given in order to guess the deleted words. The readers use pragmatic, semantic and syntactic constraints while dealing with the missed words. Obviously, intra word clues do not assist the readers as the word has already been deleted. In the letters used in the main study every fourth word was deleted. While using linguistic and non-linguistic sources, the participants were asked to guess the missed words in the texts. Linguistic sources were further divided into L2 based sources (here, English) and L1 based sources (here, Urdu). L2 based sources were further sub-divided into word level, sentence level and discourse level sources. L1- based sources meant L1 lexical knowledge and L1 word collocation. Non-linguistic sources include the knowledge of the topic of letters and schematic knowledge of the readers in dealing with the cloze task assigned to the participants. They attempted to guess the missing words in the cloze texts of letters written to newspaper editors. It was found out that the members of the experimental group were more strategic than the control group.

4.1   Qualitative analysis

The verbal protocols conducted in the study were examined thoroughly. This basic purpose was to find out the linguistic knowledge sources and non-linguistic

sources used by the participants of the study for inferring the deleted words in the cloze letters. Total verbal protocols of both control groups and experimental group in the pre-test were 3440. On the other hands the verbal protocols of both groups in the post-test were 3660. In was a difficult job to present all these protocols for qualitative analysis. Resultantly, the following 90 verbal protocols were selected. Their selection was on the basis of various reasons. Firstly, the verbal protocols which described the successful/unsuccessful use of knowledge sources for the blanks were selected. Secondly, the verbal protocols which showed the participants' various guessing abilities to deal with the blanks were presented. Thirdly, the verbal protocols which described some interesting points about the thoughts were also analyzed. Following coding scheme was used in the study.

Bold Font	=	Deleted word
Italics	=	*Words and sentences taken from the letters*
( )	=	Guessed word
…	=	Pause
{ }	=	L1 English translation
{( )}	=	Transliteration of L1 words and sentences

4.1.1 Control group in the pretest

i. Poverty and Corruption

Example 1

Deleted Word: Known

Sentence meaning

Discourse meaning

World Knowledge

Lexical Knowledge

P: *As it is …. To everyone*… (bad) is a suitable word here. (Bad)… hmm, hmm, hmm… (bad) *as it is* (bad) *to everyone.*

I: Why do you say so?

P: Sir, only (bad) fit here… *Poverty and corruption are the biggest enemy of us*… as it is written in the second line of the letter… so (bad) will be the result. {In Urdu we say our nation's fortune is always bad}.

The part of sentence in which the blank is given is read by the participant. After making a pause the participant suddenly chooses 'bad' for the deleted word. He hedges and pauses. He tries to check the selected word against the context in which it is used. When asked the participant reveals his determination for the word he has chosen. The discourse meaning is activated when a reference is made to the second sentence of the letter. While making a statement in Urdu, the participant gives exemplification.

Example 2

Deleted Word: Balochistan   **Sentence meaning**
                                                  Topic Knowledge
                                                  World Knowledge

P: (Pakistan) *has been facing… plethora of problems.*

I: So, you decide that Pakistan is the missing word here.

P: Yes, *Poverty and corruption…* Look at the title. It clearly says *poverty and corruption…* we Pakistanis face the issues of *poverty and corruption…* the mothers of all evils… street-crimes, unemployment so and so, so, so.

In the very start of the passage, the participant selects the word 'Pakistan' and reads the rest of the sentence. When asked about her decision for the selected word, she alludes to the title of the letter. And the attention of the researcher is brought to the heading. After making a pause the participant declares that the major issues of Pakistan are poverty and corruption. These are called 'the mothers of all evils'. Through exemplification, the participant makes her point of view clear. Had the participant noticed that the letter writer is talking about Baluchistan, she would have made a successful attempt. It is the particularization, not generalization, which is talked about.

Example 3

Deleted Word: Nearly   **Sentence meaning**
                                                  Collocation

P: (almost)… (almost) is the word I was searching.

I: Where were you searching?

P: In my mind I was searching. The sentence tells me. There is the statistical figure are-third… is unemployed… (Surely) can be also fit here… but (surely) is defeated by (almost). (Almost) is powerful than surely. Am I right , sir?

The participant remarks that 'almost' is the word which has been sought for. Without giving any clue about the knowledge source, she has directly selected the word. When asked about her search, she declares that the search was only in the mind. It is the sentence meaning which is activated. Now the use of collocation 'one-third' is also noticed. 'One-third' needs the company of some adverb. The 'almost' is rejected in favour of 'surely'. But the powerful 'almost' is again chosen. Although the deleted word is 'nearly', not 'almost', 'almost' also fits in the context provided in the text. It means the participant has been successful in making a correct guess.

Example 4

Deleted Word: 14   **World knowledge**

                                                                Sentence meaning

P: We can use any word in the blank?

I: How under age (8), (9), (10), (11), (12), (13), (15)… any digit can work here… *children* who are (under age)…we see *children* belonging to these ages.

P: Which is the most suitable age here?

I: I don't know, I don't know. Everything moves forward to occupy the place created in the blank.

The participant claims that any word may be suitable for the given blank. When asked, the participant starts giving the digits which come under the umbrella of 'under age'. Surprisingly, the participant has not mentioned the member '14' which is the deleted word. But he seems confident that any digit can come here. Is the participant aware of the fact about the exact age which is called the age of the teenager? But it cannot be guessed from this verbal protocol. When asked about the guessed age, the participant openly declares that she does not know about the suitable age. The niche created in the sentence is ready to be occupied by any word. The expression is worth-appreciating. Many guessed words flash in the minds of the

participant. Sometimes it becomes very hard for the participant to make a right decision as it is observed in the above-mentioned protocol.

Example 5

Deleted Word: Lives   **Collocation**

P: *Splendiferous … of these children. Splendiferous* is from splendid. It should be *splendiferous* not *splendiferous* ….

I: What is in your mind?

P: Nothing, nothing particular… everything is clear… but *splendiferous* is not clear.

The participant reads the part of the sentence which provides the blank. Her emphasis is on the word 'splendiferous' used in the blank. She starts searching for the meaning of the word 'splendiferous' so that she can guess the word for the blank. It means the collocation of the deleted word is used for the guess. The apparent orthographic and phonetic similarity between 'splendiferous' and 'splendid' has entrapped the participant. When asked, the participant very skillfully remarks that everything is clear except the meaning of 'splendiferous'. It is evident that the participant fails to make any guess for the missing word.

Example 6

Deleted Word: I   **Sentence grammar**

                                                             L1 lexical knowledge

P: (You) is suitable here, Why not (we)?... Why not (they)? Why not (Aslam and Nasima)… Everyone except he, she or it can come her…*feeling disconsolate… these children* – can't we say the writer always feel… then it should be feels not feel… It is difficult to guess … Guessing is not guessing when not true. {It is like groping in the dark}.

In the very start of the verbal protocol, the word 'you' is selected by the participant. Then various self-inquires are made as other words are selected. The instances given by the participant are worth-noticing. Although all these examples seem correct, the deleted word is 'I'. Some words from the sentence are read in an attempt to find the missing word. The participant realizes that it is the letter writer

who feels disconsolate. In the letter the writer used 'I' not 'he' as the letter is written by the writer in direct narration. Guessing when correct one is good. Even L1 lexical knowledge is activated in the last expression.

ii. *Civic Responsibilities*

Example 7

Deleted Word: Civic   **Collocation**

P: {(The) duties hm, him… (the) is the word in the blank… but it hidden somewhere… O, deleted by you sir I am here to hunt for it… I am a good hunter the deleted word. Let me check and double - check it with the context… the sentence provides… But I am not sure… I am loosing… It is not everybody's cup of tea… cloze procedure… it closes all our thinking power}.

The reader finds the deleted word given in the cloze reading of letters. It is the word 'duties' which helps the reader in finding out the word 'the'. The definite article 'the' can be used with duties, but with condition of specific duties. The deleted word is 'civic', not 'the'. Only the deleted word or its synonym may fit in the given blank. The participant declares that the deleted word is hidden somewhere. Like a hunter, the reader is in search of the word. He calls himself a good hunter. He wants check the selected word and double-check the word against the given context in the sentence. But he is not certain of the guessed word. He is ready to lose the hunting game. All the claims end in fiasco. Cloze procedure is not everybody's cup of tea as it closes the thinking of the reader.

Example 8

Deleted Word: And   **Sentence grammar**
                                                               Sentence meaning

P: I think… I mean, I guess preposition is needed here… Which preposition? … (for)… for common good … no, it looks odd here… then (to)… I see, I see it in the blank… I mean I foresee it (to) common good. Can't we say 'and'. But 'and' is not good here. As (and) is already used in the sentence… *duties and responsibilities*. I reject (and) for (to).

The participant is ready to guess the missing word. It is the knowledge of sentence grammar which assists the learner for the missing part of speech i.e. preposition. He is uncertain of the preposition deleted in the blank. The self-inquiry comes and a pause is made. Although the participant has made a guess, he feels doubts about it. While calling 'for' an odd word there, the participant uses the preposition 'to'. So, the first guess is rejected. He checks it against the context in the sentence. Then from somewhere the correct deleted word 'and' flashes in his mind. If the participant ends his protocol after making the right choice, everything will be better. But 'and' is rejected. It is seen here that the participant rejects the right choice and moves toward the wrong one. It is the cloze procedure which gives interesting phenomenon like this one.

Example 9

Deleted Word: Personally   **Sentence meaning**

P: (Personally) experience whenever I … travelling…..

I: How do you say so?

P: The writer is subjective in his… I don't know maybe in her views. A personal experience is described. In the same sentence it is mentioned that the back seats are fill of *sad poetry*. It is something personal. Reading *sad poetry* is also a personal matter … Finding *sad poetry* on backbenches is also a personal experience.

The participant is successful in finding the correct word 'personally'. He fits it in the given blank and reads it with the forward words. When asked to explain, the participant comments on the subjective point of view of the writer. The participant is not aware of the sex of the letter writer as he uses 'his' and then 'her' views. The personal experience of the writer is referred. It is the sad poetry which occupies the empty backseats of the buses. The word 'personally' is stuck in the mind of the participant. While calling the backseats full of sad poetry. The participant also calls the finding of such poetry a personal matter. Throughout the verbal protocol the words 'personally' and 'personal' are used by the participant over and again. It is his personal habit to use 'personal' many times.

Example 10

Deleted Word: Am	**Sentence grammar**

P: (Am) or (was), but not 'were'.

I: What do you want to say? Say clearly.

P: I mean (am) is suitable or (was) is suitable … the grammar makes it clear to me. Before 'travelling' we use a helping verb…. And with *'I'* we can use 'am) for present experience or 'was' for some past experience. The experience is faced over and again. So (am) is preferred over (was).

        The reader is in the doubt to use 'am' or 'was' for the blank. It is important to observe that the deleted word is 'am', not 'was'. When asked for clarification, the participant starts giving the reasons. It is the grammar of the sentence which puts syntactic restrictions for choosing some helping verb. The participant is aware of the fact that 'am' is used for the present situation. And 'was' is used for some past situation. The conclusion drawn by the participant is that 'am' is prioritized. Cloze procedure offers may opportunities for the selection of the suitable word. These are the syntactic, pragmatic and semantic constraints which can be utilized for the selection of a suitable word for the given blank.

Example 11

Deleted Word: Polluted	**World knowledge**
	Sentence grammar
	Sentence meaning
	Discourse meaning

P: What will be the correct word here for the blank?... (t-e-e-m-e-d).

I: Say clearly what you want to say.

P: Grice's maxim, sir… I am flouting the maxim of manner. I feel pleasure in violating the manners given by Grice for co-operative principle… I have been told by my sir in the discourse class.

I: Oh, yes. You mean (teemed).

P: Now, you understand, Sir… (smilingly)… seats are being (teemed) with various phone… and sad poetry.

I: Are you sure of the guess you have made…

P: But Sir, there is one point…

I: Which point? In the last sentences the writer hates pollution. He needs *clean environment*. Can't we use (polluted) for the blank?

In the beginning of the verbal protocol a self-inquiry is made about the missing word. The participant pauses after the question he has asked. Then the letters used in the missing word are uttered. The phenomenon of using only letter, not the actual word is seen here. When asked to clarify here point of view, the participant refers to Grice's maxim used in the co-operative principle. There were four maxims of Grice: (i). the maxim of quantity, (ii) the maxim of quantity, (iii) the maxim of relation and, the maxim manner. According to the maximum of manner, obscurity should be avoided. Later on the participant rejects 'teemend' in favour of 'polluted'. The discourse meaning is activated as the participant refers to 'clean environment'. The world knowledge of the participant is evident. Especially, the reference and the flouting of Grice's maim are worth analyzing.

iii. Honour Killing

Example 12

Deleted Word: Occurrence   **Topic knowledge**

                                                        Discourse meaning

P: *To avoid _____ of socials incidents.*

I: What will be the suitable word here?

P: (Killing)… because the topic of the heading tells me. As in the first sentence *a young girl was gunned down…* gunning down is the killing. We can avoid (killing) of such incidents.

The participant reads the part of the sentence where the blank is located. When asked to find out the missing word, she chooses the word 'killing' for the blank. After making a pause, she refers to the title of the letter. It means the source of topic knowledge is activated. Then the discourse meaning is also activated. Then a reference is made to the killing of a young girl mentioned in the very first sentence of the letter. It is the word 'killing' which seems correct as it is stressed over and again. The participant inserts it in the blank. Had the participant noticed the clues carefully, she would have been successful in her attempt.

Example 13

Deleted Word: Persist   **Sentence meaning**

                                                            Sentence grammar

P: *Women continue to*_____ *in new and*.

I: What will be suitable word over here? It is *the evidence* against women … *which continues to* (start)…No, hmm, hmm. How can we say this? … After 'to' we use the first from of verb… to stop in I am not right… difficult to find out.

The participant reads the part of the sentence where the blank is situated. He has not chosen the word for the blank. When asked to explain, he asks the question instead of giving an answer. It may be the self-inquiry. It is the violence against women which continues to 'start'. The expression leads to the wrong guess 'start'. He makes a pause and refuses the first guess. Then he hedges. The guessed word 'start' is changed with stop. But both guessed words are incorrect. The participant 'stops' her effort to find out the missing word while calling it difficult.

iv. Free Cancer Hospital

Example 14

Deleted Word: Also   **Sentence Grammar**

                                                             Sentence Meaning

P: I think it is (always).

I: How can you say so?

P: Because (always) will be suitable here.

I: How?

P: It is the *Chief Minister* who… (always) *announced*. Before *announced* there is the possibility of just adverb here.

The participant thinks that 'always' is the missing word for the blank. When asked to give some reason, the participant states that it is the word 'always' which suits here. He is asked again to clarify his point of view. Then the participant activates the knowledge source of sentence meaning. He refers to the agent of the sentence. It is the Chief Minister who always announced. The participant refers to the sentence grammar. It is 'always' which is used as an adverb in the sentence. Although 'always' is also grammatically correct, but it is not the correct word he has chosen.

Example 15

Deleted Word: Pakistani   **Collocation**

P: (National) *doctors*.

I: What do you mean?

P: Only (national). I think (our) *doctors*.

I: Which one will you suggest?

P: There is the possibility of (Pakistani) also. Yes it suits here.

In the very beginning of the protocol the participant chooses the word 'national' for the missing word. She has mentioned it with its collocate 'doctors'. Or it can be said that 'doctors' has brought the participant to the guessed word 'national'. In each way it is the company of the words that has led the participant to infer the word 'national'. But this word is not the exact word for the blank. Very skillfully, the participant comes to 'our'. When asked the participant chooses the correct word. 'Pakistani'. The train of thoughts moves from 'national', to 'our' and then to 'Pakistani'.

Example 16

Deleted Word: The   **Sentence meaning**

                                                          Collocation

                                                     World knowledge

P: *Doctors working across…* globe will be … to return home. (a) *globe*. No we cann't say (a) *globle*. No it is also not clear. (The) will be more correct. As we say the earth, the planet so (the) globle. Am I correct, Sir?

In this verbal protocol, the whole sentence with blanks is read by the participant. No effort has been made yet to figure out the first missing word. Then the indefinite article 'a' is guessed. The participant refuses the first option forcefully while uttering a big 'no'. The reason is given that 'a' is not used with 'globle. It means she has arrived at the point that 'globle' here means the earth. Then she changes 'a' with 'our'. No. clarity is found here. Then the definite article 'the' is chosen while calling it 'more correct', It is the would knowledge which is activated. 'The earth', "The planet" and "The globe" take the participant to the right direction.

Example 17

Deleted Word: Invited   **Sentence grammar**

                                                            World knowledge

I: *Will be* (order) *to return home*.

P: How do you say?

I: No, we cannot order them. Will be is used. So third form of verb. (Asked) is correct or (told) is correct. I am not sure… I think it is difficult task to find the missing word here.

The word 'ordered' is thought correct for the blank according to the participant. When asked to explain, she rejects 'ordered' emphatically. It is the schematic knowledge which is activated. The doctors can be given some order to return to their homeland as the doctors have been attracted to the charming facilities abroad. Then two words 'asked' and 'told' are thought correct for the blank. But she is uncertain of all the guesses she has made. While calling it a different task she loses heart and stops her guessing ability.

4.1.2 Experimental group in the pretest

                                                            i. Poverty and Corruption

Example 18

Deleted Word: Sweeping   **Sentence meaning**

                                                            Sentence grammar

                                                            L1 word collocation

P: *Clearing* vehicles?

I: What should be the proper word in the previous blank?

P: The same I am in search of … when *clearing* cars… what about roads… {we can (cleaning) roads… or (sweeping) roads. With roads we can use both of them}.

The reader reads two words from the sentence where the blank is given. The researcher makes the participant attentive to the blank given there. The participant declares that he is also searching for the missing word. He has attended to the forward words in search for some clue for the given blank. The use of word clearing in the sentence guess him the correct clue. He selects both 'clearing' and 'sweeping' for the given blank. It is indication of the point that the participant hs reached the right

destination. The more search for clues, the more chances of correct guess. The forwarding clues have assisted the participant to make a right decision. It is good strategy that the participants should try their level best to find out the backward and forward clues.

Example 19

| **Deleted Word: And** | **Sentence grammar** |
| | **Formal schemata** |

P: *The sons* (alongwith) *daughters*.

I: How can you say so?

P: We can use 'with', (as well as) or (alongwith) here. All are correct. In the middle of the letter… The writer is giving examples… Examples are meant for elaboration, explanation elaboration alongwith explanation, no elaboration and explanation. I get the point.

P: Which point

P: Sir (and), (and) and (and), in the word… it is here. I got it.

The participant selects 'alongwith' for the blank which is given. When asked, the participant, moves to 'as well as' from 'alongwith'. He thinks that both the expressions 'as well as' and 'alongiwith' are correct. He forgets the major point that only one word is required for the blank. The knowledge of formal schemata is activated. It is in the middle of the letter that the letter gives examples. The 'and' uttered by chance is selected by the participant for the given blank.

Example 20

| **Deleted Word: Female** | **Sentence grammar** |
| | **World knowledge** |

P: (Male)… (male) primary school enrolment … barley 20% and literacy rate is around 29%. How is it possible? … the big difference 20% and 29%. The writer is confusing us… or I am confused? There is the possibility of any other word… Which word? No, math and stath always disturb me. (Male) is selected for the given blank.

The participant pauses and tries to insert the chosen word in the sentence to see whether it is correct here or not. The sentence menaing is activiated. The

confusion created in the description of 20% enrblment and 29% literacy rate is described. The participant rightly states that either the letter writer or the participant himself is confused. Put simply, the participant has made an incorrect inference. Had he paid attention to the semantic constraints in the sentence, he would have made a successful inference.

Example 21

Deleted Word: Families   **Collocation**

                                                                                     World knowledge

                                                                                     L1 Lexical knowledge

P: *Hard up* (men)… (Man) are hard… women are soft… I want to say women are more kind… Men are men and women are women… *Children of* (men), not *children of women* … How? It looks awkward… children of both (men and women) out of schools, out of schools {Oh, ill fate for these children}.

The participant chooses the word 'men' for the blank which is given in the sentence. While calling men 'hard' and women 'soft', the participant activates here knowledge of the world. It is worth-mentioning that 'hard' and 'soft' are used for the reference to 'unkind' and 'kind'. The expression 'children of men' looks meaningless to the participant. Then 'children of men and women' are mentioned. The deleted word was 'families'. The participant makes no effort to find it and put it in the blank.

Example 22

Deleted Word: Social   **Collocation**

P: (Unjust) *injustice*… What a combination… (unjust) *injustice*… Can't we say just injustice or unjust… justice. I feel dizzy… Nothing is got… blanks are full in the pages.

I: What do you mean?

P: Sir, the whole page is marked with blanks… How difficult the task of finding correct words for their blanks! Like Hamlet… I am.

The chosen word for the blank is 'unjust'. Instead, the deleted word was 'social'. The participant seems confused as the expression 'unjust injustice', 'Just injustice' or 'unjust justice' are uttered. The confusion felt by the participant is also

described. The blank is just like a maze. When followed successfully, the maze becomes interesting. Otherwise it leads to utter confusion as it is seen in the above-mentioned protocol. Cloze procedure becomes 'pit' on the way. When cloze procedure is not understood logically, there are chances of falling into the pits which are the blanks. The more blanks are given, the more confusion a reader will face. The participant thinks that the task of cloze test becomes very difficult due to the blanks which are given. Like Hamlet, the participant is unable to take a firm decision. If he had paid attention to pragmatic clues given in the text, he would have succeeded in finding out the deleted word.

ii. Civic Responsibilities

Example 23

Deleted Word: Advertisement   **Discourse meaning**

                                                    Topic knowledge

P: { any (wall-chalking).

I: How do you say so?

P: The whole letter gives me clues… the writer seems against lack of *civic responsibilities* among us… no (wall-chalking), no vehicles in *no parking area*, the things not in the dust-bins. The writer knows the value of *responsibilities* of the citizens}.

The reader selects 'wall-chalking' as the deleted word. When asked to say something more, the participant activates the knowledge source of discourse meaning. The clues are found throughout the letter. It is the letter writer who seems opposed to the lack of civic responsibilities. Then the examples given by the writer in the letter are described. All the major irresponsbilities of the citizens are enlisted. The letter writer laments over the lack of responsibilities in the citizens. It is the knowledge of the heading of the letter which assists the participant to make such claims.

Example 24

Deleted Word: The   **Collocation**

                                                    Sentence meanings

P: {(Any) places where traffic… then blank given signals then blank-blanks again and again … I think (any) is correct here … (some) places … (any) or (some)… (some) or (any) or any other word or some other word… in the blank… in the bank}.

Although the deleted word is the definite article 'the', the participant chooses the quantifier 'an'. He fits it in the given context to see whether it suits the pragmatic chains. It is the use of blanks over and again which is noticed minutely by the participant. According to the participant, his choice is correct. After making a pause, the participant rejects the first guess and selects some for the blank. Still he is in confusion to select which of the options. Selecting 'any' or 'some' becomes his major question. Like Hamlet's "to be or not to be - that's the question". The phenomenon is noticed here. The participant is not sour of the guess he should make. The last expressions 'in the blank' and 'in the bank' are worth mentioning. In the memory-bank of the participant nothing else exists.

Example 25

Deleted Word: Planet   **Sentence meaning**

                                                            Sentence grammar

P: (Earth)… (globe)… (planet)… hmm, hmm which is more suitable… I think all suitable… *this* (earth), (global), (planet) is *ours and … have to keep beautiful*. Aha, Hurrah! All are nervous… nouns are the kings of a sentence… having crowns on their heads … (earth), (globe) and (plant).

The lexical knowledge of the participant is evident here. Luckily, all the guessed words are correct. After hedging the participant is at his wits end what to select and what to reject. Then a conclusion is drawn that all the selected words are suitable. The participant inserts all those words in the blank altogether in happiness. The phenomenon is observed here. The participant does not check those guessed words one by one. But all are inserted in the blanks to see the difference. It is the cloze procedure which has presented such an interesting situation. The participant does not stop speaking as he labels nouns 'the kings of sentences with crowns on their heads'. It is the sentence grammar which a used for assistance. Nouns are rightly considered the kings of the sentence. It is indicative of the participant's role in playing the interesting game of filling the blanks.

Example 26

Deleted Word: Numbers   **Collocation**

                                                            World Knowledge

P: I want to guess the missing word… I want to guess… I want to guess.., hm, hm,……

I: Guess then.

P: Seats where *phone* (seats)…. Various phone (sets) are found. People are absent-minded. They forget their phone (seats) on the back seats. I still remember that my cousin found a new apple mobile on the backseat of Divo.

I: Come to the missing word.

P: I have told *you* (sets)… I mean phone (seats), mobile (sets)… Apple mobile… as in the case with my cousin.

The participant persists in guessing the missing word emphatically there times while making pauses and hedging. When asked to do this he participant starts reading the part of the sentence which containing the blank. And surprisingly he uses the knowledge source of collocation phone in the company of sets. The collocation of phone may be 'sets' but not in all the cases. Actually, the letter writer has used 'numbers' instead. Once a wrong guess in made, each and every attempt is made to prove it correct. The participant leaves the task of cloze procedure and starts telling his own world experience. These are absentminded people who forget their costly mobiles on the back seats. The participant narrates an incident when his cousin found. Apple mobile set is the bus Daewoo. When asked to come to the missing word the participant again utters the word 'sets' vehemently.

The participant fails to recognize the point that the letter writer is complaining against the lack of civic responsibilities. These responsibilities are avoided willingly. But mobile sets are not forgotten intentionally. The whole discourse meaning is not understood. Had the participant taken advantage the available clues and hints given the letter he would have make a successful attempt.

Example 27

Deleted Word: Bursting   **Sentence grammar**

                                                              Sentence meaning

P: _____*from excessive cars, motor bikes*… I think it is a verb.. verb before from…(abstain) from …. We should (abstain) from smoking in public area.. There is all parking area in the sentence… or I can say (full)…. The no parking area is full of cars and vehicles… But before 'from', we cannot us 'of'. Difficult… hmm, hmm difficult to find the exact verb… I leave, I leave, skip.

The participant reads the part of the sentence where the blank is given. The participant is certain that verb is needed here. It is the use of colligation. Colligation is the syntactic company of words. It is the use of 'from' which has given him the clue that since verb is needed. Actually, it is the verb 'bursting'. But the participant thinks that 'abstain' will fit here. Once a wrong word is selected, some attempt is made to prove it a successful guessing. The participant chooses 'abstain' and tries his level best to make it a correct option. Then the first option is rejected and 'full of' is selected. The participant knows that only one word is required. So he also rejects it. While calling that it is difficult to find the exact word, he loses heart and ends the protocol.

Example 28

Deleted Word: Environment   **Discourse meaning**

P: As it is written in the last sentence… Oh, No, in the second last sentence… hmm, hmm.

I: What is written in the second last sentence?

P: *Clean environment…* So here it is … I say (clean) environment.. for the blank… Read here and there and you will find the missing word anyone.

In the very beginning of the protocol that the knowledge source of discourse meaning is activated. The participant refers to the last sentence of the letter. While correcting herself she starts reading the second last sentence of the letter. She hedges it means she has some doubt or she has started thinking about the missing word. It is the use of 'clear environment' again and again that the participant notices the repetition. The participant has made a successful attempt. The discourse meaning assists the participant to make a successful attempt. The participants are also seen to makes a global reading of the text. They are engaged in macro-processing of the given text. The higher level processing can be used for when the lower processing refuses to give some useful hint.

iii. Honour Killing

Example 29

Deleted Word: Reported   **Sentence grammar**

                                                              Sentence meaning

                                                              Word Knowledge

P: *Being* (done) *from parts of* _____ *country.* Many cases are (found), (done) in the whole Pakistan… (Reported) will be more suitable. Yes, *are still*

*regularly being (*reported) *from parts of country.* As we know, we all know, we read in newspapers. Everyone tells us honour killing a serious problem… (Reported) is the correct word. Tell me, sir.

The participant guesses the missing word 'done' without giving any reason for it in the very first expression. Then 'found' and again 'done' are guessed wrongly. After making a pause, he comes to the right word 'reported' while calling it 'more suitable'. He fits it into the sentence and tries to find out whether it is a suitable choice. The expression 'as we know' means the world knowledge activated. The allusion to daily reporting in the newspaper about honour killing is given. It is called 'a serious crime'. The participant needs confirmation from the researcher.

Example 30

Deleted Word: Increasingly   **Sentence grammar**

                                                                Sentence meaning

P: *And _____ brutal forms.*

I: What is the correct word here?

P: And (the) *brutal forms*.

I: How can you say so?

P: We cannot say a *brutal forms*. As *forms* is a plural noun. So (the) is suitable here. (Most) is also correct here… (most) *brutal forms*… But the is used before superlative degree. Skip it… I skip the word here.

The participant reads the part of the sentence which contains the blank. When asked to infer the missing word, he finds the definite article 'the' for the missing word. When asked again, he gives reason for choosing the article 'the'. The article 'a' is rejected as the plural noun 'forms' is used here. Then 'most' is also found correct. But 'most' is rejected as a superlative degree requires 'the' before it. The participant skips the blank as it is described by him. If he had paid attention to the textual clues, he would have made a successful attempt.

Example 31

Deleted Word: Monstrosity   **Sentence meaning**

                                                                Sentence grammar

P: *To vanquish this_____.* What is the word here? But is what is the meaning of *vanquish*? Here after *this* we can use any noun… (curse), or (evil). But we can

also use an adverb (badly), (properly)… Noun or adverb both are correct here. Oh, finding the correct part of speech is difficult. More difficult than finding the meaning of an unknown word.

It is the use of the unknown word 'vanquish' which creates difficulty in guessing the correct word. 'Curse' and 'evil' are selected. It means the participant has understood the context in which the blank is used. Then the use of adverbs 'badly' and 'properly' are mentioned. After 'this' there is the possibility of both noun and adverb according to the participant. Finding the missing word is regarded as more 'difficult' than guessing the meaning of unfamiliar.

Example 32

Deleted Word: Co-operation   **Sentence meaning**

                                                           World knowledge

                                                           Topic knowledge

P: {*With the* (support) *of the civil.*

I: How do you say (support)?

P: When steps can be taken… But there is one condition. The (support) from the civilians. We cannot say rivalry from the citizens. If civilians (support) them, we can stop *honour killing*… the *killing* of women for the sake of *honor*. Oh, Killing of one's own daughter, sister for just fake *honour*, a cruel act indeed}.

The participant finds that 'support' is the suitable word for the given blank. When asked about the reason of choosing 'support', the participant starts giving her arguments. Steps can be taken while fulfilling just one condition. The support of the citizens is needed to curb the monster of honour-killing. The participant calls honour-killing a cruel act because the relatives of a woman kill her just for the sake of honour.

iv. Free Cancer Hospital

Example 33

Deleted Word: The   **Sentence grammar**

                                                           World knowledge

P: _____ *expatriate medical professionals*. What is meant by *expatriate*, Sir, tell the meaning of this difficult word. I shall guess the correct deleted word. (A) may be correct. We use (an) before a vowel sound. But here is plural.

I: Which one is plural?

P: Sir, you see *professionals*. So … we cannot use 'an' before plural. Difficult to guess the missing word.

In the very beginning of the protocol the participant reads three succeeding words 'expatriate medical professionals' together. It is worth-noticing that she has not figured out the missing word yet. It is the unknown word 'expatriate' which creates hurdle for the participant to guess the missing word. A condition is set here. If she is told the meaning of the unfamiliar word, she will guess the word in turn. Then the article 'an' is selected. The reason for using 'an' is described. The use of 'an' with plural 'professionals' disturbs her. The participant is still confused and finds it difficult to guess the missing word.

Example 34

Deleted Word: Stone   **Sentence meaning**

                                                            Collocation

                                                            World knowledge

P: *Then the foundation _____ of the cancer _____ will be laid _____ .*

I: What is the missing word?

I: *The foundation* … the company *the foundation* keeps. It is the (brick)… no, no (brick) not… it is (stone). *The foundation* tells me that *the foundation* (stone). And also the sentence tells me, *laid*. We lay *the foundation* (stone), you know, sir, I know.

The whole sentence is read with three blanks which the sentence contains. There are nine words, and three blanks in the sentences. When asked to guess the first missing word the participant reads the collocate of the missing word that is 'foundation'. Collocation is defined as 'the company the foundation keeps'. It is 'brick' which is inferred here then it is rejected overwhelmingly. The participant replaces 'brick' with stone. It is followed by the logical arguments. The use of 'we' means that world knowledge is activated. The expression 'you know sir, I know' is worth-noticing.

Example 35

Deleted Word: Healthcare   **Sentence meaning**

                                                              Collocation

P: *To provide better____ service to the _____ patients.*

I: What are you thinking right now?

P: Better (human) service… the surrounding words give me clue. (Treatment) is
        also possible here. (Efficient) is also suitable but I am not some… it is not
        possible for me to find the same word….

        The participant reads the half of the sentence which contains two blanks. It is
evident that she has not chosen the words for the blanks. When asked to describe here
on-line thoughts, the participant selects 'human' for the missing word. It is also read
with its collocates 'better' and 'service'. A pause is made. The backward clue 'better'
and forward clue 'service' have made her say so. But these two guesses are rejected as
the words 'treatment' and 'efficient' are selected. The participant does not master up
her courage when she finds no possibility to find the correct missing word.

Example 36

Deleted Word: At   **Sentence grammar**

P: (in) the *cancer hospital*.

I: How do you say so?

P: *Serve their people* (in) *the cancer hospital*. But what will be correct in the next
        deletion? We can say (in) *the cancer hospital in the public sector*. Yes, we can
        use (in) twice. I know preposition (in) is possible on both places.

        The participant chooses the preposition 'in' for the missing word. Although
the missing word is also a preposition, the participant has not chosen the correct
preposition for the given blank. When asked to explain his point of view, he reads the
part of the sentences where the preposition comes. Still, his emphasis is on the
preposition 'in'. It is the next deletion which confuses the participant. The use of 'in'
is referred twice. It is the lack of syntactic knowledge which is evident here. The
participant thinks that 'in' is suitable here. It is the wrong guess, he has arrived at.

Example 37

Deleted Word: That   **Collocation**

                                                                            Sentence grammar

P: *So* (that), (that) is possible here. I know we use *so* and (that) together and 'can' or 'may' after then… could or 'might' is also possible … But there is the condition.

I: Which condition?

P: Post tense is followed by past tense or perfect past tense. Our English teacher told us is F.Sc.

The participant guesses the missing word in the very beginning of the verbal protocol. It is the collocation 'so' which has made him to guess 'that' for the blank. The use of 'so' with 'that' is expressed. It means the source of sentence grammar is also activated. Then the model verb 'can' is also noticed. 'Could and 'might' can also come with 'so that' but with a condition. When asked, the participant mentions the grammar point which was explained by her English teacher when he participant was an intermediate student. The arguments given by the participants are correct as she reaches the accurate guess.

4.1.3   Control group in the post test

Example 38

Deleted Word: Hope   **Topic knowledge**

                                                                            Formal schemata

P: Sir one thing. Can we *load-shedding*… It is an English word… I think outages or failure… I don't know what is happening in Pakistani newspapers. 'I'… I mean the letter writer is saying *I _____ that the government… taking steps*. At the end of the letter…. The writer is saying something about… He can (think), (suggest) or (hope), (Hope)… we can just 'hope' in Pakistan.

The participant cannot understand the use of 'load-shedding' in Pakistani newspapers. It is worth-noticing that 'load-shedding' is used for power failure or outage. But it is Pakistani English. There guessed words 'think', 'suggest' and 'hope' come one after the other in the mind of the participant. The knowledge of formal schemata for letters is described. In the end of the verbal protocol an ironic statement is made.

Example 39

Deleted Word: Construction   **World knowledge**

                                                   Sentence meaning

P: *The* (building) *of new dams.*

I: How do you say so?

P: *The dams* are built… (Constructed) we all know (building) or (construction)… Both are correct here… (the construction) *of new dams* is the major issue. May Allah solve this problem! We can get rid of *load-shedding-* Oh, no power failure… gas failure… outage I say.

It is the word 'building' which is considered correct for the blank in the sentence. When asked to explain. The participant activates her knowledge of world. The expression 'we all know' makes it clear. Then 'constructed' in also used. 'Construction' should be priority. There is only one way for getting rid of the issue of load-shedding. That is the construction of new dams. It will result in no power failure and no gas failure. The participant seems fully aware of the issue faced by the Pakistanis.

Example 40

Deleted Word: Take   **Collocation**

                                                   Sentence grammar

                                                   Word knowledge

                                                   Sentence meaning

P: _____ *all possible stops we (give) possible steps. No, we (take) possible steps.* Either we or the government. No, not both these are the technical experts who will (take) *all possible steps*. The sentence tells me. I know we use (take) for *steps*. Correct guess, not incorrect guess I made.

The participant guesses that 'give' is appropriate for the given blank. But collocation restriction refuses to accept 'give' with 'possible steps.' It is evident with a big 'no'. The steps are taken not given. Who are the agents of the sentence? The participant finds that the technical experts are the agents of the sentence. Several knowledge sources are activated in the verbal protocol to find the correct missing word. The participant is certain of the guess he has made.

Example 41

Deleted Word: More   **Word Collocation**

P: {(Many) *water is available*.

I: How do you say so?

P: (Many) water … but I have not seen or heard many water … we can say
           (sufficient) *water…* (enough) *water…* But not may *water…* we need
           (sufficient) *water…* to fulfill all our requirements. We can get rid of *load-*
           shedding of *gas* and *power…* no only *power}*.

The participant guesses 'many' for the blank which is given here. When asked to give
some reason, the participant finds it incorrect to 'use', 'many' with water as he has
not seen or heard it before. Although the missing word is 'more', the participant uses
'sufficient' and then 'enough'. Both can be used here. It is not possible every time
that the participant should find the same missing word. When the pragmatic semantic
and symatactic and symatactic constraints it's are fulfilled, any other would may be
correct.

Example 42

Deleted Word: All   **Sentence meaning**
                                                                          World knowledge

P: *Supply of gas* _____*the time…* (over) *the time…*but *the* is here. We cannot
           say (in) *the time*. (with the passage of) *time…* But no… hmn, hmm, we cannot
           use three words in one blank… (on) the time. We say (in) *time* near the exact
           time and (on) *time*. At the exact time…

           The participant finds the word 'over' which is thought appropriate for the
given blank. 'Over' is skillfully replaced with 'in'. It is the use of definite article 'the'
which gives clues that something else is needed. Then 'with the passage of' is
selected. The participant knows that only one word is required according to the
requirement of the blank. She pauses over and again and also hedges. Then she
differentiates the use of 'in time and exact time'. In fact the missing word is 'all'. No
preposition is required here. It is evident that a wrong attempt is made.

Example 43

Deleted Word: To	**Sentence grammar**
	World knowledge

P: *All possible steps _____ improve the production.*

I: What are you thinking?

P: Infinitive… no unlimited time. But infinitive in English grammar.

I: Say… something to make your point clear.

P: Infinitive … not zero infinitive as we say we had better go there. But before 'improve' (to) is correct. The sentence grammar says so.

The participant reads the sentence where the blank is given. When asked to describe her on-line thoughts, the participant refers to the use of infinitive. Then she describes that 'infinitive' should not be confused with unlimited time as 'infinity'. It is the use of infinitive in English grammar which needs attention here. Then she starts describing the difference between infective and zero infinitive. She describes that 'infinitive' should not confused with unlimited time as 'infinity'. It is the use of infinitive in English grammar which needs attention here. She starts describing the difference between infinitive and zero infinitive. It means she knows English grammar and asserts this point as it in revealed in the verbal protocol. At last she arrives at the correct word.

Example 44

Deleted Word: Prices	**World knowledge**
	Topic knowledge
	Sentence meaning

P: *Rising* (inflation)*…,* (Inflation) is the rise in prices. When there is dearness… 'dear' is not for someone dear to use… But dearness is the rise in price. Now I come to the blank. What have I said before?…(inflation) or (costs)… Why (costs)? Why not (prices)? Let me see it in the sentence, *markets and rising* (prices). Yes, the title of the letter says it. All about *gas* and *power failure*.

In the very beginning of the verbal protocol, the participant considers 'inflation' the proper word for the blank. Then she starts defining the meaning of 'inflation'. Her emphasis on the measuring of 'dearness' is worth-appreciating. She does not want the confusion with 'dearness' and 'dear', meaning 'dear to someone. Inflation is replaced with 'costs' and 'prices'. 'Prices' is found the correct option. The

train of thoughts moves from one option to another option. Self-inquires made in the verbal protocols lead the participant to correct word.

Example 45

Deleted Word: Produced   **Sentence meaning**

                                                       Sentence grammar

                                                       Collocation

P: *Electricity may be_____ with coal energy... may be* ... No third verb or third form of verb… It is electricity which be (created), (made), (produced). Which one is the best option (create) or (make) or (produce)… (Produce) surpasses all others. I say… I think is more suitable here.

The participant reads the part of the sentence where the blank is situated. The emphasis is on 'maybe'. The sentence grammar has the constraint here. That is the demand for using past participle there. Then there guessed words-'created' 'made', and 'produced' are mentioned. 'Produce' is considered the best option as other two options are rejected. Three knowledge sources - sentence meaning, collocation and sentence grammar - have been activated in the verbal protocol.

Example 46

Deleted Word: Goods   **Sentence meaning**

P: *The production of_____ is badly affected...* What is *affected*?... it is the *production* which is *affected*. But what is produced? The production of (production). What a nonsense! How stupid I am! We can say production of (things)… yes (things) is correct here. Am not I right, Sir. Please tell me please, please sir.

The participant reads the sentence where the blank is given. After making a pause, the participant is worried about the thing which is affected as a self-inquiry comes. It is the production which is affected. The expression is right here. Then he guesses the missing word 'production'. But this guess is rejected emphatically as the participant calls him 'stupid' for making such a nonsense guess. Then the guessed word is described. Although the missing word is 'good's, not 'things,' both the words have the same meaning. In the long run, the correct guess is arrived at.

Example 47

Deleted Word: To   **Sentence meaning**

Discourse meaning

L1 Lexical knowledge

P: *The* objective *is to acquaint*. What is meant by *acquaint?… Acquaint* hmn,
hmn, … (to) *give...* (to) receive … how (to) give and receive together… only
thing … 'to give' is suitable… *people with*. In the first two lines {*UNESCO's
day* for Mother Language is described… *no discrimination* because of
language… the purpose is to (Mujehey Jana hey). {I am to go}… 'to' is the
word.

The participant changes 'purpose' with objective. It is the use of 'acquaint'
which disturbs the participant as she asks the meaning of 'acquaint'. It may be a self-
inquiry. After hedges, she guesses two meanings of 'acquaint' and describes the
deleted word with these guessed meanings. Then an emphatic utterance is made when
'to give' is called a suitable guess. The discourse meaning is activated when the first
two sentences of the letters are read aloud. The use of 'to acquaint' is described
correctly in her first language i.e. Urdu. The way she deals with the missing words is
interesting.

Example 48

Deleted Word: Linguistic   **Collocation**

Topic knowledge

I: What is the word you suitable for the blank?

P: (Language)… The collocation of *cultural* is given *diversity*… colourful I say
… Why shouldn't I use the same collocation here?… *(language) diversity*… It
fits here… It is language which is in the title… *Mother Language Day*… It
means one's native language… the language we learn in the lap of our dear
mother… Urdu… here.

When asked to describe her guess about the missing word, the participant
emphatically responds with the word 'language'. It is the use of 'cultural' with the
blank which is pointed out. She also defines what diversity means. After making a
pause she exclaims with joy when she finds the insertion of 'language' into the
sentence a successful inference. Even the topic knowledge is activated. The mother
language is called the language 'we learn in the lap of our dear mother' i.e. Urdu.

Although the deleted word is 'linguistic', not language, the choice of 'language' is also a successful generation by the participant.

Example 49

Deleted Word: The	**Sentence grammar**
	Sentence meaning
	Discourse meaning
	World knowledge

P: (The)… the definite article… We use it for the specification… The earth (the) *world*… not a world… our own world. The sentence meaning… The part of the sentence meaning… *Linguistic diversity makes* – world colourful. The same thing … the same thing again.

I: Which thing?

P: In the first paragraph… *language diversity* is talked about… no again, *linguistic diversity*… repetition our ear likes… our eyes like newness.

The participant chooses the missing word directly and then pauses. The is rightly defined as the 'definite' article. Then the use of 'the' is correctly described. 'The' is used with the noun 'world'. It is the sentence meaning which is activated. Even the meaning of 'diversity' is described as 'colourful'. Something is noticed by the participant. When asked to clarify his point of view, the participant refers to the first paragraph of the letter. The use of 'linguistic diversity' is noticed. The ear likes repetition as the eyes likes novelty. The last expression is indicative of his interesting knowledge about human liking.

Example 50

Deleted Word: Ironically	**Sentence meaning**

P: Adverb… adverb is difficult to guess… the most difficult part of speech… It puts difficulty on our shoulders.

I: Which adverb fits here?

P: But (simply)*, not, (basically), not, (merely), Pakistan is still _____ with ethnocentrism…* what does it mean?… You tell me the word is meaning… I tell you the word in that blank. Any word with 'by' ending can be suitable here.

The participant describes her difficulty in finding out the part of speech i.e. 'adverb'. While calling adverb 'the most difficult part of speech' to guess, the participant describes the difficulty on her shoulders. When asked to describe the adverb which fits in the given context, the participant first chooses 'simply', and then 'basically'. She reads the sentence where the blank is given. It is 'ethnocentrism' which is found an unknown word. The last sentence is a general statement about the identification of adverb. But it may not be applied for the given blank.

Example 51

Deleted Word: Tool   **Sentence meaning**
                                                          World knowledge

P: {(Weapon)… no, (means) *in Pakistan for own gains*… *Language* more as (means) in *Pakistan for gains*… (means), or (source)… Why not (weapon)?... Terrorism … weapon… guns… killing … bomb blasts… (tool), not tool… *Language is* (tool) *for guns…* people use language for their vested interest… hmm, hmm. Am I right? Yes I'm right… I know what actually happens. Sindhis are against Muhajirs for not speaking Sindhi in Sindh.

The participant directly chooses the noun 'weapon' in his native language, Urdu. The first guess is replaced with the second choice 'means'. It is the use of language which is exploited for gains in Pakistan. After uttering 'means' and 'source', the participant prefers 'weapons' to 'means' and 'source'. It is the exploitation of language which is made in Pakistan. The expression 'vested interest' is worth-exploring. The participant hedges and makes a self-inquiry. It is the world knowledge which is activated when a reference is made to Sindhis and Muhanjers.

Example 52

Deleted Word: Blood   **Formal schemata**
                                                          World knowledge
                                                          Sentence meaning

P: The end of the letter with a quotation… I'm seeing it first line in letters… A quotation from *Oliver Wendell*… I have heard the name of *Oliver*, but *Wendell* is a new name… A wise philosopher… Great saying.

I: What is your word for the blank?

P: I read quote again "*language is the … of the soul*… the (essence) of the soul… the (life) of the soul… The thoughts run in it… There is idiom run in blood or family… Language is the blood… the soul's (blood). Blood not in the negative sense… in the positive sense… Great men say great things… The quotation at the end of the letter… What an expression! What an impression!

The participant alludes to the quotation mentioned at the end of the letter. Even the letter writers are found to use various discursive strategies to bring the readers to their point of view. The quotation of Oliver Wendell Holmes is described. The full name is Oliver Wendell Holmes, but the participant calls him 'Oliver Wendell' while missing the last word in the name. It means he is facing some cognitive pressure. The task of generating the missing word has confused him. The participant calls the writer of the quote as 'wise philosopher' giving us 'great saying.' When asked to figure out the deleted word, the participant reads the part of the sentence where the blank is situated. Two inferred words are described. The use of 'blood' reminds the participant of the idiom 'run in family.' It is the use of blood which is thought in a positive sense. The quotation writers are called 'great men' who say 'great things'. The quotation at the end of the letter works well. The participant praises the discursive strategy used by the letter writer as it is noticed in the twice utterances of the expressions 'what an expression'. And 'what an impression!'.

Example 53

Deleted Word: Inception   **Sentence meaning**

                    Sentence grammar

P: *Since its_____ rather to preserve… since its* (noun) *rather to preserve… noun is we need here… the grammar tells me… I mean English grammar… We cannot use any pronoun…*

I: Why not a pronoun?

P: It is also a pronoun… no pronoun with no pronoun… No other part of speech… preposition, conjunction. Oh, Aha, Alas… I mean the word for expression of surprise, Joy and sorrow… only noun… which noun I don't know…

The participant reads the part of the sentence in which the blank is given. A new phenomenon is noticed here. The participant does not directly describe the noun which is needed here. Instead, he uses the word 'noun' and inserts it in the given blank while reading it a noun. The presence of a pronoun is rejected. When asked, the participant makes it clear that a preposition can be used with a pronoun. Conjunction and preposition do not fit in the given blank. It is some noun which can be inserted into the blank. But the participant fails to find that specific pronoun.

iii. Peaceful Pakistan

Example 54

Deleted Word: Their   **Sentence meaning**

                                                          Sentence grammar

P: … land and people… our land and people… Pakistan land and Pakistani people {in Urdu we say (our), (Our), land and (Our) people} sacrificing lives the security of their land and people… no, no (their), Our, Our is our… there is their… (our) is more suitable… a pronoun first person, not third person… hmm.

The participant makes a wrong attempt when 'our' is selected for the blank. The correct guess 'their' is forcefully rejected in favour of the wrong guess 'our'. The phenomenon is observed here. A successful inference is rejected for a wrong one.

Example 55

Deleted Word: Eyes   **Sentence meaning**

                                                          Sentence grammar

P: (Thoughts)… their (thoughts)… ray of optimism… the sentence … the sentence gives me hint… we are positive… no negative…..

In the very beginning of the protocol the reader choose the wrong word. It fulfills the syntactic requirement of the sentence. As noticed, the blank should be filled with some noun. But the actual deleted word is 'eyes', not 'thought'. 'Eyes' is not the synonym of the word 'thoughts'. So wrong word is selected. Sometimes, cloze procedure becomes the most difficult task. Although 'thoughts' also fulfills the requirements of the sentences, it is considered an incorrect option. The participant declares openly that she has got the correct word. Even the discourse meaning is activated as she states that the Pakistanis are 'positives not negative'.

Example 56

Deleted Word: Culture	**Sentence meaning**
	World knowledge
	Formal schemata
	Collocation

P: { (Tradition)… has a rich (tradition) … hmm, … hmm, (tradition)…, *Tradition and Individual Talent*'. Eliot… no George Eliot… T.S. Eliot… Tradition is Tradition… It is our tradition… rich tradition, we possess rich, good tradition… different languages… the true picture of Pakistan. The writer letter in the first para proves Pakistan good… a land of hope… a brought side of Pakistan… waging war against terrorism in the last paragraph… only two paragraphs are in the structure of the letter… the systematic organization of the letter… the writer letter…}.

The participant prefers to express her thoughts in the native language, Urdu. She chooses the word 'tradition' and pauses. These are the pauses which are made over and again. Even she hedges twice in the verbal protocol. The word 'tradition' reminds her o the literary essay *Tradition and Individual Talent* written by T.S. Eliot. The participant is certain of the writer of the essay as she differentiates between the Victorian novelist and the modern critic. Her emphasis can be noticed in her expression 'tradition is tradition'. It is the collocation 'rich' which is also used for tradition. Then the participant tries her level best to prove her selected word correct. It is formal schemata which is activated. The organization o the letter is also referred. The writer is called 'the writer letter'.

Example 57

Deleted Word: Spread	**World knowledge**
	Sentence meaning
	Sentence grammar

P: …Terrorism, I mean extremism is not only in one country… in Pakistan it is the whole world of issue…

I: What are you thinking now?

P: About the missing world … word… the terrorism is increasing.. increasing is the word… missing word… I try to fit it… we are suffering … as far the increase of extremsism is concerned.

In the beginning of his verbal protocol the participant pauses. The word 'terrorism' is used instead of extremism. It means both these words are considered same. No effort has been made yet to search for the deleted word. The participant tries to describe terrorism as the global issue. When asked to describe his thoughts, the participant describes the increase of the 'terrorism' around the globe. The word 'increasing' is found to be the missing word. But the syntactic constraints of the blank leads the participant to the word 'increase'. 'Increase' can be accepted as the synonym of deleted word.

Example 58

Deleted Word: Ethnicities   **Sentence meaning**

P: I have found the word here, the suitable word… The word I have found … I have guessed… I have guessed… I have guessed.

I: But tell what you have guessed.

P: I think it is wrong… dialects… dialects. But at wrong… languages and dialects… the sentence meaning tells me no, it does not tell me the proper word.

The reader states that she has found the missing word. It is worth-stating that the participant never describes the chosen word. Over and again, she describes about the success of 'finding out the word." When asked about the guess, she again remarks what she has guessed. Clearly she refuses to tell the researcher the word she has found. She fears that she made a wrong guess. Then she repeats the guessed word dialects. It is the sentence meaning which has led the participant to say this. She has doubt that her word dialects is the wrong choice.   There are fear, hesitation and doubts which haunt the participant again and again. She fears that she has made a wrong choice. She hesitates to tell the researcher about the word she has chosen. At last, she has doubt over she has selected. The phenomenon is noticed here. She musters up her courage when she tells the researcher about the guess she has made. But these are the clouds of doubts which cover the thoughts of the participants.

Example 59

Deleted Word: Matter

<div align="right">

Discourse meaning

Word grammar

Word meaning

</div>

P: {Unfortunately, the world sees Pakistan as an extremist territory, promoting terror… no… what happens… no worry, no confusion…

I: Say what is going on is your mind.

P: No (worry), no (matter), no (confusion).}

The reader reads the very first sentence of the letter. It may be an attempt to find out the deleted word 'matter'. It is found that participant describes his thoughts in Urdu. Even the words 'worry' and 'confusion' may fit in the given context. The participant also describes the word 'matter', but it is used in the middle of two guesses. The sentence meaning plus sentence grammar have assisted the participant to find-out the missing word.

<div align="right">

iv. Kashmir Dispute

</div>

Example 60

Deleted Word: Bullets

P: Kashmiris are ready to face (dangers), (challenges) for the right of *self-determination*. I have already guessed *self-determination* correctly. But what to face now… we face (dangers) and (challenges). The (dangers) of *risking their lives*.

Actually, the deleted word is 'bullet's. but the participant guesses 'dangers' and 'challenges' for the blank. There are the Kashmiris who are faces challenges in order to get the right of self-determination. The participant reminds the researcher that he has already guessed the previous word for the blank. Even life is risked when dangers and challenges are faced.

Example 61

Deleted Word: Best   **Collocation**

P: *Dialogue* is *the option*… it is a complete sentence. It needs no blank here. But is here it teases me out of my thought the (suitable) option… No suitable word

is chosen… a (better) option… a (good) option… No it is a difficult game. I am playing. Now suitable word is found here to me a correct filler.

The participant reads the part o the sentence where the blank is situated. She calls the sentence complete which needs no blank. The expression 'it teases me out of my thought' is worth-noticing. The participant chooses 'suitable' as the deleted word. Them 'better' and 'good' are also selected. At the end of the verbal protocol she finds no suitable word for the blank.

Example 62

Deleted Word: Catastrophic   **Collocation**

                                                                              Sentence meaning

                                                                              Discourse meaning

P: *Consequence for the region…* which *consequences…* good *consequences.* Yes, when *Kashmir* problem is solved there will be (good) consequences of it… the good results of it. (Good) *consequences* the sentence tells me, the whole letter tells me. Solving Kashmir dispute will result in (good) consequences.

The participant reads the sentence without guessing the word for the blank. Then 'good' is selected. It is the use of 'consequences' with the blank that has assisted the participant to make these remarks. Consequences can take both 'positive' or 'negative' word with it according to the context. But it is the positivity which is guessed by the participant."

Example 63

Deleted Word: Young   **Collocation**

P: Who call – idealists "terrorists". The (good) idealists wishing for the freedom of their homeland. These young men should not be labeled as terrorist. Why so many so many, hundreds, thousands of people attending their funeral.

I: What is the missing word?

P: No, no, as others call these Kashmiris terrorists. A wrong label. So, I cannot choose a wrong word for the blank. It fails me.

The participant chooses 'good' for the blank due to 'idealists' given there. These are the idealists 'who long for freedom'. These patriots are not terrorists. Why should so many people attend their funerals? When asked, still the participant insists on his point of view about the Kashmiris. Cloze procedure confuses him as he fails to find a suitable word. The participant chooses 'good' for the blank due to 'idealists' given there. These are the 'idealists' who long for freedom. These patriots are not terrorists. Why should so many people attend their funerals? When the participant asked still insists on his point of view about the Kashmiris. Cloze procedure confuses him as he fails to find a suitable word.

Example 64

Deleted Word: Of   **Sentence meaning**

                                                           sentence grammar

                                                           World knowledge

P: The baton-charge of freedom. But freedom is crushed through baton-charge. The baton-charge for freedom. (for) is more suitable here than (of). It is (for) freedom that people in Kashmir are Beaton with baton. The letter is about the cruel treatment of Indian. Government to the Kashmiris. Press freedom. It will result in more freedom. Kill one freedom fighter, hundreds of more freedom fighters will be born.

These are the people who are 'crushed through baton-charge'. All is done in order to crush freedom movement. The Kashmiris face such difficulties just for their freedom. The participant prefers 'for' to 'of'. It is an unsuccessful attempt.

4.1.4 Experimental group in the post test

i. Gas & power load shedding

Example 65

Deleted Word: For   **Collocation**

                                                           Sentence grammar

P: *Water…* It is *water* which is *available … irrigation*. We need *water* (for) *irrigation…* to water fields. These field need water for growing plants.

I: What is the missing word?

P: A preposition. I think a preposition is suitable here.

I: Which preposition?

P: 'of'. It try to check it as in the line. '*Water*' is available of *irrigation*. Of, no hmm hmm and *for the production*… (for) is used in the sentence. If something is *available* (for) production. Why not *available* (for) irrigation? I have made a correct guess.

The participant reads the word 'water' in the letter. She is in search of the preposition which can be appropriate for the blank. Then she starts telling the function of water for fields. Although she is knows that a preposition is needed for the blank, she is still in search of that specific preposition. Ironically, he has used 'for' already. But he has not arrived at the guess. Then he chooses 'of' for the given blank. But this inference is rejected. It is the sentence meaning which has led the participant to a successful guess.

Example 66

Deleted Word: This   **Sentence meaning**
                                                                                              Topic knowledge

P: _____results in unemployment _____shortage of goods… hmm hmm. (this) or (it)? Which is suitable here. Both are correct … lets' see it. The title is *Gas and power load-shedding*. From words in the title. Can we use these four words in one blank? No, just one word… Can we use (load-shedding), (load-shedding) *results in unemployment* … shortage of goods. Yes, Sir (it), (this), or (load-shedding). Select any one option. All are correct. Aha… all are correct ….

The participant reads the part of the sentence where the blank is given. After making a pause he hedges. Then two options strike him. But she is uncertain of the correct guess. She tries to find some clue to draw a conclusion. It is the topic of the letter which attracts her. There are four words. But, the blank is just for one word. She picks the word (load-shedding) from the title. And she inserts this word in the blank. Luckily, the scheme works here. 'Load-shedding' is suitable for the blank. The participant is certain of the fact that all three words suit in the blank. In fact the missing word was 'this'. But 'load-shedding' and 'it' can also be suitable here.

Example 67

Deleted Word: Construction   **Sentence meaning**

                                                    World knowledge

P: *I propose…* I mean, the writer, the writer of the letter, not me. Let me read the sentence in which the blank is give. I propose the … of new dams. *I propose the (plans) of new dams.* Kala Bagh… Why we make plan only? Why not we construct? The provinces are against it… Balochistan and Sindh especially. They think the dams are not good for then. Construction is a must, Sir. without construction of new dams no progress is made in Pakistan.

I: So you guess the plan or…

P: (Plan) or (construction)… both fits here.

        The participant reads two words from the sentence. It is the subjectivity of the letter which is noticed. The participant makes it clear that it is the writer who proposes. The participant desires to read the sentence where blank occurs. The word he chooses is 'plan'. And he tries to check it against the context in which it can be used. The participant is aware of the fact that only plans like Kala Bagh Dam are made. This plan has not been executed yet. The participant mentions the opposition of provinces Balochistan and Sindh. For progress in Pakistan construction of dams is necessary. The participant chooses two words for the given blank. Although only construction is deleted for the blank, the word 'plan' is also a successful inference.

Example 68

Deleted Word: And   **Sentence meaning**

                                                    Topic knowledge

                                                    Formal schemata

P: Distribution of electricity (and) gas… the writer is in the habit of using the conjunction 'and' again and again. I think there are more than 10 'ands' in the letter. Even in the heading there is ampersand which stands for and. In the same sentence…

I: Which sentence?

P: The sentence where the blank is I am guessing. Previously, I have guessed two 'ands' in the sentence.

        In the very start of the verbal protocol, the participant guesses the correct word 'and'. Then she pauses. It means something else is coming in her mind. She expresses

what she is thinking. The use of 'and' again and again is noticed in the letter by the participant. The use of ampersand (the symbol for and) is also observed in the heading of the letter. The expression 'more than 10 ands' is worth-notching. When asked about the sentence, she has referred to, she mentions the sentence where the blank is situated. The participant is happy because has already guessed 'ands' previously successfully.

Example 69

Deleted Word: Goods	**Discourse meaning**
	World Knowledge

P: {(Goods) is a suitable word in the sentence. In the next sentence there is also the use of goods… shortage of goods… the production of goods… the shortage of goods. Load-shedding of power… electricity brings the result of a badly affected production… production of goods… shortage of (goods). Goods are things we need in our daily life}.

The participant figures out the missing word as 'goods'. Then the use of 'gods' in the next sentence is also observed. It means the knowledge source of discourse meaning is activated. The repetition of 'the production of goods' and the shortage of goods' is not without intention. Then the world knowledge comes to the assistance of the participant. Fortunately, the participant is successful in finding out the correct guess.

Example 70

Deleted Word: Across	**Sentence meaning**
	World knowledge
	Sentence grammar

P: *Rivers so that.*

I: The blank is also here.

P: I know but I have left it willingly to see the difference, new dams (through) *rivers… Dam* (through) rivers… no (through), not (in) not (on). Sir I know the table…

I: Which table?

P: An example… an example in sentence. The cat is on the table… the touch of cat's body with table… We use 'on'. The fan is over the table… Why over the

dams? (Over) suits here… (Across) *the dams*. I am not sure… Sir, tell me. Is (across) a preposition here?

The participant does not make a space for the blank in reading the sentence. When the researcher brings it to the notice of the participant, she describes that she has left the blank intentionally in order to find some difference. Then 'through' is sought for the blank. The word is replaced with 'in' and 'on'. Then the participant makes her point clear through exemplification. The examples of 'cat under the table' 'fan over the table' are good ones. While rejecting all the previous guesses the participant succeeds in finding out the correct word 'across' for the given blank.

Example 71

Deleted Word: Prices   **Collocation**

                                                                 Discourse meaning

P: Markets and *rising* (rivers). The *rising* (rivers). The (rivers) are rising and no dams are made.

I: What do you want to say?

P: The water is full in the rivers. Floods come every year. But no benefit is taken from these full rivers for producing electricity.

I: Come to the missing word.

P: That's what I'm searching for. What I have said *rising* (rivers). *Shortage of goods* is due to *load-shedding*. And *load-shedding* can be avoided by *rising* (rivers). That is problem as it is said in the first sentence.

The participant makes an unsuccessful attempt in the beginning of the protocol. Then she starts giving reasons for the choice she has made Pakistan is not taking advantage of the rising rivers. When asked to explain her point of view, she starts telling the challenges the Pakistanis face due to the rising rivers. They bring about the floods every year. Even the issue of power outage can be solved through the proper use of the full rivers. When asked, she describes her effort to find out the missing word. Again, her emphasis is on the rising rivers. The rising rivers, shortage of goods and load-shedding are all mentioned together. Then the first sentence of the letter is brought under focus. The participant starts reading the first sentence and gives up her attempt to find out the missing word.

Example 71

Deleted Word: Where   **Collocation**

                                                          Sentence meaning

P: _____ *electricity*? (when) *electricity*? (Why) *electricity*? … him, hmm, (how) *electricity*?

I: Then which one do you select?

P: Not even is I single one. I have mentioned. In the before words thermal power stations are mentioned in which electricity may be …. Again a blank there. But (in which), no single word is required here. (In which) are suitable. But what single word? From where should I bring a single word? I give up.. It means I lose.

The participant uses four words which start with 'who'. He found out the missing word 'where' if he had uttered other 'wh' words. Then the backward reference to power stations is made. The thermal power station, allusion leads the participant to 'in which'. Although the participant has used 'from where' in the self-inquiry, he is ready to give up. The expression 'I lose' is indicative of the participant's interest in the video games.

ii. Mother Language Day

Example 72

Deleted Word: Confronted   **Sentence meaning**

                                                      Discourse meaning

P: *Pakistan is still* (faced) with language issues… Even after 70 years we are the nation still facing… encountering the language issues. Language issue is a great major issue… People kill others for not speaking their favourite language.

The participant reads the part of the sentence where the blank occurs. Surprisingly, she fits the chosen word 'faced' in the blank. She describes the situation Pakistan has been facing since its inception. A long period i.e. 70 years cannot solve the issue created by language. There are some Pakistanis who are ready to kill their countrymen only for language.

Example 73

Deleted Word: Well   **Topic knowledge**

                                                          Sentence grammar

                                                          World knowledge

P: {The title is *Mother Language Day*. It is the UNO which gives importance, I mean celebrates its days… No Tobbaco day… Mother day… Why not Son's day?… Daughter day?… hmm, hmm.

I: Tell me what is in your mind.

P: Well, sir, I am telling… The word I have already told.

I: Which world have you guessed?

P: (Well)… sir, (well)… we says *as* (well) *as*… Well is not the well we get water from… (well) is OK… but as need well instead of and here}.

        The participant chooses Urdu for the verbal protocol. The title of the letter is noticed. The effort of the UNO for celebrating various days is mentioned. The participant is also in favour of celebrating. "Son's day' and 'Daughters day'. When asked, the participant chooses 'well' as the selected word. The polysemous use of 'well' is clarified. 'Well' is described as 'OK'. The participant's response is also well and ok.

Example 74

Deleted Word: Into   **Sentence meaning**

                                                          World knowledge

P: *The soul_____ which thoughts run*... It is question which thoughts run can we put a question mark. It does make things easy… But there is no question mark… One thing disturbs me…

I: Which thing?

P: Why we don't use punctuation marks in letters? Are they not important here?... I have read somewhere they are make-up of language… I think (in) preposition is not bad here. The sentence meaning is here.

        It is the sentence with blank which is read in the beginning of the protocol. The absence of a question mark is noticed. The participant describes that there is some disturbing thing. When asked, the participant asks why the letter writers are not in the habit of using various punctuation marks. Punctuation marks are called 'make-up of language.' Then the participant chooses the preposition 'in' for the given blank. The sentence meaning has led the participant to make such comments.

Example 75

Deleted Word: They   **World knowledge**

                                                          Topic knowledge

I: Which word will be suitable for the given blank?

P: (We)… (we) is more suitable {(we) *grow*… From childhood we *grow*… we enter the age of youth… with languages… our *mother language,* says the title… then English we learn from our school… the more English you known, the more charming job you get… English, not Urdu, gives us good jobs}.

When asked to find out the suitable word for the blank, the participant chooses pronoun 'we'. While calling the inference 'more suitable' the participant use it with the word 'grow'. The growth of humans is described moving from childhood to youth. The growth is made with the growth of languages people speak. The heading of the letter gets the participant's attention. It is English which is being taught at schools. The expression 'the more English you know', the more charming job you get' is worth-noticing. The participant's world knowledge is activated. The significant position of English over Urdu is described. The knowledge of English becomes 'must' for getting good jobs in Pakistan.

Example 76

Deleted Word: Learning   **Sentence meaning**

                                                          World knowledge

P: {*Our* (education) *easier*… The medium of instruction… English at the advanced age… Urdu in the beginning… It is the Supreme Court which has decided … Urdu will be our official language… no implementation. Still English is there… The Quaid-e-Azam once said, Urdu will be our official language… 'will be' is important, but he said it in English, not in Urdu… (learning)… (education)…}.

The participant selects 'education' for the given blank. 'Learning' and 'education' are synonyms. It means the response is a correct one. Urdu is learnt in the beginning and English at the advanced age. The world knowledge activates when a reference is made to the decision of the Supreme Court of Pakistan about Urdu. The Supreme Court Judge gave his verdict about the Urdu as the official language of Pakistan. The implementation of the court verdict seems impossible. The reference to the Quaid-e-Azam is made ironically. At the end of the verbal protocol, the

participant emphasizes again on 'learning' and 'education' as the suitable words for the blank given in the sentence.

Example 77

Deleted Word: Person   **Sentence meaning**

                                                          Sentence grammar

P: *A* (man) *can express clearly* in his *mother language*… But his is not written here… *'one's'* is written… One is followed by *one's*… But can we a one can express… no… If I put 'women' then where will be men?… nowhere… which word… in which difficulty I am … no man, no one, and no woman… (person)… (person). I met a person… means I met a man, let me check it in the sentence that *a person can express clearly*… Yes. it works here… No other word… I bet… it means I am successful… Hurrah!

In the very beginning of the verbal protocol, the participant describes her difficulty in finding out the word for the given blank. The participant rejects the option of 'man', one' and 'woman' as the deleted word. After making a pause, the participant is successful' in making an accurate response. It is the word 'person' which is selected. But the participant gives a confusing statement about the person as 'man'. Person can be used for woman or man. The participant is ready for a 'bet'. It means she is confident of the guess she has arrived at.

iii. Peaceful Pakistan

Example 78

Deleted Word: Land   **Discourse meaning**

                                                          Topic knowledge

P: {Homeland… 'homeland' is the work which makes sense here. In the first two sentences… hmm, hmm, even in the title … *Peaceful Pakistan*… It is 'p' and 'p', coming twice… What a style…

I: What do you want to say?

P: Alliteration, Sir. The use of double 'Ps'… *Peace* has 'p' and *Pakistan* has 'p'. It seems the writer loves p… 'ps' in the first two sentences… positivity-promoting aspects…}

It is 'homeland' which is selected for the given blank by the participant. The discourse meaning is activated. The use off 'ps' before 'peaceful Pakistan' is noticed. The writer's liking for 'ps' is described. The use of alliteration is also mentioned.

Example 79

Deleted Word: Land   **Discourse meaning**
                                                          World knowledge
                                                          L1 Lexical knowledge

P: The first sentence describe Pakistan a peaceful country… Others have given a negative image of Pakistan, but is a (land) *of Hope*… sports loving nation… rich with different language… fighting against terrorism… what the West has given us…70   thousands of Pakistanis are killed in bomb-blasts… our economy is going back… terrorism… the positive image we have.. {What should be done more, no more our side… more from your side.}

The participant chooses word 'land' for the blank. It is a successful attempt. The participant checks it against the context. Pakistanis are 'sports loving nation.' The efforts of Pakistanis are well-described. Seventy thousands are killed in bomb-blasts. The participant demands 'more from the Westerns. It means the participant is well-aware of the sacrifices made by the Pakistanis.

Example 80

Deleted Word: Culture   **World knowledge**
                                                          Collocation

I: What is the missing word for the blank?

P: {This … has … a … rich… a rich… what a rich… a rich man… Zardari or. Nawaz … Who is the richer?... different languages… no man is rich… mentioning in the sentence… rich (civilization)… rich (civilization)… rich (culture)…No, rich (civilization), no rich man … 'yes', yes, rich (soil)… with minerals, hills have eyes… no, it is move title… a horror movie… rich (hills) with minerals.}

When asked about the missing word, the participant reads the part of the sentence where the blank occurs. The collocation 'rich' with the blank is noticed. Zardari and Nawaz Sharif are called the rich men. 'Civilization', 'culture' and 'soil'

are selected for the blank. Then the movie 'Hills have eyes' is mentioned. A wrong inference is made at the end of the verbal protocol.

Example 81

Deleted Word: Has   **World knowledge**

                                                             Sentence grammar

P: Been… we use been … yes, bee, Mr. Bean… What a funny character!… I always like him making situations comic … every time having his own way for dealing with things.

I: Come to the missing word.

P: Yes, I was saying … been… it is past perfect tense…no has been … with since we use *been*.

I: But *been* is written there…

P: Oh… oh… yes, yes, it is 'has', 'has', not had … we have been fighting a war for them… For Americans… you know, I know, we all know.

The participant does not choose the suitable word for the blank. The use of 'been' reminds the participant of Mr. Bean. It is Mr. Bean who creates funny situations while 'having his own way for dealing with things'. The participant refers to past perfect tense which is later rejected. The participant makes a successful attempt when 'has' is selected for the given blank.

Example 82

Deleted Word: The   **World knowledge**

                                                             Sentence grammar

P: What is 'gory'… it 'Ghori' missile… we have… we have 'Ghori missile for the terrorists… no for our enemy countries… 'Gory is an English word… and 'Ghori' an Urdu word… gory incident of … the send blank creates trouble.

I: Which trouble?

P: I can't guess the word for the blank. It should be a *gory incident*… an incident which started war on terror… the American president said it … the destruction of towers… World Trade Centre… the … president … the … destruction… 'the' … gory … incident … 'the' is 'the'. A 'the' is needed here. Not an 'the', a 'the' , an before vowel… 'a' before consonants, and especially after … *gory incident* of … Oh, and especially after the *gory incident* of … I have guessed it… Aha!, I have guessed it.

The participant is not aware of the meaning of 'gory' in the sentence. The word 'gory' reminds him of the Ghori Missile of Pakistan. The difference between the spelling of both words is noticed. When asked, the participant refers to the destruction of the World Trade Centre. In the long run, the participant succeeds in finding out the correct word for the blank.

Example 83

Deleted Word: Military   **Collocation**

                                                                    World knowledge

P: {Pakistan military… why not Pakistani military? … the best armed force of the worked… our *military*… our soldiers, our sons… our brave sons of Pakistan… sacrificing their lives for saving their country… Peshawar school… Military schools …innocent school children, killed… from then, our military, our soldiers are taking revenge killing one hundred terrorists for one killed child…}.

The participant prefers to speak in Urdu. The word soldiers is selected for the given blank. The soldiers are also called 'our sons' as the Americans say about their soldiers. Then the bomb-blast at Peshawar school is described. The efforts of the Pakistani military is appreciated as the soldiers kill the terrorists.

iv. Kashmir Dispute

Example 84

Deleted Word: Has   **Sentence meaning**

                                                                   Discourse meaning

P: (has) … hmm, hmm, (has) is the suitable word here.

I: How do you say it?

P: *The state*, I mean, the writer means. *The state* of Kashmir… (has) *majority of Muslim population*. Why should it not be given the right of voting? Join us or India. The next sentence gives clear-cut statement that *it should join Pakistan*… Both are Muslims. I mean in both sides. (Has) is in the sense of (keep) , (own), (possess). But no other substitute instead of (has).

The participant chooses the correct word 'has' in the very beginning of the verbal protocol. Then she hedges and seems certain of the guess she has made. When asked, the participant starts reading the part of the sentence which contains the blank.

Very skillfully, she inserts the chosen word 'has' in the blank. She seems angry why the Kashmiris are deprived of their right of self-determination. The option can be placed before them to join Pakistan or India. The next sentence gives the correct option that is Pakistan. Then three words 'keep', 'own' and 'possess' are described. But the first priority is given to 'has'.

Example 85

Deleted Word: Only   **Sentence grammar**

                                                       World knowledge

P: *And it not ... enjoys geographical proximity… but also*… but also and … (only)… I mean not (only. Not (only) is followed by *but also* English grammar tells me. I have read it in English grammar book that was written by Martin or by Swan. But was published by Oxford University Press.

The participant reads the part of the sentence where the blank is given. The use of 'but' also is noticed in the remaining sentence. Then the correct option 'only' flashes in the mind of the speaker. It is the knowledge of English grammar which has led the participant to arrive at the correct guess. The world knowledge is also activated when the participant mentions the he has read the syntactic role in a grammar book. In Pakistan the grammar books written Martin and Swan are given value. The same case is with the participant. The participant has succeeded in making a correct inference.

Example 86

Deleted Word: India-held   **Collocation**

                                                       World knowledge

P: {In the (other) Kashmir… I mean Kashmir which is occupied by India. The (other) Kashmir but I have used it here. I have not read anywhere.

I: Then is it your own choice for the blank?

P: Yes the *routine life… badly affected* in their Kashmir. I have visited (our) Kashmir. Al the facilities are given to them. For example, telephone, electricity and gas there. Our Kashmiris are enjoying good life unlike the people in Kashmir in India}.

The missing word in the given blank is 'India-held'. Instead, the participant uses 'other'. Then she starts giving reason for the selected word. 'Other' here means for India-occupied Kashmir. But she expresses here doubt that she has not read the

use of 'other' with Kashmir. When asked about her own choice for the word 'other', she gives an affirmative reply. She tells the researcher about her past visit to Kashmir which is controlled by Pakistan. She also mentions the facilities provided to these Kashmiris.

Example 87

Deleted Word: Since	**Sentence meaning**
	Sentence grammar

P: Indian security personnel _____ the assassination of _____ young commander (because) the killing of … But we need a complete sentence after (because). Then (because of) or (due to) or (owing to). But all these have two words. We need only one word. What is suitable word here?… I don't know. Two words. I know but one appropriate word I don't know. The title is *Kashmir dispute*. The writer wants this issue through the UN agenda… to be settled. I know the purpose of writing this letter. But I fail in guessing the proper word here.

The participant reads the sentence where two blanks are given. She searches for the word for the first blank. She finds out the word 'because'. But the requirement of 'because' for a complete sentence rejects the opted word. Then three choices are made. But these choices are rejected while having two words. The participant is aware of the fact that deletion has been meant for just one word. Then the heading of the letter receives her attention. Kashmir issue can be resolved through the UN agenda. She falls to find the correct word 'since' here.

Example 88

Deleted Word: Aggressive	**Collocation**
	Sentence meaning

P: *The _____ approach of the _____* government. Over and again the blanks are given here. It creates obstacles in getting the sentence meaning to the full. Let me make some hypothesis. Which government is discussed here. It is the Indian government. And due to this strong base what type of approach is adopted by the Indians (cruel), yes, (cruel). The (cruel) approach of the Indians towards the Kashmiris. Now I get the sentence meaning fully. The more deletions we fill, the more correct answers we have.

The participant seems fed up with the blanks given in the letter. The repeated blanks create hurdles in finding out the correct words for the blanks as mentioned by

the participant. The blanks in a long sentence makes difficult to find the sentence meaning to the full. The participant is ready to have some hypothesis for the deleted word. He starts with the use of the word 'government' in the sentence. Surely, the Indian government is mentioned here. The participant calls it 'a strong base' for the hypothesis he has made. Now the approach adopted by the Indian government is searched for. The selected word is 'cruel'. Then the participant checks the guessed word against the context which is provided in the sentence. The deleted word was aggressive. But 'cruel' can be used as its synonym. Finding the exact word sometimes becomes a Herculean task. The participant is successful in making a correct guess. The sentence 'the more deletions we fill, the more correct answers we have' is worth-appreciating as it makes many points clear.

Example 89

Deleted Word: Determination   **Sentence meaning**

                                                   World Knowledge

P: *The right of … that over 100,000 sacrificed* their lives. Everybody knows the answer… I mean what will be the correct word here.

I: What will be the correct word?

P: I have guessed it successfully? Haven't you guessed, Sir.

I: But you tell me.

P: (Smiling), (self-determination). It is clear everybody knows it. We know, you know, and I know. It is the right of (self-determination) which is not given to the Kashmiris. With my closed eyes, I can guess this word.

The participant reads the sentence with blank. He declares that everybody knows the answer. When asked to explain, the participant does not tell the word directly. He informs that he has made a successful guess. But he still hides its meaning. It is a different verbal protocol.

Example 90

Deleted Word: Self-determination   **Sentence meaning**

                                                   World knowledge

P: *The right of … that over 100,000 scarified their lives*. Everybody knows the answer… I mean what will be the correct word here.

I: What will be the correct word?

P: I have guessed it successfully? Haven't you guessed, Sir?

I: But you tell me.

P: (smilingly), (self-determination). It is clear everybody knows it we know, you know, and I know. It is the right of (self-determination) which is not given to the Kashmirs. While my closed eyes, I can guess this word.

The participant reads the sentence with blank. He declares that everybody knows the answer. When asked to explain, the participant does not tell the meaning directly. He informs that he has made a successful guess. But he still hides its meaning. It is a different verbal protocol. The participant does not inform about the word directly. When asked, the participant smiles and generates the word self-determination for the blank. The participant makes it clear that the word 'self-determination' is known to everybody. These are the Kashmiris who are not given their right of self-determination. The participant is hundred percent certain of the guess he has arrived at.

4.2   QUANTITATIVE ANALYSIS

In the quantitative analysis of the verbal protocols the success rate and the failure rate of the control group and experimental group have been presented in the pre-test. The instructional phase was meant for the experimental group. Both the groups were post-tested. For each successful attempt one score was awarded. No score was given for the unsuccessful guessing. The things have been made clearer through various tables and figures given below.

Table 4.1.   *The Proportion of Knowledge Sources and Success Rate of the Control Group in the Pre-test*

I. Knowledge Sources			Control Group (n=10)		
A. Linguistic level	**Total Attempts**	**Success**	**%**	**Failure**	**%**
1. L2-based sources					
(a) Word level					
(i). Word Collocation	312	119	38.14	193	61.86
Total	**312**	**119**	**38.14**	**193**	**61.86**
(b). Sentence Level					
(i). Sentence Meaning	620	240	38.70	380	61.3
(ii). Sentence Grammar	396	136	34.34	260	65.66
Total	**1016**	**376**	**37.00**	**640**	**63.00**
(c). Discourse Level					
(i) Discourse Meaning	275	104	37.81	171	62.19

(ii). Formal Schemata	80	59	73.75	21	26.65
Total	**355**	**163**	**45.91**	**192**	**54.09**
2. L1-Based Sources					
(a) L1 Lexical Knowledge	150	106	70.67	44	29.33
(b). L1 Word Collocation	45	28	62.22	17	37.78
Total	**195**	**134**	**54.09**	**61**	**45.1**
B. Non-Linguistic Sources					
1. Topic Knowledge	204	71	34.80	133	65.20
2. World Knowledge	248	82	33.07	166	66.93
Total	**452**	**153**	**33.85**	**299**	**66.15**
Grand Total	**2330**	**945**	**40.56**	**1385**	**59.44**

In the table 4.1 nine knowledge sources for guessing of the deleted words are described. In the pretest the members of control group used various knowledge sources for generating the missing words.

The control group used 2330 knowledge courses in the pre-test. It was the sentence meaning source which outnumbered all other sources. But there were 240 successful attempts with 38.70% and 380 unsuccessful attempts with 61.3%. Then sentence grammar was used with 396 attempts by the control group. Various knowledge sources were used.

In the L2 based-sources the success rate was higher in the discourse level with 45.91% than those of word level and sentence level. But L1-based sources got less success than L2-based courses. On the other hand linguistic sources had more success than non-linguistic sources. As mentioned above, the highest rate of success was in formal schemata (73.75%) whereas the lowest rate of success was in the world knowledge source (33.07%).

What follows is the ranking of knowledge sources used by the control group in the pretest.

Table 4.2. *Ranking of Knowledge Sources Used by the Control Group in the Pretest*

Knowledge source	**Ranking**
Sentence meaning	1

Sentence grammar	2
Word collocation	3
Discourse meaning	4
World knowledge	5
Topic knowledge	6
L1 Lexical knowledge	7
Formal Schemata	8
L1 word collocation	9

Table 4.3. *The Proportion of Knowledge Sources and Success Rate of the Experimental Group in the Pre-test*

I. Knowledge Sources		Experimental Group (n= 10)			
A. Linguistic level	**Total Attempts**	**Success**	**%**	**Failure**	**%**
1. L2-based sources					
(a) Word level					
(i). Word Collocation	208	55	26.44	153	73.56
Total	**208**	**55**	**26.44**	**153**	**73.56**
(b). Sentence Level					
(i). Sentence Meaning	611	220	36.00	391	6.40
(ii). Sentence Grammar	385	145	37.67	240	62.33
Total	**996**	**395**	**39.66**	**631**	**60.34**
(c). Discourse Level					
(i) Discourse Meaning	221	94	42.3	127	57.47
(ii). Formal Schemata	150	69	46.00	81	54.00
Total	**373**	**163**	**43.70**	**208**	**56.30**
2. L1-Based Sources					
(a) L1 Lexical Knowledge	130	46	34.61	85	65.39

(b). L1 Word Collocation	110	66	60.00	44	40
Total	**240**	**112**	**46.67**	**129**	**53.33**
B. Non-Linguistic Sources					
1. Topic Knowledge	205	115	56.10	90	43.90
2. World Knowledge	298	111	37.24	187	62.76
Total	**503**	**226**	**44.93**	**277**	**55.07**
Grand Total	**2318**	**920**	**39.69**	**1398**	**60.31**

As for the control group in the pre-test, the experimental groups had more success on discourse level than word level and sentence level. The members of the experimental group also got more success in L2-based sources than L1-based sources. They used non-linguistic sources less than linguistic sources which included both L2-based sources and L1-based sources. The highest success rate was achieved in L1 word collocation with 66 percent. On the other hand, the lowest success rate was got in L2 word collocation with 27.47 percent.

In the pre-test the experimental group used 2318 knowledge sources for inferring the deleted words. As with the control group, the experimental group also used sentence meaning more than any other knowledge source. It means their emphasis was on the micro-processing. The source of sentence grammar stood second. It was the world knowledge which was activated for 248 times.

What follows is the ranking of knowledge used by the control group in the pretest:

Table 4.4. *Ranking of Knowledge Sources used by the Experimental Group in the Pretest*

Knowledge source	Ranking
Sentence meaning	1
Sentence grammar	2
World knowledge	3
Word collocation	4
Discourse meaning	5
Topic knowledge	6

Formal Schemata	7
L1 Lexical knowledge	8
L1 word collocation	9

However, it is worth-mentioning that both control group (success: 40.56) and experimental group (39.69) had no significant difference in the pre-test. The question arises: why did they get such success without getting any training? The answer is that the participants of the study were in the last semester (i.e. 8th semester) in BS-English. Their knowledge of English language is better than their juniors. Owing to their grip of English, they were able to get some success in finding out the missing words in cloze letters.

Table 4.5.   *The Proportion of Knowledge Sources and Success Rate of the Control Group in the Post-test.*

I. Knowledge Sources					
		Control Group (n=10)			
A. Linguistic level	**Total Attempts**	**Success**	**%**	**Failure**	**%**
1. L2-based sources					
(a) Word level					
(i). Word Collocation	289	118	40.83	171	59.17
Total	**289**	**118**	**40.83**	**171**	**59.17**
(b). Sentence Level					
(i). Sentence Meaning	558	119	41.76	439	58.24
(ii). Sentence Grammar	482	220	45.64	262	54.36
Total	**1040**	**339**	**32.60**	**601**	**67.40**
(c). Discourse Level					
(i) Discourse Meaning	250	134	53.6	116	46.40
(ii). Formal Schemata	218	125	57.33	93	42.67
Total	**468**	**259**	**55.34**	**209**	**44.66**
2. L1-Based Sources					
(a) L1 Lexical Knowledge	125	80	64.00	45	36
(b). L1 Word Collocation	90	40	44.44	50	55.56

Total	**215**	**120**	**55.81**	**95**	**44.19**
B. Non-Linguistic Sources					
1. Topic Knowledge	212	105	44.44	107	50.48
2. World Knowledge	306	204	49.52	102	33.33
Total	**518**	**309**	**59.66**	**209**	**40.37**
Grand Total	**2530**	**1145**	**45.25**	**1385**	**54.75**

In the post-test the control group got more success on sentence level than word level and discourse level. The result was different for the result of the pre-test. Discourse level success gave them more success than word level source. The linguistic level sources gave better result than non-linguistic sources.

In the post-test the control group used 2530 knowledge sources for figuring out the deleted words in four letters. Again, it was the knowledge source of sentence meaning which was prioritized over other knowledge sources. Sentence grammar stood second. The highest success rate was got in formal schemata source with 57.33%. On the contrary, the lowest success rate was achieved in L2 word collocation with 40.83%. Following is the ranking of knowledge used by the control group in the post-test.

Table 4.6.   *Ranking of Success of Knowledge Sources Used by the Control Group in the Post test*

Knowledge source	Ranking
Sentence meaning	1
Sentence grammar	2
World knowledge	3
Word collocation	4
Discourse meaning	5
Formal Schemata	6
Topic knowledge	7
L1 Lexical knowledge	8
L1 word collocation	9

Table 4.7.   *The Proportion of Knowledge Sources and Success Rate of the Experimental Group in the Post test*

I. Knowledge Sources   **Experimental Group (n= 10)**

A. Linguistic Level	Total Attempts	Success	%	Failure	%
1. L2-Based Sources					
(a) Word level					
(i). Word Collocation	221	159	71.94	62	28.06
Total	**221**	**159**	**71.94**	**62**	**28.06**
(b). Sentence Level					
(i). Sentence Meaning	502	425	84.66	77	15.82
(ii). Sentence Grammar	404	309	82.18	95	17.82
Total	**906**	**734**	**81.01**	**172**	**18.99**
(c). Discourse Level					
(i) Discourse Meaning	360	276	76.67	84	23.34
(ii). Formal Schemata	266	199	74.81	67	25.19
Total	**626**	**475**	**75.88**	**151**	**24.12**
2. L1-Based Sources					
(a) L1 Lexical Knowledge	104	48	46.16	56	53.84
(b). L1 Word Collocation	250	114	45.6	136	54.4
Total	**354**	**162**	**45.77**	**192**	**54.23**
B. Non-Linguistic Sources					
1. Topic Knowledge	283	238	84.10	45	15.9
2. World Knowledge	280	188	67.14	92	32.86
Total	**563**	**426**	**75.67**	**137**	**24.33**
Grand Total	**2670**	**1956**	**73.26**	**714**	**26.74**

The experimental group took great advantage of the training they received in cloze procedure. Their highest success rate was in sentence meaning while their lowest success rate was L1 word collocation. The experimental group was more successful than the control group in the post-test. The success rate in the post test was higher than the success rates of control group and even the experiment group in the pre-test.

It is shown in the table 4.7 that the members of the experimental group got more success in the post-test than the pre-test. It means training had a significant effect on the success rate of the experimental group.

As far as the L2-based sources were concerned, the experimental group got more success on sentence level than word level and discourse level. The grand total showed that their success rate was 73.26 and failure rate was 26.74. It was totally different for the success rate of the control group in the post-test. It means the experimental group surpassed the control group in achieving significant sources. The highest success rate was in sentence meaning with 84.66% while the lowest success rate was in L1 word collocation with 45.6%.

Following is the ranking of knowledge used by the control group in the post-test.

Table 4.8   *Ranking of Success in Knowledge Sources Used by the Experimental Group in the Post-test*

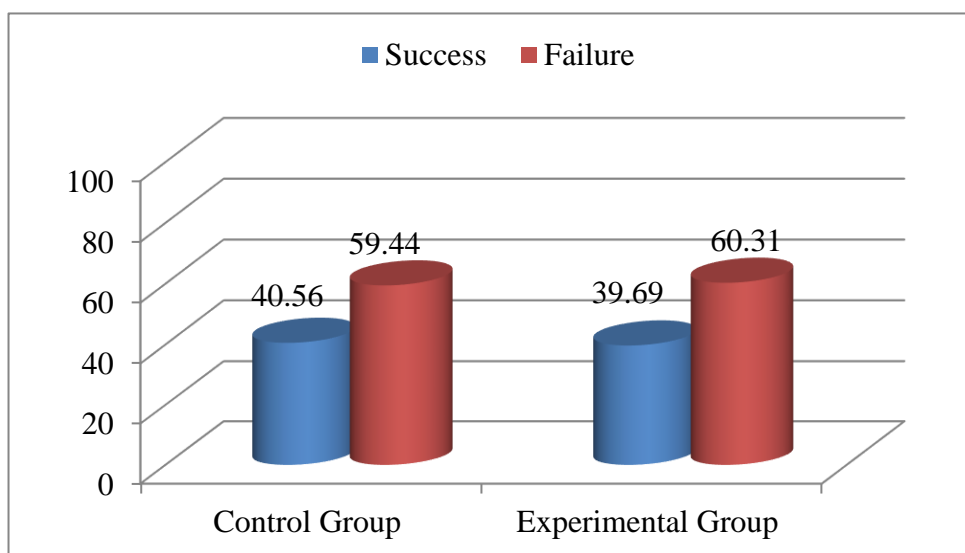| Knowledge source	Ranking
Sentence meaning	1
Sentence grammar	2
Discourse meaning	3
Topic knowledge	4
World knowledge	5
Formal Schemata	6
L1 word collocation	7
Word collocation	8
L1 Lexical knowledge	9

Figure 4.1. Success and failure of control group and experimental group in the pretest

As shown in the figure, the control group had 40.56% success in the pre-test. Their failure was 59.44%. The experimental group got 39.19% success in the pre-test while getting 60.31% failure. It means both groups had no significant difference in their guessing ability for the deleted words.
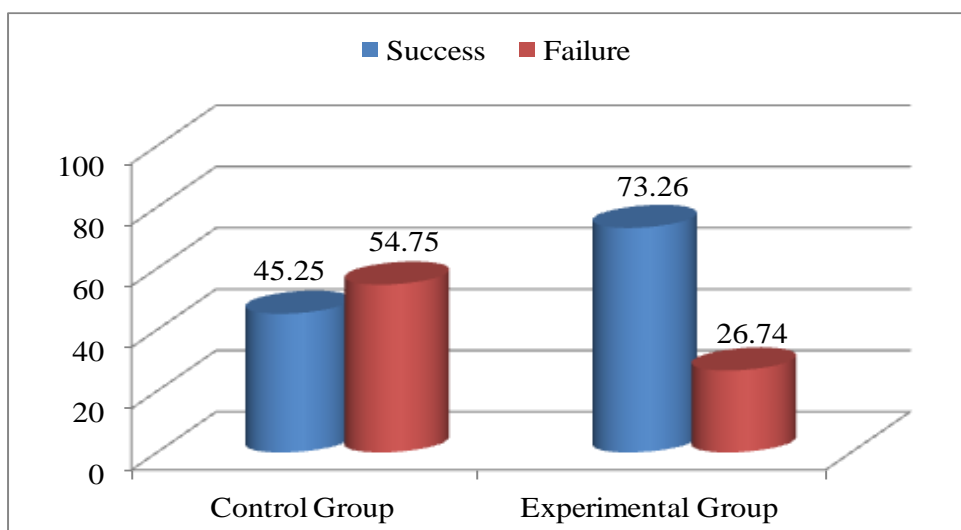

Figure 4.2. Success and failure of control group and experimental group in the posttest

As shown in the figure 4.2, the control group has 45.25% success and 54.75% failure. The control group did not receive any training in the cloze procedure but they continued their routine work in the post test. The control group showed better result than pre-test. But it was the experimental group which made significant difference in

their scores got in the post-test. They had 7326 success rate which was far better than their scores (39.69%) in the pretest. It means they outperformed the control group in the post-test.

Table 4.9.　　*Proportion and Success Rate of Content and Function Words by Both Groups in the Pre-test*

Deleted Words	N	Control Group (n=10) Total attempts	Success N	%	Failure N	%	Experimental Group (n=10) Total attempts	Success N	%	Failure N	%
Content words	97	970	430	38.14	540	61.84	970	400	41.23	570	58.77
Function words	75	750	350	46.67	400	53.33	750	340	45.33	410	54.67
Total	**172**	**1720**	**780**	**45.34**	**940**	**54.66**	**1720**	**740**	**43.02**	**980**	**56.98**

As mentioned earlier a pre-test was conducted for both control group and experimental group. There were 172 blanks in four letters assigned for the deleted words or their synonyms. One mark was awarded for the correct inference whereas no mark was given for the incorrect guess.

As shown in the above table, the members of the control group guessed 430 content words correctly. As far as the function words are concerned, 350 out of 750 words were found correct answers. It means the percentage of correct content words was 38.14 and that of incorrect content words was 61.86% as 540 out of 970 attempts were considered incorrect. The control group had 38.14% the successful attempts for content words 38.14% and for the function works the successful attempts had 46.67%.

On the other hand, the experimental group had 400 correct inferences out of 970 for the content words and 340 out of 750 function words was 41.23. The members of the experimental group got 45.33% for successful attempts for the function words.

Both control group and experimental groups had various scores, but not with a significant difference. It means pre-test found that both groups had almost same

ability level. However, it was observed that both groups were more successful in function words than content words.

Table 4.10.   *Proportion and Success Rate of Content and Function Words by Both Groups in the Post-test*

Deleted Words	N	Total attempts	Control Group (n=10)				Total attempts	Experimental Group (n=10)			
			Success		Failure			Success		Failure	
			N	%	**N**	%		**N**	%	**N**	%
Content words	102	1020	445	43.62	575	56.38	1020	740	72.54	280	27.46
Function words	81	810	399	49.26	411	50.74	810	691	85.30	119	14.7
Total	**183**	**1830**	**844**	**46.72**	**986**	**53.88**	**1830**	**1431**	**78.20**	**399**	**21.80**

The post-test was conducted for both control group (n = 10) and experimental group (N = 10). As described earlier, the members of the experimental got instruction on cloze procedure while the control group continued their routine work and received no training. The table 4.6 shows that the control group had 445 successful attempts of 1020 attempts for the content words with the 43.62%. They made incorrect guesses for the content words with the percentage 56.38. The experiment group improved their success rate after they received instruction on cloze procedure. The group got 72.54% for success attempts for the content words. As far as the unsuccessful guesses were concerned, the experimental group had 27.46% for the content words. For function words they had 691 successful attempts with 85.30% and 119 unsuccessful attempts with 14.7%.

When compared with the pre-test, the post-test showed better result. Even the members of the control group had more successful attempts than those of the pre-test. It means their routine learning also helped them in improving their guessing ability. But these were the members of the experimental group who showed significant difference between these attempts in the pre-test and their attempts in the post-test. Their success rate was better in the post-test than the pretest. The training received on knowledge sources used for the cloze procedure helped them a lot in generating the

missing words for the blanks. They took advantage of the training. The pragmatic, syntactic and semantic clues provided in the context helped then in figuring out the words for the blanks. It is also worth-mentioning that both groups were more successful in finding out the correct function words than content words.

The chapter has provided useful insights in the domain of cloze procedure. The missing words were generated by the participants of the study through verbal protocols. As mentioned earlier, the verbal protocols have been analyzed qualitatively and quantitatively. In the qualitative analysis only selected verbal protocols have been discussed. On the other hand, all the verbal protocols were minutely analyzed in the quantitative analysis. In the next chapter the findings of the study with pedagogical implications are given.

CHAPTER V

CONCLUSION

Cloze procedure encourages language learners to read for meaning. They can use semantic, syntactic and pragmatic clues in their quest for the deleted words. The procedure enables teachers to get insight into learners' knowledge about the language at target. Tierney and Readence (2000) have found cloze procedure useful for assessment of use of contextual clues, the readability of texts and instructional placement. Cloze procedure involves the deletions of lexical items in a syntagmatic chain. It elicits language learners to make inferences about the deleted words which can fill the specific grammatical context. Cloze activities can be "differentiated for a wide range of abilities and reading expertise" (Wray & Lewis, 1997, p.77). Oller and Jonz (1994, p.12) move many steps forward when they claim that they see cloze "a window through which we may examine certain aspects of the human mind in action."

Cloze procedure offers the best opportunities for conducive classroom discussion. It gives ways to improve the language skills of the language learners. Cloze tests provide an illuminative lens on readers' problems with specific language styles (O'Toole et al., 2015). Generating inferences is "a crucial skill for language comprehension" (Rodriguez-Gomez et al., 2018, p.163). Sometimes the students choose a wrong word for the deletions. They create a wrong scenario and try their level best to prove it correct one. What is needed is that the words they select should be suitable according to the pragmatic, semantic and syntactic constraints. Cloze procedure ignores intra-word analysis. Word association helps find out the meanings of the unknown words. On the other hand, cloze procedure is not meant for the inferences for the meanings of the unfamiliar words. The backward clues and forward clues can be utilized to find out missing words. Cloze procedure is highly recommended as testing technique for reading comprehension. Cloze procedure is called by some of the participants as 'hunting game' and 'hunt for the missing words'. The words language learners choose should fulfill the semantic, syntactic and

pragmatic requirements provided in the text. In other words the words learners choose should make sense.

5.1 Findings of the study

(i). Research Question-I.

The major objective of the study was to get insight into linguistic and non-linguistic knowledge sources used by ESL learners in the introspective verbalization of their thoughts while dealing with the deleted words in letters. It was noticed in the study that the participants used various knowledge sources - linguistic and non-linguistic - to find out the missing words in the letters given to them. In the pre-test both control group and experimental group prioritized sentence meaning and sentence grammar over other knowledge sources. The major reason for the use of sentence level sources was that sentence in which the blank is given, gets much attention of the learners. They try their level best to find out the deleted word while focusing the sentence in which the blank is given. When the subjects failed to find out the missing words or their synonyms, they paid attention to other sources. Word collocation is often used to find out the missing word. Although both groups used various patterns of knowledge sources in order to infer the missing words, they preferred linguistic sources to non-linguistic sources in most of the cases.

(ii). Research Question-II.

The second was meant for exploring the effect of instruction and the rate of success in guessing the content and function words. The use of the knowledge sources was not often the matter of successful inference. It is the quality, not quantity which matters. In the post-test the experimental group used linguistic and non-linguistic sources successfully as their success rate showed a greater improvement. The findings of the study have made it evident that the instruction on cloze procedure has positive effect on the success of the participants in choosing the right words for the blanks. When instructed, the participants are in a better position to guess the deleted words or its synonym. The experimental group outperformed the control group in the post-test as proved by the success rate of the experimental group. The members of the experimental group improved their guessing abilities in order to infer the missing words in the cloze letters. They were more strategic in their inferencing bahaviours than the control group in the post-test. Both higher processing and lower processing

were used by the experimental group. It was observed that most of the participants in the experimental group checked the guessed words against the context provided in the text. When one inference was found incorrect, they chose another one. Their major emphasis was on the selection of the inferences as fulfill the semantic, syntactic and pragmatic restrictions of the sentence.

(iii). Research Question-III

The third objective of the study was to find out the effect of the syntactic property of the deleted words on the success rate of the participants. The syntactic property of the deleted words had also effect in the guessability of the language learners. As mentioned above the words were divided into two categories: (i) content words (e.g. nouns, verbs, adjectives and adverbs), and (ii) function words (e.g. preposition, determiners and conjunctions). The findings of the study have revealed that the participants of the study were more successful in their attempts when they figured out the function words than the content words. In fact, the content words are more important than function words. Function words just perform some function. For example, prepositions show the relationship of a person or thing to another person or thing. So it is easier to find out the missing words which are function words. On the other hand, the content words carry with them some content material. Without the proper understanding of all the contextual demands of the texts, it is difficult to find out the suitable content words. Various comments of the participants about function words were observed in the present study. For example, verbs are "the oxygen to the sentence" and nouns are "the kings with crowns in the sentence". Even after getting the instruction the members of the experimental group were more successful in guessing the meanings of function words than content word. According to Powell and Honsby, (1993), the function words measure the syntactic knowledge of learners whereas the deletions of content words measure their semantic knowledge.

5.2   Pedagogical Implications

What follows are the recommendations of the present study:

1. The teacher can play an important role in motivating the students for cloze procedure. As indicated earlier, filling the blanks in cloze procedure is just like hunting for the missing words. Like good hunters, the participants should hunt

their preys. The efforts should be made carefully in finding out the guessed words. The more motivation, the more successful attempts will be.

2. The teacher should manage all the cloze activities properly. As found in the present study, instruction had positive effect on the success rate of guessing. When instructed, the participants can do well in cloze task. But care should be taken as far as instructional treatment is concerned. All the students should be informed about the cloze procedure. They should be provided opportunities to play their role in filling the blanks with suitable words. Classroom discussion should be supported with pair work and group work.

3. The teacher should choose the texts belonging to various genres. As observed in the present study, the letters to editors are utilized for the task of cloze procedure. Likewise, other texts e.g. fictional, non-fictional texts should be used for the purpose of cloze activities. But the topics of these texts should be interesting. This is the only way that the participants will like to play the game of cloze procedure while showing their full interest.

4. The teacher should select the texts which are upto the level of the participants. If the texts are too easy, the participants will easily figure out the deleted words. The cognitive burden persuades the participant to think for the missing words in various ways. When bottom up strategies fail, the top down strategies should come forward for overcoming the deficit in low processes. As described by Stanovich (1980), when some processors do not work well or have insufficient data, the other processors come forward for compensation. When the texts are difficult, the students are unable to comprehend cloze procedure is step above the comprehension of texts. No comprehension means the incorrect guesses. The other words in the texts should not be difficult.

5. Teachers should encourage language learners to respond to the whole text when they start figuring out the deleted words. It is cloze procedure which can be used to provide learners with encouragement to create response to text within the confines of a text type (Horner & Ryf, 2007).

6. The teacher should use cloze procedure in augmenting all the language skills – reading writing, listening and speaking. Mostly cloze procedure is used for the test of reading skills. Furthermore, cloze procedure can enhance the language skills of the participants. For example, the teacher can ask the students to write

their thoughts in English about the missing words and describe the major causes of selection of these words.

7. The students should be aware of the fact that they are the language learners. English provides many opportunities for learners. Only traditional methods cannot work wonders. The latest techniques and activities make learning more enjoyable. When the learners show their zeal and zest in the various activities assigned to them by the teacher, the result will also be encouraging. The students should check the guessed words against the context provided in the text. Even if a successful attempt is made, it is the responsibility of the students to assess it while keeping in mind the semantic, syntactic and pragmatic requirements.

8. It is the need of the hour that students should keep themselves engaged in various activities meant for good learning. Once some task is assigned to them the students should try their level best for full participations. They should not be afraid of the errors. Errors lead to success. If the selected word for the blank is incorrect, the students should try to figure out the next guess for the given blank. The discourse meaning can be utilized. Mostly, the participants use lower processes for the selection of the guessed words. Sentence meaning and sentence grammar are often prioritized. But the topic knowledge and the prior knowledge should also be used to find out the correct word.

9. Even the course designers for BS-programme in English should focus on the cloze procedure as a testing technique. As noticed by the researchers (Cash & Schumn, 2006; Manzo & Manzo, 1990; Oller & Jonz, 1994), cloze procedure is an effective way to measure reading ability of language learners. It is the best technique to evaluate the reading skills of language learners. Once cloze procedure is included in the syllabus, the students will be given the opportunity to maximize their guessing ability. It will motivate them in learning the novel vocabulary found in English texts.

5.3   Future Directions

Following are the research areas which can be explored in the forthcoming research studies:

1. In the present study only fixed ratio method was adopted. In fixed ratio method every 4th word was deleted. The participations of the study

guessed the suitable words in the given blanks in newspaper letters. Future studies can explore the effects of using various cloze types. For example, fixed ration type can be compared with C-test in which only the first letter of the missing word is given. The comparative studies can be done to notice the effects of various types of cloze procedure so that their utilization might be analyzed through the effects on the success rate in the cloze tests.

2. As described before, the present study was conducted to explore the effect of instruction given in four weeks. The future studies can find out the effect of a longtitudual study. For example, the effect of instruction in cloze procedure can be explored throughout the year in which teaching of two semesters last. Such study will give a more elaborative picture when longitudinal instructional treatment is given. Even the size of the participants may be increased in order to get generalized findings.

3. In the study conducted by Wesche and Paribakht (1998), the subjects were found to use punctuation marks in order to generate the meanings of the unknown words. The use of punctuation in a text can assist the language learners to find out the missing words in letters to the editors. It was noticed that letters written to *The Pakistan Observer* did not use other punctuation marks e.g. colon, semi-colon, question marks, hyphen, en dash, em dash and inverted commas. Even in the letters which were explored for cloze reading only full stops (periods) and capitalization were used. The punctuation marks create beauty and are used as discursive strategies used by the letter writers to persuade their readers. The effect of punctuation marks on the guessability of the students can be noticed in the future studies. If the letters with various punctuation marks are not found in Pakistani English newspapers. The letters from native English newspapers can be used in the future studies in this regards.

4. The present study has given credit to the students who figured out the exact deleted words or their synonyms. It was observed in the study that sometimes some other part of speech may also fit in the blank while fulfilling the contextual requirements of the text. For example, there was the deleted word 'the' with 'places'. 'The' is a definite article. But the quantifiers like 'some' can also be suitable there. Future studies should

give credits to such words as fulfill the semantic and pragmatic requirements of the text. As observed in the above mentioned example, 'some' is not the deleted word. Furthermore, this quantifier is not the synonym of 'the'. But this word can be appropriate words.

REFERENCES

Adjideh, P., Yaghouki-Notash, M., & Khalili, A. (2017). An investigation of the learning strategies as bias factors in second language cloze tests. *Advances in Language and Literary Studies, 8* (2), 91-100.

Aitken, K, G. (1977). Using cloze as an overall language proficiency test. *TESOL Quarterly*, *11* (1), 59-67.

Anderson, J.C. (1979). The cloze procedure and proficiency in English as a foreign language. *TESOL Quarterly*, *13*, 219-227.

Andrews, L.P. (1991). *The use of reading study guides to enhance the readability of high school biology texts*. Fort Luderdale, F. L: Nova University. (Eric Document Reproduction Service No. ED337763).

Artley, A.S. (1943). Teaching word-meaning through context. *Elementary English Review*, *20*, 68-74.

Bachman, L.F (1982). The trait structure of cloze test scores *TESOL* Quarterly, 16 (1), 61-70.

Barone, D.M., & Xu, S.H. (2008). Literacy instruction for English language learners Pre – K-2. New York: The Guilford Press.

Bensoussan, M. (1984). A comparison of cloze and multiple-choice reading comprehension tests of English as a second language. *Language Testing*, 1, 1, 101-104.

Bernhardt, E. B. (1991). *Reading development in a second language: Theoretical, Empirical and classroom perspectives*. Noorwood, NJ: Ablex Publishing.

Blachowicz, C., & Fisher, P. (2010). *Teaching vocabulary in all classroom.* 4th ed. Columbs, OH: Prentice Hall.

Carter, R. (2012). *Vocabulary: Applied linguistics perspective*. London: Routledge.

Carter, R., & McCarthy, M. (2014). *Vocabulary and language teaching*. 2nd Ed. London: Routledge.

Cash, M.M & Schumm, J.S. (2006). *Making sense of knowledge: Comprehending expository text*. New York: Guildford Publications.

Chamot, A.U, & O'Malley J.M. (1994). *The CALLA handbook: implementing the cognitive academic language learning approach.* Readings, M.A: Addison-Wesley.

Clarke, D.F., & Nation, P. (1980). Guessing the meanings of words from context: Strategy and techniques. *System*, *8* (3), 211-220.

Clece-Murcia, M. (2001). *Teaching English as a second or foreign language.* Bostan: Heinle & Heinle.

Clece-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A Guide for language teachers.*

Coady, J. (1979). A psycholinguistics model of the ESL reader. In R. Mackay, B. Barkman & R.R. Jordan (Eds.), *Reading in a second language* (pp. 5-12). Rawley, Mass: Newbury House.

Cook, V. (1991). *Second language learning and language teaching.* London: Edward Arnold.

Dallman, M., Rough, R. L., Chang, L. Y. C., & deBoer, J. (1982). *The Teaching of Reading.* New York: College Publication.

Dastjerdi, H.V. & Talebinezhad, M.R. (2006). Chain preserving deletion procedure in cloze: A discoursal perspective. *Language Testing*, *23* (1), 58-72.

Demantik, M. (2008). A cohesive harmony of reader's letters column in 'Time' and 'The Jakarta Post'. *Leksika*, *2* (2). Retrieved from jurnalnascional.ump.ac.id/index.php/LESIKA/article/view/2248.

Dornyei, Z. & Katona, L. (1992). Validation of the C-test amongst Hungarian EFL learners. *Language Testing*, 9, 2, 187-206.

Ericsson K.A., & Simon, H.A (1993). *Protocol analysis: Verbal reports as data.* Cambridge, MA: MIT Press.

Esfandiari, R., & Ekradi, E. (2014). Relationship between Iranian EFL Learners' emotional intelligence and their performance on cloze test. *Procedia–Social and Behavioral Science*, *98*, 435-444.

Gauthier, L. (1990). Helping middle school students develop language facility. *Journal of Reading*, *33* (4), 234-270.

Gellert, A.S., & Elbro, C. (2013). Cloze tests may be quick, but are they dirty? Development and preliminary validation of a cloze test of reading comprehension. *Journal of Psycho-educational Assessment*, *31* (1), 16-18.

Goodman, K. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, *6* (4), 126-135.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

Grabe, W., & Stoller, F. (2002). The nature of reading abilities. In W. Grabe and F.L. Stoller (Eds), *Teaching and researching reading* (pp. 9-39). Essex: Pearson Education.

Grey, D.L., & Brown, T.R. (1970). Letters to editor: Hazy reflections of public opinion. *Journalism Quarterly*, 47, 3, 450-471.

Guillemette, R.A. (1989). The cloze procedure: An assessment of the understandability of data processing text. *Information and Management*, 17, 143-155.

Haastrup, K. (1989). The learner as word processor. *AILA Review,* 6, 34-46.

Habermas, J. (1989). *The structural transformation of the public sphere: An inquiry not a category of bourgeois society*. Cambridge, MA: MIT Press.

Hajibi, M., Taheri, S., & Allami, H. (2018) A comparative study of colze test and C-test in assessing collocational competence of Iranian EFL learners. *European Online Journals of Natural and Social Sciences*, *7* (1), 225-234.

Hammersley-Fletcher, L., Lowe, M., & Pugh, J. (2006). *The teaching assistant's guide: An essential textbook for foundation degree students.* London: Rentledge.

Haris, T. L. & Spay, E. (1985). *How to increase reading ability*. 8th ed. New York: Longman.

Harris, T.L. & Hodges, R.E. (1998). *The literacy dictionary: the vocabulary of reading and writing*. Newark, DE. International Reading Department.

Hill, C., & Parry, K. (1972). The test at the gate: Models of literacy in reading assessment. *TESOL Quarterly, 26* (3), 433-461.

Horner, C., & Ryf., V. (2007). *English in the early years and primary classroom*. London: Rutledge.

Hulstijn, J.H., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language Learning*, *51* (3) 539-558.

Jenkins, J-R., Stein, M.L. & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, *21* (4), 767-787.

John, A.M., (2012). The author responds. *TESOL Quarterly*, *I* (2), 392-393.

Johnson, P. K. (1981). Questioning some assumptions about cloze testing. In J. Read (Ed.), *Directions in language testing* (pp.117-206). Singapore: Singapore University Press.

Jonz, J. (1990). Another turn in the conversation: What does cloze reveal? *TESOL Quarterly*, *24* (1), 61-83.

Kapoor, S. & Botan, C. (1992). Studies compare how editors use letters. *The Masthead*, *44* (1), 5.

Kelley, P. (1990). Guessing: No. substitute for systematic learning of lexis. *System, 18*, 199-20.

Kemper, D., Meyer, V., Rys, J.V., & Sebranek, P. (2016). *Fusion: Integrated reading and writing*, Book-I, 2nd Ed. Bostan, M.A: Lengage Learning.

Kusiak, M. (2013). *Reading comprehension in Polish and English: Evidence in introspective study*. Krakow: Jagiellonian University Press.

LaBerge, D. & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, *6* (2), 293-323.

Laufer, B., & Osimo, H. H. (1991). Facilitating long-term retention of vocabulary: The second-hand cloze. *System*, *19*, 217-224.

Lee, S. & Pulido, D. (2017). The impact of topic interest L2 proficiency and gender in EFL incidental vocabulary acquisition through reading. *Language Teaching Research 21* (1), 118-135

Lenz, K. (2005). An introduction to reading comprehension. University of Kansas. Retrieved on March, 7, 2018 from http:www.specialconnect-ions.kuu.edu./ cgibn/cgiwrap/specconn/mainphs?cat=instruction&section=rc/main.

Liu, N., & Nation, P. (1985). Factors affecting guessing vocabulary in context. *RELC Journal*, *I*, 33-42.

Mahdavy, B. (2011). The role of topic familiarity and rhetoncal organization of texts in incidental vocabulary acquisition. Procedia: *Social and Behavioral Sciences* 29,208-217.

Manzo, A., & Manzo, V. (1990). *Content area reading: A heuristic approach.* Columbus: Merrill Publishing Company.

Manzo, A.V., & Manzo, U.C. (1995). *Teaching children to be literate: A reflective approach.* London: Harcourt Brace College Publishers.

Martin, C.D., Brangzi, F.M., & Bar, M. (2018). Prediction is production: The missing link between language production and comprehension. *Scientific Reports*, 8, 1, 1079.

McCary, G., & Brunfaut, T. (2016). Investigating the construct measured by gap-fill items: Evidence from eye-tracking. *Language Testing*, *35* (1), 51-73.

McCullough, C.M. (1943). Teaching to use contextual clues. *Elementary English Review*, *20*, 140-143.

Nation, P. & Meara, P. (2002). Vocabulary. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp.35-54). London: Arnold.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nation, P., & Coady, J. (2013). Vocabulary and reading. In R. Carter and M. McCarthy (Eds.), *Vocabulary and language teaching* (pp. 97-110). London: Routledge.

Nestvold, K. J. (1972). Cloze procedure correlation with perceived readability. *Journalism Quarterly, 49* (3), 592-294.

O'Toole, J.M., Cheng, J., & O'Toole, G. (2015). An enduring lenz for a continuing problem: Cloze analysis of conceptually scored cloze items. *Language Testing in Asia*, *5*, (1),7.

Oller, J. W. (1979). *Language tests at school*. London: Longman Group Ltd.

Oller, J.W & Jonz, J. (1994). *Cloze and coherence*. Cranbury, NJ: Bucknell University Press.

Paribakht T.S., & Wesche, M. (2006). Lexical inferencing in L1 and L2: Implications for vocabulary instruction and learning at advanced levels. In H. Byrnes, H.D. Weger-Guntharp, & K. Sprang (Eds.), *Educating for advanced foreign language capacities: Constructs, curriculum, instruction, assessment* (pp.118-135). Washington, DC: Georgian University Press.

Perrin, A.J., & Vaisey, S. (2008). Parallel publish spheres: Distance and discourse in letters to the editors. *American Journal of Sociology*, *114* (3), 781-810.

Porte, G. (1988). Poor language learners and their strategies for dealing with new vocabulary, *ELT Journal*, *42* (3), 167-172.

Powell, D. & Hornsby, D. (1993). *Learning phonetics and spellings in a whole language classroom*. New York: Scholastic Professional Books.

Prefetti, C.A. (1985). *Reading ability*. New York: Oxford University Press.

Pressley, M. & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale: N.J. Erbaum.

Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*, Hillsdale NJ: Erlbaum.

Prince, P. (1996). Second language: The role of context versus translation as a function of proficiency. *The Modern Language Journal*, *80*, 478-493.

Pulido, D. (2007) the relationship between text comprehension and second language incidental vocabulary acquisition. A matter of topic familiarity language learning, *57* (51), 155-199.

Rodrigues-Gomez, P., Martinez-Garcia, N., Pozo, M.A., Himojosa, J.A, & Morend, E.M. (2018). When birds and sias fly: A neural indicator of inferring a word meaning in context. *International Journal of Psychophysiology*, *123*, 163-170.

Rumelhart, D.E. (1977). Toward an interactive model of reading. In S. Dormic (Ed.), *Attention and performance* VI. Hillsdale, N.J.: Erlbaum Associates.

Rumelhart, D.E. (1985). Towards on interactive model of reading. In H. Singer and R.B. Ruddell (Eds.), *Theoretical models and processes in reading*. Neward, Delaware: International Reading Association.

Rye, J. (1982). *Cloze procedure and the teaching of reading*. London: Heinemann Educational Books.

Sampson, M.R., Valmont, W.J., & Allen, R.V. (1982). The effects of instructional cloze on the comprehension, vocabulary, and divergent production of third-grade students. *Reading Research Quarterly*, *17*, 389-399.

Samuels, S.J., & Kamil, M.L. (1988). Models of the reading process. In Carrell, J. Devine, & D. Eskey (Eds)., *Interactive approaches to language reading* (pp.22-36). Cambridge: Cambridge University Press.

Santa, C. (1988). *Content reading including study systems: Reading, writing and studying across the curriculum.* Dubuque: Kendal/Hunt.

Sigelman, L., & Walkosz, B.J. (1992). Letters to the editor as a public opinion thermometer: The Martin Luther King holiday vote in Arizona. *Social Science Quarterly*, *73* (4), 938-946.

Simmel, G. (1950). The field of sociology. In K. Wolff (ed.), *The sociology of Georg Simimel* (pp.3-25). Glencoe, III: Free Press.

Smith, F., (2012). Understanding reading. A psycholinguistic analysis of reading and learning 6th ed. New York: Rutledge.

Sparks, M.K. & Perez, E. (1991). Women not heard in letters columns. *The Masthead*, *43* (2), 14-17.

Stanovich, K.E. (1980). Toward an interactive compensatory model of individual difference in the development of reading fluency. *Reading Research Quarterly*, 16, 32-71.

Stanovich, K.E. (1988). *This week's citation classic*. Retrieved on December, 7, 2017 from graphed. Library.upenn.edu/classis1988/A1988Q509200001.pdf.

Taylor, W. L. (1953). Cloze procedure: A new tool for measuring readability. *Journalism Quarterly, 30*, 415-433.

Thornbury, S. (2002). How to teach vocabulary. Guessing the meaning of words from context. London: Longman.

Tierney, R.J., & Readence, J., E. (2000). *Reading strategies and practices. A compendium*, 5th ed. Neddham Heights, M.A: Allyn and Bacon.

Tong, X., Tong, X., Shu, H., Chan, S., & McBride-Chang, C. (2014). Discourse level reading comprehensive in Chinese Children: What is the role of syntactic awareness? *Journal of Research in Reading*, *37* (S1), S48-S70.

van Dijk, T., & Kintsch, W. (1983). *Strategies of discourse comprehension.* New York: Academic press.

Wahl-Jorgensen, K. (2001). Letters to the Editor as a forum for public deliberation: Modes of publicity and democratic debate. *Critical Studies in Media Communication*, *18* (3), 303-320.

Wahl-Jorgensen, K. (2002). The construction of the public in letters to the editor: Deliberative democracy and the idiom of insanity. *Journalism*, 3, 2, 183-204.

Wang, H., & Yu. G. (2018). Test-takers' cognitive processes during a listen-to-summarize cloze task. *International Journal of Listening*, 1-28.

Wesche, M., & Paribakht, T.S. (1998). Assessing second language vocabulary knowledge: Depth versus breadth. *Canadian Modern Language Review*, *53* (1), 13-40.

Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

Widdowson, H.G. (1984). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.

Wniograd, P, & Hare, V.C. (1988). Direct instruction of reading comprehension strategies the nature of teacher explanation. In C. E. Weinstein, E.T. Goetz, & P.A Alexander (Eds.), Learning study strategies: Issues, assessment instruction and evaluation (pp.121-139) Sa Diego: Academic Press.

Wray, D., & Lewis, M. (1997). *Extending literacy: Children reading and writing non-fiction*. London: Rutledge.

APPENDICES

Appendix-A

TEXTS USED IN THE PILOT STUDY

1. Curse of Beggary

February 6, 2018

We can observe a large number of beggars roaming and soliciting for lams in the shopping malls, markets, streets and parks, who emotionally blackmail public. The children from 7 to 15 years are included in groups of beggars. Some of men and **women** are seen begging at **traffic** signals. As soon as **signal** becomes red and traffic **stops** they start knocking the **windows** of the vehicles for **money**. In same way we **can** observe healthy men begging **instead** of working and earning **a** living. They move from **pillar** to pillar. It is **interesting** to note that foreigners **ridicule** us as the nation **of** beggars. The picture of **Finance** Minister holding a begging **bowl** splashed as first line **news**. Most of these persons **are** taught in this web **of** beggary. We will have **to** reform the system to **indicate** this curse from the **society**. Engage these persons in **skill** remained work. Through your **esteemed** newspaper I would appeal **to** CM to take notice **of** this menacing problem.

J. Bashir

Lahore

https://pakobserver.net/curse-of-beggary/

2. Education for Blind Children

February 12, 2018

Blindness is something which happens to an individual and indirectly to his family, it is deeply personal and is never quite the same for any two people. Blindness is factor in total life system.

In our society blindness **is** a trait to which **a** stigmatized form of deviance **is** usually attributed and as **consequences** a visually handicapped remains **in** a deviant role throughout **his** life. But in the **situation** which exists at present, **recruitment** of blind children into **education** is one of the **most** delicate problems in Pakistan. **The** pattern of family with **a** blind child has to **hide** him from even close **relatives**, regarding that child as **evidence** of guilt, sin and **punishment**. And it is difficult **to** recruit blind children for **any** programmes of education when **they** are the source of **income** for the family.

And **education** is far from the **minds** of illiterate parents of **blind** children who cannot conceive **a** blind child being educated. **And** the existing educational facilities **for** blind children in Pakistan **are** negligible and do not **meet** even the fringe of **the** problem.

Almost all the **educational** institutions for the blind **are** segregated from residential schools. **The** community and educational authorities **should** not forget that blind **children** are an integral part **of** our society and they **should** not be kept segregated **from** the society and they **should** work to bring a **meaningful** improvement in their education.

Shireen Younis

Turbat

https://pakobserver.net/education-blind-children/

Appendix-B

The Main Study

Texts used in pre-test

1.   Poverty and Corruption

February 10, 2018

A question always arises in my mind that are we [Baloch] married to poverty and corruption? I have spent a lot of time to ascertain which is the biggest problem of the people of Balochistan and I have come to the conclusion that poverty is the biggest enemy of us which isn't letting us develop and the second is corruption. As it is **known** to everyone that **Balochistan** has been facing **a** plethora of problems **since** long. Despite the **lowest** populated province, more **than** 52% of the **population** lives below the **poverty** line, the literacy **rate** is around 29%, **female** primary school enrolment **is** barely 20% and **nearly** one-third of the **population** is unemployed. The **majority** of children hailing **from** the impoverished segment **of** society suffer this **social** injustice. We can **see** children under age **14** begging on streets, **sweeping** roads and cleaning **cars** at traffic signals. **I** always feel disconsolate **about** those children who **want** to be at **school** but lugubriously are **out-of-school**. Do we really **know** why the sons **and** daughters of the **farmers** are farmers? Why **do** the children of **the** opulent families read **in** premium schools? Why **are** the innocent children **of** the hard up **families** out of schools; **working** under the hands **of** well-heeled people? Don't **those** children of penurious **parents** have the right **to** get abecedarian needed **requirements** in their lives? **Don't** they work hard **for** getting their fundament **rights**? Sadly, no-one is **ready** to take action **to** save the splendiferous **lives** of these children **and** create a luminous **future** for them. We **do** hear from the **government** that small children **should** get education freely **but** due to poverty **their** wings and legs **are** broken to be **at** school. If Balochistan **isn't** married to Poverty **and** Corruption then, why **don't** we up-root poverty **and** corruption in the **province**?

Munajgul Muhammad
Kech, Balochistan
https://pakobserver.net/poverty-and-corruption/

2.   Civic Responsibilities

February 25, 2018

Civic responsibilities are responsibilities of the citizens. We are getting educated to serve the people of our country for a common good. These common goods **are** the contribution of **an** educated individual to **make** this land a **cleaner**, better and a **prosperous**. Unfortunately, sense of **civic** duties and responsibilities **and** common good in **our** masses is lacking. **Personally** experienced whenever I **am** travelling through public **transport** back sides of **the** seats are being **polluted** with various phone **numbers** and sad poetry.

On the other hand **the** places where traffic **police** given signals for **no** parking area are **bursting** from excessive cars **and** motor-bikes. The walls **of** schools and other **public** areas where we **are** instructed for not **writing** and attaching any **advertisements** are over-burdened by **advertisements**. The dustbins were **placed** empty but we **are** not throwing any **used** stuffs over there. **It** is the main **responsibility** of every citizen to keep a clean **environment**. Every citizen should **play** his/her due **role** in this regard **for** clean environment. This **planet** is ours and **we** have to keep **it** beautiful.

Ijaz Ali

Mardan, K.P.

https://pakobserver.net/civic-responsibilities/

3.   Honour Killing

February 18, 2018

Recently a 19-year-old girl was allegedly gunned down by her brother 'in the name of honour' after a Panchayat condemned her to death in Sukkur. It is appreciating that police arrested the culprits and registered a murder case. Culprits, however, should **be** handed down strict **punishment** at the earliest **after** a speedy trial **in** accordance with provisions **of** honour killing bill **in** order to avoid **occurrence** of such incidents **in** future.

Unfortunately, violence **against** women continues to **persist** in new and **increasingly** brutal forms instead **of** a growing global **awareness** of gender rights. **Despite** massive efforts including **the** passage of anti-honour **killing** bill by Parliament **to** eradicate this torment, **cases** of honour killing **are** still regularly being **reported** from parts of **the** country.

On the **contrary**, there is a **dire** need off-steps to **be** taken with the, **cooperation** of the civil **society** to vanqish this **monstrosity**. Accordingly, Govt. should **provide** right kind of **education** to young lot **that** both male and **female** are important part **of** household. May awareness **help** stifling this menace **of** honour killing!

BABA FAIZ

Ball Nigwar

https://pakobserver.net/honour-killing/

4.   Free Cancer Hospital

February 19, 2018

It is quite welcome to note that Punjab Chief Minister Mian Muhammad Shehbaz Sharif has announced that first cancer hospital where free treatment facilities will be provided for all cancerous ailment will be established soon after general elections in 2018. According to the reports in the newspapers, he gave this good tiding while addressing the inauguration ceremony of the Government Tehsil Headquarters Hospital Sabzazar in Lahore the other day.

The chief minister **also** announced that best **Pakistani** doctors working across **the** globe will be **invited** to return home **and** serve their people **at** the cancer hospital **in** the public sector, **the** expatriate medical professionals **will** be offered to **join** the institution so **that** the patients can **get** the best possible **medical** facilities. He went **on** to promise further **that** in case the **people** elected us in **the** upcoming 2018 general **elections** then the foundation **stone** of the cancer **hospital** will be laid **in** September 2018 so **that** the provision of **best** best medical treatment **facilities** to combat to **a** great extent fatal **disease** like cancer can **be** fulfilled ,a culture **of** service will be **introduced** in public sector **hospitals** to provide better **healthcare** service to the **ailing** patients and instead **of** any adoption of **any** impolite or harsh **attitude** the patients will **be** treated with love **and** affection and there **will** be no strikes **or** misadministration in these **hospitals**.

MZ Rifat

Lahore

https://pakobserver.net/free-cancer-hospital/

Appendix-C

The Main Study

Texts used in Post-test

1.   Gas & Power Load-shedding

February 4, 2018

Through the columns of your newspaper, I wish to bring to the notice of the government and experts the great problems the people have faced earlier on account of load shedding of light and gas: (a) Students are greatly disturbed by the load shedding of electricity during their study hours. Educational standards are already low, and load shedding is further bringing them down; (b) Factories cannot work for long hours because of the load shedding of electricity and gas. The production of **goods** is badly affected. **This** results in unemployment **and** shortage of goods **in** markets and rising **prices**. I propose the **construction** of new dams **across** rivers so that **more** water is available **for** irrigation and for **the** production of cheap **electricity** with water energy. **More** thermal power stations, **where** electricity may be **produced** with coal energy, **may** be set up. **Further**, more gas fields **should** be explored/developed **for** supply of gas **all** the time. I **hope** that the government **and** technical experts will **take** all possible steps **to** improve the production **and** distribution of electricity **and** gas.

SAKINA BIBI
Kohat

https://pakobserver.net/gas-&-power-load-shedding/

## 2.	Kashmir Dispute

February 5, 2018

Kashmir dispute on the UN agenda is the oldest unresolved international conflict in the world today. In fact, this is the core issue between Pakistan and India that has bedeviled relations between the two countries since August 1947. While the State **has** majority of Muslim **population**, and it not **only** enjoys geographical proximity **with** Pakistan but also **has** essential economic linkages **with** the territories constituting **Pakistan**. Once again, Kashmir **is** on the boil **and** the routine life **is** badly affected in **India-held** Kashmir because of **a** shutdown by local **demonstrators** over the deaths **of** protesters in clashes **with** Indian security personnel **since** the assassination of **a** 22-years old commander. **Burhan** Wani in 2016 **and** his two associates. **In** fact it has **been** the triumph of **the** unbeatable human spirit **of** people to seek **freedom** and the right **to** determine their political **and** everyday fate. The **aggressive** approach of the **Indian** government to the **Kashmiri** people has greatly **led** to deteriorating circumstances **and** can lead to **catastrophic** consequences for the **whole** region. It is **for** the right of **self-determination** that over 100,000 **Kashmiris** have laid down **their** lives. The baton-charge **of** freedom has passed **on** to their fifth **generation** and it is **a** moment of pride **and** pain as they **all** witness their next **generation** joining the journey **of** freedom and sacrificing **their** lives. It is **a** question to all **those** who call the **young** idealists "terrorists" that **in** which terrorist's funeral **will** you witness hundreds **and** thousands of men, **women** and children participating **that** too defying restrictions, **drowning** their lives in **risk**, ready to face **bullets**. Dialogue is the **best** option to amicably **resolve** all issues including **the** dispute of Kashmir.

Zeeshan Nasir

Via Email

https://pakobserver.net/kashmir-dispute/

3.   Mother Language Day

February 24, 2018

International Mother Language Day 2018 was observed and celebrated under UNESCO's theme "Towards Sustainable Futures through Multilingual Education" on 21st February. In the year 2018 UNESCO commemorates the 70th anniversary of the universal declaration of Human Rights which states that 'no discrimination can be made on the basis of language'. The purpose is **to** acquaint people with **linguistic** and cultural diversity **and** promote multilingualism. Furthermore, **it** aims to motivate **people** to uphold knowledge **of** mother language as **well** as to protect **all** languages spoken in **the** world.

The cultural **and** linguistic diversity makes **the** world colourful as **well** as interesting but **ironically** Pakistan is still **confronted** with ethnocentrism and **ethnic** issues following discrimination **on** the basis of **language** sadly the language **is** more as a **tool** in Pakistan for **political** gains left this **issue** unresolved since its **inception** rather to preserve **cultural** identity and make **learning** easier. There is **no** doubt that a **person** can express clearly **in** one's mother language **instead** any other acquired **language** because the flow **of** thoughts is smooth **and** one has no **apprehension** for its expression. **It** is rightly said **by** Oliver Wendell Holmes **that** 'Language is the **blood** of the soul **into** which thoughts run **and** out of which **they** grow'.

Naushaba Abid

Islamabad

https://pakobserver.net/mother-language-day/

4.   Peaceful Pakistan

February 1, 2018

Unfortunately, the world sees Pakistan as an extremist territory, promoting terror. The reason behind this is that the world is being shown a dark side of Pakistan and is ignoring all its positivity-promoting aspects. The international media **has** only presented a **negative** image of Pakistan **whereas** the true picture **of** Pakistan is different **from** what is being **projected**. Pakistan is a **land** of HOPE. No **matter** what happens, Pakistanis **always** have a ray **of** optimism in their **eyes**. Pakistan is a **country** whose people welcome **everyone** whole-heartedly and prove **the** best hosts. Pakistanis **are** a sports loving **nation** and Pakistan promotes **peace** through sports. This **land** has a rich **culture**, different languages, and **ethnicities**.

The world must **also** see that Pakistan **is** suffering a lot **with** regard to the **spread** of extremism in **the** world. This country **has** been fighting a **war** against terrorism since **long** and especially after **the** gory incident of **9/11.** The world must **also** see that Pakistan **military**, being one of **the** best armed forces **in** the world, is **engaged** in eliminating every **element** which is a **cause** of destruction in **this** region. The soldiers **are** sacrificing their lives **for** the security of **their** land and people. **Being** Pakistanis, this is **our** duty to show **the** world a positive **side** of this land **and** prove that we **are** a peace-loving nation. **So** let's promote a **peaceful** Pakistan, together!

Zainab Shahid

Lahore

https://pakobserver.net/peaceful-pakistan/

APPENDIX-D

Text used in Instructional Phase

1. Education First Priority

February 1, 2018

There are two types of child beggars: one who is doing it as a profession and the other is a child peddler who begs for survival. Child labour is a curse to our society. The future of **the** community is the **well-being** of its children. **It** is required to **save** children from social **injustice**. The children are **working** as a beggar **in** school going age **for** the survival of **their** families and to **fulfill** basic necessities.

People **from** the poor background **don't** know the importance **of** education, that's why **most** of the children **remain** illiterate. Awareness must **be** raised and parents **should** pay attention to **the** education of their **children**.

First of all **we** should educate the **parents** who think that **education** doesn't matter to **live** in society. As **a** matter of fact, **we** only love children **who** wear neat clothes, **if** a child who **is** begging comes near **us** we say stay **away**, don't touch us. **This** is an inhuman **act**, because they are **not** beggers by birth; **it** us who throw **them** into begging.

Child **Labour** Laws should be **strictly** put into practice. **If** we want success, **we** have to act **upon** these principles. We **have** to give education **which** should be free **of** cost, so that **children** in our society **get** education and can **fulfill** their dreams of **what** they want to **become**.

HAFSA SHAHZAD

Lahore

https://pakobserver.net/education-first-priority/

2. What Azaadi Means

February 4, 2018

Kashmir issue has taken a central stage in the bi-lateral relations between Pakistan and India. Political point scoring by the two states as the Kashmir issue has been made such an imperative piece of their national minds that these announcements satisfy their jingoistic cravings. There are attempts **by** Pakistan to show **to** the world that **the** Kashmir issue is **fuelled** by local grievances **for** which India is **responsible**. However, India is **endeavouring** to shut all **data** leaving valley **and** attempting to pin **fault** on periphery gatherings **which** according to India **have** support from inside **Pakistan**.

Nonetheless, in the **midst** of this diplomatic **wrangling**, the voice of **Kashmiris** is notably absent **and** this is the **part** which needs to **be** worked on to **give** justice to them. **Interestingly** the resolution of **Kashmir** dispute lacks solid **blueprint**. For them starting **from** Dogra rule struggle **hasn't** ended and it **will** not unless they **are** given rights as **free** citizens enjoy. Hence **this** struggle shouldn't be **made** merely a territorial **dispute** but the lives **of** people be made **better** through settlement aimed **at** resolving the issue.

AMARA MAJID

Lahore

https://pakobserver.net/what-azaadi-means/

3. The Smaller White Elephants

February 12, 2018

Being a well-informed stake-holder of Pakistan's large agricultural sector, I condemn the recent proposal given by the National Fertilizer Corporation (NFC), to be appointed as a Fertilizer Regulatory Authority on a Federal level. This is evidently a failed organization's attempt to deceive the nation and usurp more funds and power, despite its proven incompetence over the past 4 decades. Unfortunately, NFC symbolizes the failure of public-sector business-model. So, appointing it **as** the regulator will **surely** be a disaster.

NFC was established in **1973** to enhance the **productivity** of several public-sector **fertilizer** plants but it **failed** miserably in achieving **the** expected goals, as **its** factories were incurring **major** losses every year. **Due** to this poor **performance**, the government finally **decided** in 2008 to **privatize** NFC's three factories – **Pak-Arab**, Pak-Saudi and Pak-American **fertilizers**.

After causing major **damages** to the fertilizer **industry** and the economy, **NFC** has become a **parasite** on the national **exchequer**, without any significant **role** to play in **the** industry. Hence, it **cannot** be trusted to **regulate** the valuable fertilizers **sector**, which has invested **billions** of Dollars and **is** the highest tax-paying **industry** in the country, **while** it also plays **a** pivotal role in **agricultural** growth – the backbone **of** Pakistan's economy.

ADNAN ALI MUGHAL

Islamabad

https://pakobserver.net/smaller-white-elephants/

4. On Qazi Wajid Demise

February 13, 2018

Qazi Wajid a famous TV artiste, performer and film actor passed away the otherday in Karachi. He was 87 years of age. He leaves behind **a** wife and daughter **Fazila** Qazi both of **whom** are associated with **entertainment** industry. He started **his** career in 1966 **from** Radio Pakistan. He **remained** with the Radio **for** 25 years and **did** many programs for **children** too.

He was among **the** rare breed of **fine** actors that made **a** name in the **entertainment** industry with their **hard** work and dedication **to** the profession. He **acted** in several popular **TV** drama serials and **also** on stage. His **name** was enough for **the** success of the **drama**. The drama serials **include** Tanhiyan, Dhoop Kinray, **Taleem** e Balighan, Khuda **Ki** Basti, Hawa Ki **Beti**, Mirza Ghalib on **bunder** road, Lal Qila **say** Lalukhet tak. He **received** many awards including **the** Pride of Performance **Award** given by the **government** of Pakistan in **1988**. He will be **remembered** for a long **time** for his services. **May** Allah the Almighty **rest** his soul in **peace** and eternal tranquility **and** grant courage and **patience** to the bereaved **family**.

JAVAID BASHIR

Lahore

https://pakobserver.net/qazi-wajid-demise/

5. Protest against HEC

February 13, 2018

The Higher Education Commission (HEC) has failed once again in its efforts to provide high quality education to its most underprivileged province, Balochistan. Recently, during an entry test conducted in Bolan Medical College there have been reports that most of the students had openly and rather shamelessly cheated in the test and were quite successful with this. Unfortunately, HEC overlooked **this** act and failed **to** stop those who **were** ineligible for entry, **much** to the disappointment **of** the deserving students **who** worked hard to **achieve** their admission.

It **is** mentioned that quite **a** large number **of** candidates have shown **dissatisfaction** and protested against **the** unfair system that **the** HEC has depicted **by** letting this act **of** deceit just slip **by** unnoticed. If the **HEC**, which is responsible **for** the education system **of** our country and **holds** the future of **our** ambitious students, encourages **such** acts then what **should** our expectations be **towards** our government? Imagine **if** every student becomes **a** doctor just because **they** had passed out **by** cheating? Our future **and** well-being will **surely** be destroyed by **this** so-called future **generation** of doctors. I **therefore** request the concerned **authorities** to look into **this** serious matter and **to** cancel or repeat **the** test with strict **monitoring** of all students **for** the benefit and **satisfaction** of the diligent **medical** students.

ADIL HAIDER HOTABADI

Turbat Balochistan

https://pakobserver.net/protest-against-hec/

6. Pak Faces Issues

February 15, 2018

Pakistan has faced many issues since 1947 including the issue of Afghan refugees which has a great effect on its economy, making it unstable at times. This issue is still going on in the KP. Pakistan, the host **of** millions of Afghan **refugees** since the Soviet **invasion**, now seeks their **rapid** repatriation.

It is **hard** to ignore the **fact** that many Pakistanis, **who** have lived side **by** side with Afghans, **feel** concerned about their **fellows**, as the government **has** decided that the **Afghan** refugees should move **back** to their motherland. **And** for those Afghans **who** have lived in **Pakistan** for all their **lives**, the question that **is** unanswered is why **must** they leave a **place** they consider home? **After** interviewing some Afghan **residents** in Peshawar, they **said** that their parents **were** refugees, but they're **not** and that they **are** studying in Peshawar **just** like other citizens. **They** don't understand why **people** use the word **'Muhajir'** while discussing them. **They** call themselves Afghans **whose** homes are in **Pakistan**.

The main reason **for** the return of **Afghan** refugees back to **their** homeland is the **fear** of arrest or **deportation**, due to fake **identities** and passports. Another **reason** is the deteriorating **living** conditions of the **refugees** and how they **are** treated in Pakistan. **In** order to resolve **this** conflict, there should **be** strict security over **the** borders in order **to** reduce influx of **illegal** migrants. In this **way**, economy of Pakistan **won't** have extra- burden.

ZALANDA WIQAR SHAH

Islamabad

https://pakobserver.net/pak-faces-issues/

7. Wave of Radical Feminism

February 16, 2018

Needless to say, feminism has empowered women indefinitely, but for all the wrong reasons. In the present day and age, women are chasing their dreams, exercising their right to vote and encouraging fellow counterparts to follow their lead. However, in view **of** women opening up **about** their personal experiences **regarding** sexual harassment and **violence**, several men have **had** to put up **with** fabricated lies and **false** accusations directed at **them**. I firmly believe **that** not all men **are** sexual predators and **not** all women are **naïve**. That said, radical **feminism** has received widespread **attention** over the years **and** I condemn it **to** its core. The **term** calls for a **complete** extermination of men **by** means of speech **and** vehement actions.

The **dynamic** of the world **is** changing steadily and **women** are voicing their **opinions** to get back **at** men and prove **them** wrong. They are **tearing** corporate sectors into **shreds** and forging toxic **accusations** aimed at the **opposite** gender to get **ahead** in their careers. **It** is not considered **a** norm for men **to** accuse women of **violence** and sexual advances **as** the idea sounds **rather** unconventional. It only **sounds** believable when women **say** it. However, I **have** questions. Why do **feminists** hold men accountable **for** everything? The word **f-e-m-i-n-i-s-t** itself perpetuates **gender** biasness and misandry. **I** believe that women **are** committing the same **crimes** men carried out decades **and** centuries ago. The **only** difference, however, is **that** of manipulation, not **violence**. Believe it or **not**, matriarchy is taking **charge** of the world **and** is based entirely **on** injustice.

HAIDER RIFAAT

https://pakobserver.net/wave-radical-feminism/

8. Journey of Nation

February 16, 2018

NUST EcoMotive is a venture by the students who have participated in the International Shell Ecomarathon competition where every year teams from all around the world compete for not only a fuel efficient car but one that is road-safe. NUST Ecomotive is not just a team of talented environmental enthusiasts but we are also socially responsible individuals. We have taken **an** initiative of creating **awareness** regarding road safety **and** sustainability as a **part** of our campaign. **Here** are a few **tips** that we would **like** to share with **all** the drivers out **there**, so that you **stay** safe: ·Always drive **on** the left, Drive **at** a safe speed **and** always observe the **speed** limit, Always wear **your** seat belt and **ensure** that your passengers **do** the same, Follow **other** vehicles at a **safe** distance and Do **not** use a mobile **phone** while driving While **we** focus on road **safety**, cleanliness is also **our** motto, we must **preserve** the environment for a **sustainable** future. Mind these **basic** etiquettes while you're **on** the go: · Do **not** throw litter out **of** your car. Cut **down** on harmful emissions **by** installing a good **exhaust** in your car. **World** is ours to **keep** but we must **keep** it clean and **safe** for everyone we **share** it with. We **are** Eco-Motivated for **a** better future, join **us**.

MUHAMMAD OWAIS

https://pakobserver.net/journey-of-nation/

9. Peace and Stability Path

February 17, 2018

Pakistan has been quite rightly stressing for pretty long that path to peace in the religion passes through Afghanistan and more importantly has also been making its positive efforts for return of durable normalcy in the neighbouring country. This is what Chief of Army Staff (COAS) General Qamar Javed Bajwa reiterated by underlined the importance of peace and stability as these pass through Afghanistan while addressing the Chiefs of Defence Conference in Kabul the other day.

According to media, **the** defence moot was **attended** by US CENTCOM **Commander** General Joseph Votel, **US** Commander in Afghanistan **General** John Nicholoson and **the** army chiefs of **Afghanistan**, Kazakhstan, Kyrgyzstan, Tajikistan, **Turkmenistan** and Uzbekistan besides **Pakistan** whose efforts in **this** regard were quite **significant**. General Bajwa said **that** Pakistan has eradicated **all** terrorist sanctuaries from **its** soil, residual signs **of** terrorists are being **traced** and targeted through **the** ongoing Radd-ul-Fasaad **operation**, terrorists try to **take** advantage of the **presence** of 2.7 million **Afghan** refugees and absence **of** effective border **security** coordination.

The Army **Chief** once again held **out** the assurance that **the** Pakistan territory will **not** be used against **any** other country, Islamabad **expects** reciprocation in this **respect** particularly from Kabul, **collaborative** approach and persistence **is** the key answer **to** all challenges for **which** Islamabad is willing **to** play its role. **The** moot participants concluded **their** deliberation agreed to **continue** cooperation for regional **peace** and stability in **a** positive manner.

One **hopes** that all participants **would** have stressed upon **Kabul** to play its **role** in checking and **eliminating** militancy and extremism **from** its soil instead **of** merely hurling accusing **baseless** allegations against Islamabad **for** every terrorist attack **emanating** from Afghanistan side, **Kabul** has the support **of** US-led NATO forces **but** still it is **not** as active as **it** should be for **ensuring** durable peace and **stability** in the region **at** the earliest.

M MURTAZA ZEESHAN

Lahore

https://pakobserver.net/peace-stability-path/

10. Threat of FATF Watch list

February 17, 2018

Irrespective of justification or otherwise of this move by USA and European countries, this country faces threat of economic sanctions and tough times, if it is placed on FATF watch list. It is time steps are taken to eliminate opulent lifestyle of elected and paid civil or uniformed public office holders at state expense and enforce Tax collection. Where else in **world** there exist such **schemes** where multiple expensive **real** estate plots are **allotted** to those who **are** paid to perform **assigned** tasks and where **over** 60% population live **below** poverty line, devoid **of** health, education and **clean** drinking water?

Pakistan **inherited** cancer of corruption, **bribery**, hoarding, black-marketing from **British** Raj in 1947. **Both** India and Pakistan **faced** this cancer and **steps** were required to **eliminate** this mindset. Sole **objective** of colonial power **was** transfer wealth, natural **resources** and assets of **subcontinent** to boost economy **of** UK.

Corruption exists **in** India even today **but** they have clamped **down** on flight of **capital** by public office **holders** hostage to their **conflicts** of interest and **susceptible** to insatiable greed **by** ensuring that there **is** no concept of **dual** nationality. It is **universally** accepted fact that **an** individual can have **belief** in one religion **and** loyalty only to **one** country.

Purpose of **self** government by transparently **elected** representative stands defeated **if** public office holders **and** those entrusted sacrosanct **task** of securing it **have** split loyalties, posses **Iqamas** or sworn an **oath** of allegiance to **another** country and relocated **their** families and assets **there**. Pakistan continues to **be** an ideal country **for** tax evasion, where **black** money and corruption **thrives** and laws exist **to** facilitate transfer of **money** to foreign countries **with** unending amnesty schemes **and** FBR, National Bank, **PIA** etc dominated by **dual** nationals.

MALIK TARIQ

Lahore

https://pakobserver.net/threat-fatf-watchlist/

11. Women Rights in Islam

February 18, 2018

Majority of world is struggling for decades for getting their basic rights to empower themselves. However, when it comes to rights of women, this is the most highlighted topic being discussed nowadays, many reputed organizations like UNWOMEN are devoting their energies to create better world for women who are mentally, socially, economically or financially unstable.

When it comes **to** religious point of **view** in Islam Allah **declares** "O mankind! Fear **your** Lord Who (initiated) **your** creation from a **single** soul, then from **it** created its mate **and** from these two **spread** (creation of) countless **men** and women." (al-Qur'an, **4:1**), this verse clearly **expounds** that both creations **of** Almighty Allah – man **and** woman, are created **from** single entity and **basically** equal genders, no **one** is superior than **the** other.

'Khawlah Bint **Al Azwar'** a brave warrior **of** Islam, knew all **the** skills of fighting, **she** devoted her skills **to** save her brother **from** the evils of **Roman** fighters in one **of** the battles called '**Jana** Dean' by wearing **up** her armour and **merging** in the fight **of** wholly and solely **of** men bravely and **she** fought confidently. She **is** the great example **for** women how to **take** their rights without **shying** or giving up **by** thinking the results **of** being defeated; just **have** certain belief in **Allah** and way to **take** your rights. In **short**, all of we **have** to remember that **religion** is not meant **to** bring about sufferings; **all** of the daughters **of** Islam deserve to **make** them their own **choices** about their destiny **and** this right should **be** extended to everyone.

ABDUL JABBAR SHAH
Sukkur
https://pakobserver.net/women-rights-islam-2/

12. Fighting Child Sex Abuse

February 20, 2018

Hanged uniforms. Broken ribs. Freaked out little **souls**. And a small **but** heavy corpse weighing **on** family's shoulder. **It** seems like the **humanity** has lost its **essence**. Child abuse is **not** a fortnight thingy, **it** has the global **dimensions**. Every year more **than** 3.6 million cases **are** reported to child **protection** agency. But the **worst** part is that **the** victims and their **families**, fear the outcomes **to** speak out. There **are** mainly three reasons **to** it: firstly the **victim** and their families **have** bad memories and **incredibly** tough times to **share** and they have **little** hope of getting **justice** and care.

Secondly, **from** police officials to **medical** doctors, they all **are** abusive in post **assault** interrogation. And thirdly, **the** several appearancxes before **courts**, police stations, hospitals **and** society, causes distress. **It** also requires money **and** time.

Charley a **victim** says, "When I **was** 4 he (step dad) **asked** me to perform **a** sex act on **him**. I'll never forget **that** moment. I still **remember** what I was **wearing**. Afterwards he told **me** not to tell **anyone**. He said 'Your **mum** won't believe you, **and** if you do **tell** her I will **kill** you…" Most of **the** time, victims don't **know** how to stop **it**.

They're afraid to **tell** others. But they've to **take** bold steps. Lee **who** is 16 says, "**I** was so confused **but** knew what he **was** doing was wrong. **I** wanted it to **stop** but part of **me** was afraid to **speak** out because I **didn't** want to get **him** into trouble. Being **unable** to talk to **anybody** about what was **happening** was making me **feel** really depressed".

In **Pakistan** rape victims have **been** long silenced by **cultural** taboos. The recent **rape** and murder of **Zainab**, a seven-year old **girl** from Kasur, has **sent** shock-waves across **the** country. There are **no** words to describe **her** rape but, the **hard** truth is that **her** rape hadn't been **a** new thing. In **2015**, a child pornography **ring** was busted in **Kasur**. More than 200 **children** were being filmed.

SYED SADAM HUSSAIN SHAH

Via email

https://pakobserver.net/fighting-child-sex-abuse/

13. Gun Culture in the US

February 22, 2018

Another shooting incident in the US has claimed life of at least 17 people including the students. The unfortunate Florida school shooting incident is ample proof of the gun culture prevailing in America besides proving that many adolescents, especially students are having the behavioural problem akin to radicalised mind. Going through the **sad** story in the **newspapers** has started unfolding **many** facts about the **American** lifestyle. In general, **the** youth in America **have** great ambitions, working **hard** to achieve in **their** fields. They are **in** fact taking education **seriously**. Despite this fact, **the** mindset of many **youths** is a bit **monstrous**, maybe due to **the** effects of Hollywood **movies**, mostly willing to **cause** disturbance to others. **This** mess should be **immediately** fixed. Interestingly the **American** parents are doing **the** audacious tasks of **helping** their wards in **education** and career. With **the** help of the **ruling** regime and the **parents**, good values and **ethics** can be imparted **to** the American youth. **This** will definitely make **a** difference to the **present** American culture. On **the** whole, the entire **process** of moulding the **youth** is a tedious **task** that can be **executed** through the motivation **of** the parents and **the** helping hand from **the** government. Finally, the **American** students should be **encouraged** to take to **social** activities like visiting **the** other countries like **India**, Nepal, Pakistan, Thailand **and** Bangladesh which are **home** to the great **culture**.

P SENTHIL S DURAI

Maharashtram India

https://pakobserver.net/gun-culture-us/

14. Kidney Transplants

February 22, 2018

Pakistan ranks in terms of kidney patients among the Asian nations. Due to adulterated food and polluted water more and more people are falling prey to kidney related diseases. 40% deaths are **related** to these fatal **diseases**.

Due to the **failure** of kidneys, patients **have** to resort to **alternative** procedure of cumbersome **and** painful dialysis. After **the** dialysis one feels **better** as far as **sick** feeling is concerned **but** gets exhausted. The **alternative** is to have **a** kidney transplant which **is** permanent solution to **the** problem but very **expensive**. The government should **provide** state-of-the-art medical facilities **for** kidney patients and **kidney** transplant be made **less** expensive.

JAVAID AHMED

Lahore

https://pakobserver.net/kidney-transplants/

15. Free Ramp Modelling

February 22, 2018

A proverb "He that apes others will never be himself" (Kawa Chala Hans Ki Chaal Apni Chaal Bhi Bhol Gya) rightly portrays the current weeding culture in Pakistan. The eastern institution of marriage is always been a sacred and private entity, but nowadays, we are at the height in the rituals by adding ramp walk in the weddings.

An extravagant wedding **ethos** has flourished in **the** society. Public overburden **themselves** financially by making **own** made farcical rituals. **We** have nearly forgotten **the** eastern weeding's archetype **and** jumped into something **which** is not a **part** of any other **culture** also. On the **wedding** day, Bride and **groom** perform like models, **and** they entertain the **guests** by their intimate **ramp** walk. Weddings are **more** like a fashion **parade**, the movie makers **and** photographers direct and **sometimes** enact the situation **for** capturing the powerful **performance**.

In the race **of** engraving a big **impression**, people have made **the** marriages more difficult. **Our** vessel of eastern **values** are sinking gradually, **we** are dropping our **oriental** identity. These things **show** a deformed face **of** our culture so **we** should not copy **others**, and must follow **our** own cultural norms.

NADIA KIRAN

Karachi

https://pakobserver.net/free-ramp-modelling/

16. Justice Hani's Statement

February 22, 2018

Justice Ameer Hani Muslim while addressing, as a chief guest, at the Pakistan Day ceremony at the Zulfikar Ali Bhutto Law University in Karachi said that entire nation will have to take responsibility. The people should not expect the 17 Judges to reform the entire country. He added that **we** will have to **change** ourselves for the **sake** of the country. **We** do not want **to** change but expect **that** things should get **better**.

He further pointed **out** that our biggest **weakness** is the standard **of** education. Citizens should **get** justice not only **from** the Court but **at** all places. People **should** change themselves to **avoid** unnecessary litigation. Supreme **Court** cannot solve all **the** problems. When the **compromises** are made in **the** politics, betterment cannot **be** attained. The Courts **only** make decisions based **on** the evidence presented **in** the cases.

I **think** his statement is **correct** and paint the **true** picture of the **society**. He is right **that** 17 people cannot **do** all the things. **No** one expects miracles **from** them. But the **people** do expect them **to** deliver justice to **solve** the problems of **the** citizens. Supreme Court **is** not only the **Court** of Last Resort **but** also the Guardian **and** Custodian of the **Constitution** and the basic **rights** of the citizens. **Consider** the past history **of** the Judiciary in **the** light of the **statements** of Justice Hani. **The** crux of the **matter** is that the **Court** has failed to **protect** the Constitution and **the** fundamental rights of **the** citizens. They invented **the** fiction of "Law **of** Necessity" to give **legal** cover to the **imposition** of Martial law. **They** perpetuated the rule **of** dictators against the **interest** of the nation.

J B Advocate

Lahore

https://pakobserver.net/justice-hanis-statement/

17. Social Consciousness

February 24, 2018

The death sentence awarded by anti-terrorism court on four counts in the Zainab case has given a sigh of relief to the victim's family but also to the nation. The worth considering question is whether this decision is sufficient to end for all such incidences to happen in future? Nevertheless, the death **of** Zainab has grieved **the** masses on the **one** hand and on **the** other hand woke **up** the families and **state** apparatus from the **deep** slumber of indifference.

The way murderer known **to** be her relative/neighbourer **kidnapped** her and murdered **her** intensified media cry **led** the State to **give** a serious thought, **though** such instances used **to** happen unnoticed. While **applauding** the role of **media**, nobody will like **that** such like instances **in** any part of **the** country may happen. **This** most unfortunate incident **has** multiple dimensions: (i) **family** being less careful **towards** their children rearing; **(ii)** why and how **the** person psychopath like **Imran** having heinous criminal **mentality** are grown and **their** family are so **ignorant** towards their criminal **mentality** growth; (iii) state **apathy** to deal with **social** crime of psychopathy.

Sorry to say, this **is** also reality that **we** as family are **not** playing due role **with** regard our responsibilities **towards** children upbringing with **the** exception of few **families**. We are much **more** pre-occupied with our **business** and jobs that **we** pay little time **to** our families. In **other** words, our social, **moral** and spiritual life **has** been eclipsed by **materialistic** approach.

Severe blunders **on** our part are: **failure** to focus on **our** children who feel **less** comfortable at home **and** thereby letting them **to** pass more time **in** streets; failure to **keep** our children at **closely** sharing and cooperative **relationship** and failure to **meet** children basic innocent **needs** whereby they are **lured** by others through **Lollipops** or Toffees.

M MUSLIM SHAIKH

Karachi

https://pakobserver.net/social-consciousness/

18. Social Changes in Saudi Arabia

February 24, 2018

The Crown Prince of Saudi Arabia Muhammad Bin Salman has come forward as the reformer and social engineer of Saudi society. With his drive for modernization of Saudi society he faces biggest challenges against his social reforms agenda. But he has **shown** resolute determination to **implement** the essential changes **in** a quest to **bring** it at par **with** the Western societies.

The biggest change that **Muhammad** Bin Salman has **introduced** in KSA was **to** allow the women **to** drive vehicles, a **great** decision, because Saudi **women** were protesting for **this** since long. For **someone** like us this **seems** a normal routine **work**. But for a **society** like Saudis it **is** a big leap **forward**. Among other reforms, **women** have also been **allowed** to work in **the** offices etc as **well** as the powers **of** the religious police **have** been curtailed too.

The intellectuals and social **workers** have praised the **Prince** for making such **revolutionary** social changes. The **younger** generation admire his **modernization** agenda. We, the **Pakistanis**, pray for the **success** of our Saudi **brethren** and especially the **Crown** Prince.

Javaid Bashir Advocate

Lahore

https://pakobserver.net/social-changes-saudi-arabia/