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A CLOZE TEST ASSESSMENT OF THE RELATIONSHIP BETWEEN READING COMPREHENSION IN THE ARABIC LANGUAGE AND THE ACADEMIC SUCCESS AND CLASS ROOM PERFORMANCE OF ARAB STUDENT TEACHERS IN ISRAEL

presented by

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A CLOZE TEST ASSESSMENT OF THE RELATIONSHIP BETWEEN READING COMPREHENSION IN THE ARABIC LANGUAGE AND THE ACADEMIC SUCCESS AND CLASSROOM PERFORMANCE OF ARAB STUDENT TEACHERS IN ISRAEL

By

Mohammed Habib-Allah

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ABSTRACT

A CLOZE TEST ASSESSMENT OF THE RELATIONSHIP BETWEEN READING COMPREHENSION IN THE ARABIC LANGUAGE AND THE ACADEMIC SUCCESS AND CLASSROOM PERFORMANCE OF ARAB STUDENT TEACHERS IN ISRAEL

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Mohammed H. Habib-Allah

Purpose of the Study

Since a great deal of time and effort on the part of both teachers and students in the teacher education program in the Arab State Teachers' College at Haifa-Israel is devoted to the accumulation of knowledge, and since there is criticism of the low achievement of the student teachers in both their academic success and classroom performance, it was of interest to investigate the relationships between the student teachers' reading comprehension in the Arabic language and their academic success and classroom performance. Reading comprehension, certainly a factor in the accumulation of knowledge, may be unusually difficult for Arab students because of the dichtomy between formal and the spoken Arabic.

The purpose of this study was to determine the relationships between these variables. One hundred forty three second year student teachers were the subjects in this study, which was designed to investigate four major questions: (1) do student teachers who achieve highly in reading comprehension achieve highly in their courses at the college?; (2) does reading comprehension as a competency in teacher education affect the student teacher's classroom performance?; (3) is there any relationship between the student teacher's general knowledge and classroom performance?; and (4) do the student teachers who score highly in the Arabic language course in the teacher education program score highly

in the Cloze Test of Arabic Reading Comprehension?

These four questions became the basis for four research hypotheses in this study.

Methodology

The study was designed to test possible relationships between reading comprehension in the Arabic language and student teachers' academic success and classroom performance. The Cloze Test of Arabic Reading Comprehension (CTARC) served as the independent variable. The dependent variables consisted of: (1) college grade-point average (CGPA) in fifteen academic subjects and (2) the college supervisors' judgment of classroom performance in the first year and first trimester in second year.

The Cloze technique was used as the instrument for reading comprehension measurement. The researcher designed and administered a two hour CTARC composed of four passages, two from the professional (educational) disciplines and two from Arabic literature. Both the professional and the literary passages were of two kinds: descriptive and analytical. The results of test item analysis indicated a reliability coefficient of .79 for the whole test.

Findings of the Study

Tests were made for the four null hypotheses of the study. All four were rejected (alpha = .05). The general conclusions were supported by the following findings:

(1) There is a significant correlation of r = .42 between CTARC and academic success as reflected by the CGPA. A further statistical analysis showed a multiple R of .55 and a canonical correlation of .59.

(2) There is a significant correlation of r = .43 between CTARC and classroom performance. Further analysis showed a multiple R of .45 and canonical correlation of .48 between variables.

(3) There is a significant correlation of r = .44 (average) between CGPA and the classroom performance. The multiple R was .63 and the canonical correlation was .62.

(4) There is a significant correlation of r = .21 (average) between the CTARC and the Arabic course. The multiple R was .39 and the canonical correlation .42.

Conclusions

The researcher's conclusions were: (1) reading comprehension in the Arabic language correlates positively to academic success and classroom performance; (2) student teacher knowledge correlates positively to classroom performance; (3) the Cloze technique is promising for Arab education in (a) policy making, (b) decision making on admission, selection and retention of students and (c) possible future prediction of success in student teaching.

DEDICATION

This dissertation is dedicated to the one who was always a source of love, inspiration and encouragement. To the one who stood by me at the most difficult of times. To the one who was always unselfishly prepared to make one more sacrifice for me. To the one who made the completion of this dissertation and my doctoral program possible...to my wife EKHLASS.

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LIST OF ABREVIATIONS

Acad. Succ.	-	academic success
ASTC	-	Arab State Teachers' College
ASTCS	-	Arab State Teachers' Colleges
CC	-	Classroom Climate
CGPA	-	College grade-point average
Class. per.	-	Classroom performance
CTARC	-	Cloze Test of Arabic Reading Comprehension
Diss. Abs.	-	Dissertation Abstracts
H.S.	-	High school
ME	-	Matriculation Examination
MEC	-	Matriculation Examination Certificate
MSM	-	Mastery of subject matter
R	-	Multiple regression
r	-	Simple correlation (Pearson Product Moment Correlation)
Rc	-	Canonical Correlation
RC	-	Reading comprehension
RCAL	-	Reading comprehension in Arabic language
SGPA	-	Specialization area grade-point average
ST	-	Student teacher
STS	-	Student teachers
TE	-	Teacher Education
VA	-	Verbal Ability

CHAPTER I

THE PROBLEM

Introduction

This was a study of the relationship between (1) reading comprehension in the Arabic Language (RCAL) as measured by the Cloze Test, and (2) student teacher (ST) academic success and classroom performance as measured by college grade point average (C GPA) in the general and professional courses, and by college supervisors' specific and global judgment of student teaching performance of students in the teacher education program at Arab State Teacher's College (ASTC) in Haifa, Israel.*

Since a great deal of time and effort of both teachers and students in the teacher education program in the ASTCS in Israel is devoted to the accumulation of knowledge, both general and professional, and since there is criticism of the low achievement of the student teachers in both their academic success (acad. succ.) and classroom performance (Class. per.) it is of interest to investigate this problem by shedding the light on the relationship between the student teachers' RCAL and their academic success and classroom performance. There is a great deal of concern among the Arab community in Israel about the ASTC graduates' level, especially, their level in the language basic skills (reading, writing, speaking and listening). The criticism on the STS' performance from

*There are two Arab State Teacher's colleges in Israel; the large one in Haifa (since 1956) and the second smaller one in Hadar-Am (since 1972).

public schools and community has increased to the extent that administrators and teachers in the ASTC started to ask for reasons and solutions. There might be different reasons for this situation, and RC capability could be one of the reasons that make student teacher perform differently with regard to their academic success and classroom performance. So, the researcher intended in this study to obtain, analyze and compare data regarding these two criteria, academic success and classroom performance, in an attempt to explain the present situation and provide some answers to this problem.

Identifying the relationship between RCAL as an input factor in student teaching and output factors such as academic success and classroom performance may help explain some questions regarding low achievers and high achievers in the teacher education program. Also, high school grades were examined in this study and served as another input variable which may relate to classroom performance and academic succ. It should be noted here that the high school grades were not of first concern in this study.

Statement of the Problem

The problem of RCAL (as a process of getting meaning from the printed page), is of utmost importance for prospective teachers because of the prominent role the formal Arabic language plays in the process of teaching - learning. This process is affected because of the existing dichotomy between formal and informal Arabic and the dialect barriers to RC (see Goodman, 1965, pp. 122-124). Although the formal Arabic is different from the informal spoken Arabic used out of the teaching - learning situation, it is the language of the textbooks and it is supposed to be the language of instruction in the classroom.

Students who want to enter to the teacher education program in the ASTC apply to the college directly from the secondary school.

Although academic success and classroom performance might well be related to the prospective teacher's RC capability and verbal ability*, the present procedure of admission and selection does not take into account this factor (RC and verbal ability). By exploring the relationship between RC and success in academic achievement and classroom performance we may come to better understand the factors leading to success in student teaching.

So the major problem in this study is to determine if any relationships exist between RC, academic success and classroom performance. Although the nature of comprehension has been extensively researched with a variety of techniques, the investigation of RC and its relation to academic success and classroom performance for STS is sparsely touched. Therefore, it is believed that another attack on this problem, using the cloze test as an instrument of examining RC capability, is justifiable. The researcher's intent is to show whether good comprehending STS achieve significantly higher scores on both, the Cloze Test of Arabic REading Comprehension (CTARC) as independent variable and the academic success and classroom performance as the criterion or dependent variables.

Purpose of the Study

The purpose of this study is to investigate possible relationships bewteen RCAL and student teachers' academic success and classroom performance in the ASTC at Haifa-Israel. The study is designed to investigate four major questions. First, did STS who achieve highly in the CTARC achieve highly in their general and professional courses?

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* In 1944, Davis identified the following factors which go to make up comprehension: (1) knowledge of word meaning, (2) ability to reason, (3) ability to identify the writer's intent, purpose or point of view, (4) ability to grasp detailed statements in the passage, and (5) knowledge of literary devices and techniques. According to Russell (1970) "these different abilities could be combined into some unitary factor which could be called verbal ability." (see Russell, H. D., p. 159).

Secondly, could RCAL be considered as a competency* which relates to the ST's classroom performance? Thirdly, is there any correlation between the total score of academic achievement (C GPA) and classroom performance on the part of the ST? And fourthly, did the STS who score highly in the Arabic language course score highly in the CTARC? That is, is there significant positive relationship between the STS' scores in the CTARC and their scores in the Arabic language course in the teacher education program?

Results of this study may lead to further research in the investigation of the use of RC and other input variables like high school grades for purposes of prediction of academic success and classroom performance. It is the basic aim of this study to show whether STS' achievements are related to input variables like RC. But is could be shown from the results of the study whether or not RC can be used as a tool in the admission of prospective teachers. The ASTC at Haifa receives a considerably larger number of applicants than it can accommodate,** hence they are in a position to be selective. It is likely that in the future even fewer students will be admitted because of the decreasing need for teachers in the Arab sector, as a result of the declining birth rate there.

Need for the Study

The researcher's assumption is that RC capability and verbal ability might be related to the STS' academic success and classroom performance.

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*It was stated in the Final Report of CBTE (MSU, 1976, p. 3) that RC is "a skill used by a teacher in carrying out his responsibilities. This competency can serve as the basis for evaluating a candidates performance."

**For the school year 1978-1979, more than one thousand students applied for admission to the ASTC at Haifa-Israel, and of these only (125) students were admitted.

In other words, the langauge of the teacher could be considered as a crucial factor in playing his role as a teacher. Because of that, there has been growing interest in the importance of the teacher's language in recent research. Goodman (1974) states that "language is the basic medium of instruction. It is also the medium of thought and of learning" (p. 66). According to him, "Language must be a measure of concern of teacher education" (p. 66).

As is known, language is one tool for achieving knowledge, and "success in learning both in and out of school is dependent on increasing effectiveness and flexibility in language use, both productive and receptive" as Goodman (1974, p. 66) concludes. It is supposed that the teacher depends in his classroom performance on his basic knowledge of materials and techniques. These cannot be accomplished without the mastery of language. Wilk and Edson (1963) concluded that the reason better students as measured by grade-point-average and MTAI at Minnesota College of Education tended to be better at practice teaching was probably because their extra knowledge permitted more freedom of action in class. per. That is why A.C. Crocker (1974) believes that "extra knowledge could give the teacher more confidence in the classroom" (p. 108). Johnson (1977) stated that "Most teachers would agree that self-confidence is positively related to achievement." So mastery of language is a precondition for the prospective teacher in his achieving knowledge and applying it in the classroom. He must be able to speak and to write as well as to read and to understand. He must possess a high level of verbal ability and RC capability. It was found (see Hoodgstra, J., 1973 p. 72) that "Skill in RC is positively related to proficiency with language, and amount of background experience, to the extent that background experience is reflected by vocabulary." Furthermore, "the teacher compentency

in the native language is considered a crucial factor with respect to the child's cognitive growth." (see Dissertation Abstracts, Vol. 38, No. 9, p. 5304A). Other research in sociolinguistic theory also attested to "the importance of teacher's verbal ability in developing alternative problem solving strategies on the part of the student" (Ibid).

It seems that these conclusions are of universal significance. However, it is advocated that such conclusions are of special significance in the case of the Arabic language because of its very nature and the role it plays in the teaching-learning situation.

The Role of the Arabic Language

One of the distinctive features of the Arabic language is the phenomenon of its dichotomy. In Arabic, there are two forms: the formal-literary-written form, and the informal-spoken form. This dichotomy dates to few centries ago as a consequence of the spread of the Arabic culture outside the Arabian peninsula in the seventh century. When non-Arabs adopted the Arabic culture and Islamic faith, a new form of Arabic language emerged, which is the interaction between the literary Arabic and the local languages. While a new medium of communication has emerged (the spoken Arabic), the formal Arabic embodied in the Koran remained intact. Thus, despite the dominance of the spoken form in interpersonal communication outside of the formal settings, the formal Arabic has remained as the language of scholarship and formal communications. This, of course, affects the learning-teaching situation. In fact, it has been found that language has a great impact upon thought. As far as the Arabic language is concerned, the dichotomous nature is found detrimental to the developing of thought. In a comparative study of creativity, Lindgren, F. and Lindgren, H. (1965), found that Arab university students

(enrolled at the American University of Beirut) achieved significantly less than their American counterparts (enrolled at San Francisco State College) on measures of creativity. The Lindgrens attributed American-Arab differences to the dichotomy existing in Arabic language between spoken (informal) and literary (formal) forms. It seems that such dichotomy in the linguistic background of Arabs may have its effects on certain intellectual qualities. There are many reasons for this phenomenon. The most important factor behind this negative effect is that many teachers at all levels of the educational hierarchy, have not mastered the literary form to the point where they can utilize it in their interactions with their students. Basil Bernstein (1960, p. 317) shed the light on the effect of formal and informal language on the learner. He believes that

> "where an individual is restricted to a public language, speech does not become an object of special perceptual activity neither does a theoretical attitude develop towards the structural possibilities of sentence organization."

It follows from Bernstein that those subjects who score high in RC, have escaped the negative effect of both the public language and the formalistic theoretical knowledge of organizational structure of sentences. Their verbal behavior as measured by RC, definitely reflects the fact that they were not victimized by either of the sterile educational practices. It seems that the existence of the informal spoken Arabic with its different dialects in different Arab countries and in different places in the same country could be a barrier to RC. This may cause a problem to many STS in their acquisition of the RC competency. Goodman, K.S. (1965, p. 122) in his article "Dialect Barriers to RC" stated that

> "If the language of the reading materials or the language of the teacher differs to any degree from the native speech of the learner some reading difficulty will result."

and he continued

> "language diversity among divergent speakers complicates the task of understanding the literacy problems which they have." (p. 124).

According to him, "sound divergence, grammar divergence, vocabulary divergence...cause reading difficulty..." In the case of Arabic language and because of the dichotomy between spoken and written Arabic, Goodman's conclusions could fit our situation. Goodman (1973/74 p. 6) stated that "there would be a direct relationship between the degree of dialect divergence and success in learning to read." A learner in the Arabic language needs to master a knowledge of vocabulary and a set of grammatical rules in the literary form of the Arabic for good comprehension. Caroll, J.B. (1964, p. 344) defines RC linguistically as "a process of comprehending morphemes (minimal meaning units) and the grammatical constructions in which they occur." The Arabic language differs from most modern languages in the fact that there is a weak mobility (transfer) between the spoken and the literary forms of the language. For doing well in his learning process, the Arab learner needs to master the formal literary Arabic. So RC could be considered as a prior condition for good learning and teaching process, and a weakness in RC could affect learner ability in achieving knowledge and teacher ability in delivering knowledge. It is assumed that RC capability reflects the student teacher's verbal ability and affects his acad. succ. and class. per. The researcher assumption is that a teacher depends in his class. per. on the basic knowledge of subject matter and techniques he possesses and the RC may be considered as one basic means of knowledge acquisi tion. According to Menges, R.J. (1975, p. 182),

> "professions are by definition based on a body of knowledge, rather than solely on technique...consequently, the assessment of subject matter knowledge, as one component of

readiness, is almost universally practical."

So it seems that success in academic theoretical materials is a precondition to success in practice, especially in the case of Arabic language and its prominent role in the teaching-learning process. And as Hutchins (1968, p. 8) states: "The most practical education is the most theoretical one." That is why the research focus in this study was the investigation of the relationships between the triad: RC, academic success, and classroom performance. This study hypothesizes that this relationship seems to be critical in the Arab teacher preparation program and it is the most needed and the most important in the category of student-teaching.

From testing the ST in RCAL by the use of the Cloze test we may be able to estimate the student verbal ability. According to Hofman (1974, p. 12) the Cloze test is "A test which combines reading and writing in an integrated manner..." It should then be a "desirable criterion for...language proficiency which in its broader aspects includes of course oral (speaking) and aural (listening) skills as well." And by using the Cloze test in given passages from various texts for a student it is supposed that we can predict his RC ability. And as was stated in the Dissertation Abstracts:

> "It was concluded that a subject's knowledge of given information on the (circle island) passage significantly correlated with and predicted his RC on that same passage above the power of intelligence to predict his comprehension" (Dissertation Abstracts, Vol. 38, No. 7, p. 3999A).

To conclude, this study was needed for more than one reason. First: much time and effort are spent on raising the ST level as prospective teacher . Second: a criticism is carried by the public school administrators and the community, against the ST's low achievement in the ASTC in general and their language proficiency and verbal ability in particular. Third, the Arab sensitiveness to the literary Arabic

as the language of the holy Koran and cultural tradition, and their admiration of the teachers of high language proficiency and great knowledge. In this context, Rugh, A.D. (1956, p. 316) stated:

> "If we consider teaching in part as a dramatic art, the Arab is not only linguistically articulate and responsive to audience reaction but he has a real flair for dramatic presentation. These traits alone do not make a teacher, but when added to knowledge and training they may spell the difference between pedestrian performance or excellence in teaching."

Moreover, the teacher's verbal ability accounts for a high percentage of his success in teaching as judged by supervisors, pupils and other evaluators. So, these reasons and others make the researcher believe in the need to investigate and examine the real relationships between RC on the one hand and academic success and classroom performance on the other hand. It is anticipated that establishing a positive relationship between the above triad (RC, academic success, and classroom performance may help (1) explain some questions regarding ST achievement in theory and in practice and (2) set forth better criteria for the selection, admission and retention of Arab STs in the ASTC at Haifa-Israel.

Significance of the Study

The fact that this study is the first in the Arab teacher education program in Israel makes it important, as does the fact that no preceding investigation of RC in the Arabic language makes it significant. And the fact that this study is a pioneer in using and applying the Cloze procedure into the Arabic language makes it important and significant. It is hypothesized that establishing the relationships between the triad: RCAL, academic success and classroom performance could lead to conclusions regarding the role of RC capability and verbal ability in Arab teacher preparation. It may follow that RC could be used as a device for explaining why STS vary in their achievement. More than that, the study could

contribute to the search for identifying a simple, reliable, and valid measure or selection tool to be used in selecting candidates for the teaching profession which is of first concern in teacher education, because of the lack of a scientific-based selection tool. It is expected that this study will shed some light on the issue of the criteria of selection and prediction of success.

As was mentioned above, this study is the first one dealing with factors relating to success in Arab teacher education, where research and experimentation is one of the weakest links in modern Arab teacher education. And as Ruth (1956, p. 320) stated "There are no reliable achievement tests in reading or arithmetic, nor is there a good standardized intelligence test in the Arabic language of the Arab world." The researcher's conclusion, based on his knowledge, experience and the literature he reviewed is that the same situation still exists. This could be another dimension in the importance and significance of this study.

Research Questions and hypotheses

Research Questions: This study investigated possible relationships between the RCAL and success in academic achievement and classroom performance among Arab STS in Israel. The questions to be answered were:

(1) Does RCAL relate to academic success? Is there any relationship between the Arab student teacher's RC capability in Arabic language and his academic achievement in general and professional courses in the Arab teacher education program? Are the ST's scores achieved in a Cloze test of Arabic Reading Comprehension (CTARC) related to his scores represented in his college grade point average (C GPA)?

(2) Does RCAL relate to classroom performance? Is there any relationship between Arab ST's RC capability in Arabic language, as measured by a CTARC, and his classroom performance as evaluated by Arab college supervisors?

(3) Does general knowledge as measured by C GPA relate to classroom performance? Is there any relationship between the general and professional knowledge in student teaching and STS' effectiveness in teaching?

(4) Does RCAL relate to success in the Arabic language course in the Arab teacher education program? Could it be expected that STS who score high in the Arabic language course would score highly in the CTARC?

Hypotheses: In order to deal with the questions stated above, four hypotheses were established as the basis of this study. The testing of the proposed hypotheses will help to provide insight into these two areas: academic success and classroom performance. The hypotheses will be stated here in a positive form. For the purpose of testing them, they will be restated later, in Chapter III, in a null form.

(1) There is a positive relationship between RC as measured by subtests and total test scores on a CTARC and academic success as reflected by overall college grade-point average (C GPA).

(2) There is a positive relationship between RC scores on CTARC and success in class. per. as reflected by the global and specific judgement of college supervisors.

(3) There is a positive relationship between acad. succ. as reflected by overall C GPA and class. per. as reflected by college supervisor's global and specific judgement.

(4) There is a positive relationship between RC scores on CTARC and success in the Arabic language course in the Arab State Teachers' College.

Definitions of Important Terms

The following are definitions for key terms employed in the study, so they can help clarify the meanings carried throughout the study and provide a common basis for understanding.

Academic success: The scholastic standing in several subjects at the end of the first year and the end of the first trimester in the second year of the ST at the ASTC. Grades are expressed by a numerical

value out of one-hundred or out of ten. A mean of C GPA is taken as the measure of academic success.

Classroom Performance: A mean score of the ST which is built on the global and specific judgement of several college supervisors in different classes on the ST's verbal ability (VA), mastery of subject matter (MSM) and classroom climate (CC) during the student-teaching period within the first and second year.

Reading Comprehension (RC): The ability of the learner to read and understand, or the process of getting meaning from the printed page as the author presents it. In this study the term is used to denote the understanding of the printed word as assessed by a Cloze Test of Arabic Reading Comprehension.

Cloze Procedure: A concept which was derived from the Gestalt Theory of closure, whereby a subject has a tendency to fill in the gaps of an uncompleted visual or thought unit after deleting every $n^{\underline{th}}$ word.

Student Teacher: Student who is enrolled in the Arab State Teacher's College in Haifa-Israel, in the two year program for elementary teaching.

College Supervisor: An instructor at the ASTC in Haifa-Israel, who has the responsibility for 25 to 35 student teachers in guiding, supervising and counseling. He participates in the evaluation of the STS during the Student-teaching period.

Limitations

(a) The study was limited to the STS in the ASTC in Haifa-Israel. No attempt was made to generalize beyond the population of this study.

(b) The study was limited to pencil and paper records of judgment.

(c) The study was limited due to the lack of standardized achievement tests in the Arabic language. There is no possibility for comparison with other achievement tests. So the correlations are between the CTARC and the ST's achievement as reflected by scores given by teachers in different courses and subjects.*

(d) The evaluation of classroom performance is limited to college supervisor's judgment. There were no self-ratings and no pupil ratings. The teaching product (pupil change) is not taken into account. So, the STS are evaluated here on the teaching process as reflected by the college supervisor's judgment only. The judgment is limited to the ST behavior in three categories: mastery of subject matter, verbal ability and classroom climate. A global judgment is given also by the college supervisor.

Background Materials

Before proceeding, it seems essential to provide the reader who is not familiar with the educational system in Israel with some background information about (a) the Arab State Teachers' College at Haifa-Israel (ASTC) and (b) High School's Matriculation Examination and high school system, as an important input in higher education. The Matriculation Examination Certificate (MEC) is considered to some extent a pre-condition for entrance and admission to the ASTC and other colleges and universities in Israel.

*The second smaller one at Hadar-Am is in the center area of the country. It was founded in 1972.

The Arab State Teachers' College at Haifa-Israel

The Arab State Teachers' College at Haifa is the larger of two colleges* serving the Arab minority in Israel (15 percent of the population), by preparing teachers for elementary and middle schools** in the Arab sector. This College is located in the northern part of the country and serves about 70% from the Arab population in Israel (½ million). It was founded in 1956. Today the College enrolls up to 400 STS. The students are admitted to a two-year program in different areas of specialization, i.e. Arabic, Hebrew, English, Nature, Mathematics, Music, Kindergarten and as general teachers. This College like other colleges in Israel, and the Arab world (see A.D. Rugh, 1956), prepares teachers for ele-elementary schools in a two-year program. In 1976, a third-year program was started in this institution. Students, after the second year, and graduates from past years, can apply for admission to a third-year program for middle schools. While STS in other state teacher's colleges in Israel cannot be admitted before passing the Matriculation Examiniation of H.S. and an entrance exam, the students here were admitted until recently on a basis of interview with the condition of finishing high school. Since 1976, an entrance exam was added as another criterion for admission. This exam precedes the interview and those who succeed in the exam come to the interview. But this exam is new, is prepared every year by the teachers at the college and is not scientifically based. Other criteria affecting the candidates' admission are used like the place of living and sex. The policy is to prefer students coming from rural areas to those

*Hisama, K., et. al. (ERIC. ED. 150-198) used a teacher evaluation report in comparative analysis with a Cloze test in measuring profiency in English.

**The preparation of secondary teachers is done by different universities in Israel and is similar to the procedure in the United States.

from urban areas (towns), and to prefer female candidates to males. Like other teachers' colleges this College attracts marginal students because of the low percentage of students who pass the Matriculation Exam, administered by the Ministry of Education, at the end of the 12th year of schooling. More than 50 percent of students admitted have not passed this exam. Good students who pass this examination usually prefer to attend the university where success in the Matriculation Examination (ME) is primary condition for their entrance. In the Jewish sector the situation is different. And as M. Greeberg (1966, p. 318) states: "Candidates for teaching in the primary schools are admitted to the training schools if they have passed the difficult Matriculation Examination..." and "under certain conditions, nonmatriculatants who have completed 12 years of schooling may be admitted to primary school teacher training, provided that they take the ME during their first year at the college."

The program in teacher education in the colleges of teacher preparation in Israel consists of 2-3 years of study beyond high school. In the two-year program about 70 percent of the curriculum is similar for students from different areas of specialization. These are courses in general and professional education like: Arabic, Hebrew, Mathematics, Music, Nature, Art, Physical Education, Psychology, Education (history, principles), Methods of teaching, Foundations of teaching and student teaching (practice in teaching).* A very small portion of the curriculum is devoted to the special area (between 25 and 30%). It is assumed that every ST should be prepared as a general teacher in the elementary school. Every ST could choose an area of specialization such as: Language (Arabic or Hebrew or English), Math, Music, etc. To

*For details concerning the curriculum structure of teacher preparation in Israel see: M. Greenberg, Teacher Education in Israel, Journal of Teacher Education, 17, 1966, pp. 317-323.

be promoted from term to term in the first and the second year, a passing grade in each subject is enough. STS who fail in four academic subjects or more are not allowed to continue in the college. Heavy emphasis is given to the Arabic language and to student teaching. A failure in one of these two areas could suspend the ST finally from the college. At the end of the two years, the ST is granted a teaching certificate if he passed before or during the college period the Matriculation Examination of the high school. The certificate is issued by the Ministry of Education and Culture.

The High School Matriculation Exam

Most Israeli-Arab high schools are mainly academic, college preparatory schools. And as A. Perlberg (1967, p. 241) states:

> "The curriculum, methods of teaching and evaluation are geared to the basic function of preparing students for the governmental Matriculation Examination which entitles those who succeed to a Matriculation Certificate ("Teudat Bagrut"). This certificate entitles its holder to proceed with his studies in universities."

But it is a primary and not sufficient condition to enter universities. The universities have their own entrance examination which serves as the basis for admission. In comparison to the Jewish sector most of the Israeli-Arab high schools, supervised by the Ministry of Education and Culture, are not accredited. The ME is the determiner of the final grades of the students. No consideration or weight is given to the high school final grades. Each high school student is examined in 6-8 subjects, according to his area of specialization. Most of the Arab high achievers in secondary schools are preparing to attend universities where they issued the B.A. rather than applying to the ASTCS. Because of traditional, cultural and socio-economic considerations, fe-

males who apply and are admitted to the ASTC have better grades than males (see Chapter III). The female opportunity is limited and the girl is more satisfied than the boy to become a teacher. Boys are more likely to continue their education into universities, where they can choose various areas of specialization and self preparation for a probably more rewarding career.

Before being issued the MEC students in high school have to be examined and to pass the following subject areas: Arabic, Hebrew, English, Math, and Citizenship. For students in humanities, history and geography would be added and for students in science any two of these three subjects (Chemistry, Physics, Biology) could be chosen.

The majority of the ASTC population come from humanities, and students of science apply more to regular universities.

Organization of the Study

Chapter 1 presented a statement of the problem, the purpose, the need for and the significance of the study. This was followed by a statement of the research questions, the hypotheses, definitions, limitations and background materials. The rest of the study is divided into four chapters. Chapter II contains a review of a representative sample of the literature related to RC, Cloze procedure, acad. succ. and classroom performance. It includes a look at the issues, opinions and research regarding these topics. Chapter III contains a description of the design, the procedures and methodology used in the study, how data were collected and the manner in which data were analyzed. Chapter IV presents an examination and analysis of the data and the findings of the study. A summary, discussion, conclusions and recommendations for further research, as based on the findings, are contained in Chapter V.

Summary

The focus in this chapter was on: the statement of the problem, purpose, need for and significance of the study, a presentation of the research questions and the hypotheses, a clarification and definition of important terms and limitations of the study and finally an overview of background materials such as the Arabic language and its role in the Arab education process, the Arab State Teachers' College's system and the high school grades and the matriculation exam held by the end of the 12th school year.

The aim of this study is to determine if any relationships exist between the RC capability of the Arab ST in the Arabic language and his academic success and classroom performance in the TE program. Identifying this relationship may help explain some questions regarding low and high achievers in the Arab teacher education program. The need for this study arose from the researcher's belief that the existing dichotomy between the formal literary Arabic language and the informal spoken one affect the learner comprehension skills and his achievement. The significance of the study is derived from the fact that it is a pioneer study dealing with this issue in Arab teacher education, i.e., RC, acad. succ. and class. per. where the belief among Arab educators that the comprehension of the learner in the formal Arabic language is of utmost importance and that it is one great obstacle in the acquisition of knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to examine literature related to the present study. To do this, Chapter II is divided into five sections:

(a) review of literature related to reading comprehension,

(b) review of literature related to Cloze procedure,

(c) review of literature related to academic success,

(d) review of literature related to classroom performance, and

(e) summary in which the researcher will try to find the interactions between the four topics reviewed and how they relate to teacher preparation.

A review of related literature was conducted through a general study of articles and materials regarding reading comprehension (RC), Cloze procedure, academic success and classroom performance. These four areas serve as the major areas of concern for the purpose of establishing relationships in this study.

Reading Comprehension (RC)

RC means understanding what is read. It could be defined as the ability of the learner to read and understand, or "the process of getting meaning from the printed page as the author presents it" (Russell, 1970, p. 253). In this study, the researcher limited the discussion to materials which could contribute to the professional and general knowledge of the prospective teacher in the ASTC.

Numerous investigations have dealt with the process of RC and the development of conceptual models to portray what it is that takes

place when a linguistic form is understood.* In a review of RC research reported in journals from (1900 - 1975) it was stated that "The two dominant factors that appear to influence RC are one's word knowledge and reasoning ability" (Dissertation Abstracts, Vol. 38, No. 7, p. 3903). The findings in this review tend to support the data from the experimental studies which hypothesized that the major components of RC are vocabulary power and thinking ability. According to J.F. Kerfoot (1965, p. 253),

> "Reading is frequently referred to as a thinking process. We tend to accept the increasing correlations between I.Q. and reading achievement as we advance through the grades as evidence of the increasing involvement of the higher thought processes as the program grows in comprehension emphasis."

In general, comprehension of the ideas expressed is often the chief outcome of the reading act. But Davis (1944) as quoted by Russel (1970, p. 159) identified specific factors which go to make up comprehension:

> "Knowledge of word meaning; ability to reason; ability to identify the writers intent, purpose, or point of view; ability to grasp detailed statements in the passage, and knowledge of literary devices and techniques."

According to Russell (1970, p. 159),

> "A different system of factor analysis suggested that these different abilities could be combined into some unitary factor which could be called <u>verbal ability</u>."

It follows that RC can reflect two factors on the part of the learner; the intellectual factor (intelligence or mental ability) and non intellectual factor (language variables, previous knowledge, and socio-economic-cultural background). According to DeCecco (1968, p. 99):

> "Among the items on intelligence tests, those which usually

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*See for instance: Hoogstra, J., <u>An Analysis of the Nature of the Reading Comprehension Act by Means of the Rorschach Inkblot Test and Differential Measures of Reading Comprehension</u>, unpublished Doctoral Dissertation, Michigan State University, 1973.

> correlate most highly with the overall scores are the items which measure ability for verbal and numerical reasoning."

He concludes,

> "Perhaps, then, the most empirical and parsimonious definition of intelligence would be: the capacity of the individual for verbal and numerical reasoning" (p. 99).

So, "it is not strange that theories of RC should closely parallel theories of intelligence..." as Kerfoot (1965, p. 253) states.

There were other studies which investigate the relationship of RC to factors closely associated with it, such as intelligence. Artley (1951) asserts that RC correlates more highly with intelligence than with any other factor. Betts (1956) found a positive relationship between verbal intelligence and the ability to do both literal and critical reading. The correlation between intelligence and RC as was presented by Elden Bond (in Gates, J., 1942, p. 254) is .73 in the high school level. According to Russel (1970, p. 166)

> "literal comprehension is related to the general intelligence of the reader, the knowledge and previous experience of the reader, and his interest in the material. Correlation between general intelligence scores and RC scores typically run in the .40's to .60's depending upon the test used."

This relationship between RC and I.Q. encouraged the use of RC as one of the important tools to measure achievement and to predict success. Several studies were done to show the extent to which RC could correlate and predict academic success in general and performance in specific subject areas in particular. (Bulcock, 1976; O'Reilly and Moore, 1975; R. L. Thorndike, 1973; and Janzen, H., 1970). David Russel (1970) surveyed some empirical studies of comprehension in reading. He stated that:

> "During the 1920's and 1930's many reading tests were developed and many articles written which reported the relationship between comprehension and other factors in the reading process. Many of the investigators found that intelligence and knowledge of word meaning are more closely related to comprehension than any other factors they studied" (p. 159).

A comprehensive summary of significant research in the area of RC was presented by Davis (1968). According to him, interest in RC began during the first half of this century with the first study of note being that of E. Thorndike (1971).

Thorndike (1917, p. 323) viewed RC as "an indicator of the individual thinking and reasoning process." He believed that comprehension is in large measure dependent upon knowledge of relationships, and "reading a paragraph with comprehension is a bit like solving a problem...It involves understanding of organization and analysis of ideas such as occur in problem solving." Serra (1953) believes that the more direct the experience on which a concept is built, the greater will be the individual's knowledge and understanding of the concept. Bulcock et. al. (1977) in their investigation of the relationship between RC and acad. succ. stated that RC can be used as a predictor of subject matter performance. They assert:

> "Basic reading skill is a powerful mediating mechanism in social-psychological explanations of pupil performance in a range of subject-matter outcomes of schooling."

In previous studies (1976a) they concluded that "RC accounts for the differences in the S.M. performances of 14 year olds, to a much greater degree than any other known factor." In a comparative study between industrialized and third world nations with regard to reading competency and prediction of scholastic performance, Bolcock, et. al, (1976b) concluded that

> "Reading achievement in England and India was the most powerful predictor of science achievement."

According to them,

> "RC and verbal ability variables were more than twice as powerful as social class effects..."

and

> "had the most powerful total causal effects on literature and science achievement..."

Their conclusion was that

> "The language factors outweighed all other considerations in terms of magnitude of effect on both subject-matter outcomes."

The researcher believes that these results provide convincing support for the "reading as reasoning" argument. From the results of a study by R. L. Thornkike (1973, P. 169) it seems that the RC variable was stronger than reading speed or socio-economic status. The RC correlated up to .44 with science scores and up to .54 with literature scores. In a study by O'Reilly and Moore (1975) 188 freshman students were tested for ability in seven areas of reading, prior to the beginning of the academic year. Their scores were later related to the cumulative grade point average (C GPA) for their freshman year. Significant correlations were found between C GPA and vocabulary, reflective comprehension, total comprehension and total reading ability. The results indicate that reflective comprehension was the best single predictor of C GPA. Hirvonen, P. (1976) used a Verbal Reasoning Ability Test (VRT) as a criterion for university student selection involving 1946 candidates. He found that VRT is shown to have functioned efficiently and to have predicted success in the selection. Hoogstra, J. (1973, p. 69) stated that

> "Good comprehenders were found to achieve significantly higher scores than poor comprehenders on the vocabulary test and on the differential measures of comprehension."

The above reviewed studies and the conclusions drawn from them support the researcher's assumption regarding the strong correlation existing between RC and subject matter performance. The other question which needs to be examined is the question of the relationship between RC and classroom performance. In other words, what does the research tell us with regard to RC and teacher education and preparation?

Reading Comprehension and Teacher Education

Could RC be used as an indicator of class. per.? Research on RC as a factor in determining success in class. per. is sparse. The RC was viewed as one of the basic competencies of student teachers, that is "a skill used by a teacher in carrying out his responsibilities" (CBTE, 1976, p. 3). It was viewed also as a competency which "can serve as the basis for evaluating a candidate's performance" (Ibid, p. 3), but RC was not viewed in the teacher education research as a capability which correlates with classroom performance. After examining references like Dissertation Abstracts, ERIC, Review of Educational Research and other indices, journals, and books, the researcher's impression was that this topic (RC) did not attract researchers so much in the area of academic success and classroom performance. Few researchers had dealt with this topic, but none in the Arabic language or for the Arab teachers. Researchers like Krieger (1930), O'denweller (1936), Stuit (1949), Massey and Vineyard (1958), Ager (1970), and Torrance, et. al. (1970), tried to assess academic ability, general knowledge and mastery of subject matter as factors which influence teaching performance. These factors could be viewed as the product of RC. Massey and Vineyard (1958, p. 248) concluded that

> "the factors of scholarship, intelligence and competence in English expression seem to be rather consistently related to ratings of teaching success, but not enough as yet for reasonable predictive purposes."

Research in socio-linguistic theory attested to the importance of teachers verbal ability in developing alternative problem solving strategies on the part of the student (see Dissertation Abstracts Vol. 38, No. 9, p. 5309A). There is a growing interest in the importance of the teacher's language in recent research. Goodman (1974) believes that

"Language must be a measure of concern of teacher education" (p. 66).

There exist several methods and techniques to test RC. The famous techniques are: (a) open questions after a given passage, (b) multiple choice method, and (c) Cloze technique. The Cloze technique was used in this study for the purpose of measuring RC. An overview of the method follows.

Cloze Procedure

Introduction. In assessing the performance of Arab STS in Arabic, one still needs to decide on a fitting criterion of all possible facets of language performance. Problems of criterion choice and its valid representation are inescapable in any kind of assessment endeavour. According to Hofman (1974, p. 11), "Language test analysis makes a basic distinction between productive and receptive langauge channels." Among productive channels, schools have usually emphasized writing, and among receptive ones, reading. And a test which combines reading and writing in an integrated manner should then be a desirable criterion for language performance and verbal ability. Hofman (p. 12-13) believes that

> "The Cloze technique of reading proficiency is an integrative operationalization of reading-writing criterion. It is a measure that calls for the ability to read, understand and write the language. It demands a combination of receptive and productive skills and it has certain features which advantageously set it off from the more traditional ways to assess RC."

Stump (ERIC, Ed. 144-402) concluded that "the Cloze test like any other standardized test (for instance, the Iowa Tests of Basic Skills) is essentially measuring global language proficiency."

In the following pages, research and studies regarding the Cloze technique will be surveyed. Included will be a review of the Cloze uses, its relationships to RC in general, and to multiple-choice tests specifically,

its validity, the use of the Cloze in other languages, and finally, the problems in applying this technique into the Arabic language.

Definition and Characteristics. The concept "cloze" was derived from the Gestalt theory of closure whereby a subject has a tendency to fill in the gaps of an uncompleted visual or thought unit. The cloze as a method of testing RC was developed by Wilson Taylor at the University of Illinois in 1953. Later, Taylor's paper (1956) helped to explain this technique. In constructing a Cloze test or exercise, a passage is selected from reading materials that learners would use in the classroom. The teacher decides on the automatic count that he will use in deleting words from the passage which range from the 5th to the 10th word depending on the nature of the language and the nature of the context. According to Culhane (1970, p. 411),

> "An every tenth word count is recommended for textual materials that are fact laden. A count as low as every fifth word may be used for narrative materials."

The count begins from the first word in the second sentence of the selected passage. In general, the last two or three sentences should be presented without any omission. The words deleted from the passage are replaced by a blank. The blanks are equal in length and numbered. For facilitating more relevant scoring, Culhane (1970, p. 412) suggests passages of fifty deletions to be used in any Cloze test.

The Cloze method was first used in English and passed over from America to Europe, Africa, and Asia. Many studies have investigated this method and its reliability and validity as a measure of RC. Since 1956, researchers like Rankin (1957, 1959, 1962, 1965, 1969), Bormuth (1967, 1969), Bickley, et. al. (1970), Culhane (1970), Cranney (1972),

and Oller (1972) have introduced the Cloze procedure to the field of reading and studied its use in testing comprehension, examining materials' readability and suggesting various ways to demonstrate its usefulness to reading and to education in general. According to Culhane (1970, p. 411)

> "One important fact that has emerged from these studies is that Cloze method is as good as, and in many ways better than, existing methods for teaching and testing comprehension."

Stanfield(1977) found that the correlation between multiple-choice test as a measure of RC, and the Cloze technique ranged between .32 to .67. He concluded that

> "The Cloze test is a better discriminator of the acquisition of cultural knowledge, and is much easier to construct than a multiple-choice reading test."

Hofman (1974, p. 12) wrote "The Cloze test is a test which can combine reading and writing in an integrated manner... It is a measure that calls for the ability to read, understand, and write the language." He concluded that the Cloze technique has certain features which advantageously set it off from the more traditional ways to assess reading comprehension. And by using the Cloze technique in a given passage from various tests it is expected that we can assess the learner RC ability.

The Uses of the Cloze Technique. Since 1953 several individuals helped to bring widespread attention to the Cloze procedure, so it became popular and attracted investigators and researchers in RC as linguisticians and teachers in the classroom. Tremendous numbers of articles and studies were published regarding the use and the validity of this measure of RC.

In a comprehensive review of the Cloze procedure and its uses, Bickley, A.C., et. al., (1970) agreed that "the Cloze procedure has

become so widely used and highly respected." And since it was introduced, an increasing amount of research utilizing this tool has been conducted in the areas of readability, comprehension and as an instrumental tool in teaching languages.

Readability: To support the use of the Cloze as a technique for measuring readability, "a number of investigators have attempted to determine the strength of the relationship between Cloze tests and more conventional measures of readability and comprehension difficulties" as Bickley, et. al. states (p. 233). Taylor (1953), Bormuth (1962, 1963, 1967a), Gallant (1964, 1965), Knight (1966), Beard (1967), Jefferson (1969) and many other researchers dealt with cloze as a measure of readability. Their conclusions were that the cloze procedure assessed the assumed "true" readability of passages in the same manner other known measures assessed. Bormuth, for instance, concluded that the Cloze tests used in his studies were valid, reliable and flexible measures of comprehension difficulties of the passages from which they were made (Bickley, et. al., p. 233). Jefferson (1969) found that structural cloze units tended to be the best predictors of reading difficulty. According to Bickley (p. 234) these conclusions were good also for measuring readability in foreign languages. He concluded that

> "The Cloze procedure appears to be ideally suited for readability research, since it does not inject an extraneous reading task into the measurement process, and since it can be used to probe the difficulty of every word, categories of words, phrases, and sentences in a passage" (p. 235).

Comprehension: The Cloze procedure has been extensively examined as a technique for measuring general RC as the same as could be measured by standardized reading tests. Rankin (1957, 1959b, 1965, 1969), Jenkinson (1957), Fletcher (1959), Ruddel (1963), and several other researchers, as

reported by Bickley (p. 235-237) obtained a high correlation between the cloze and other measures of RC. These correlations ranged from .29 to .92. Bickley, et. al. concluded that

> "Evidence indicates substantial correlations between general reading comprehension as measured by standardized reading tests and as measured by Cloze tests...The Cloze procedure appears to be a valid measure of specific RC. In fact, it appears to measure specific comprehension better than it does general comprehension" (p. 237).

Language: The Cloze procedure appears to be a good instructional tool for teachers in the classroom. There seems to be strong indication that the Cloze is considered as an important teaching device. It could be used as an instrument in teaching vocabulary, syntax, grammar, comprehension skills, etc. It is used by the authors of the language textbooks as a device for examining different aspects of teaching language as a native or a second language. And as Bickley, et. al. states "...Cloze studies have involved the grammar and syntax of the English language. For example, Salzinger, et. al. (1962) showed that a Cloze approximation of English grammar and syntax aided in the subject's ability to fill in words correctly" (p. 239).

Carroll, et. al. (1959), as quoted by Rankin (1965), used the Cloze to examine a subject's proficiency in a second language and also to examine the influence of expression or lack of expression in reading a passage. The Cloze appears to be a good device for determining reading levels of children.

Other uses: Some other uses of the Cloze technique, are the uses in areas like special education, psychology, psychotherapy, and attitude and personality tests. Hafner (1964), as quoted by Bickley, et. al. (1970, p. 242), presented discussions of the implications of the Cloze procedure in terms of applications to education. Some of the

suggestions he made were:

> (1) Cloze tests could be used, along with the reading inventories, to evaluate progress in reading comprehension. (2) Cloze procedures, using various kinds of materials, might provide some way of stimulating concept building and problem solving activities. (3) Cloze procedures could be used to ascertain the readability of texts. (4) And as Rankin (1959b) suggested, Cloze could be used as a potential tool for the use of diagnosis and remediation in the reading clinic.

In conclusion, the Cloze has been shown in the last twenty years to be an effective research technique in the areas of readability, comprehension and language. It also offers possibilities in many other ways for future exploration, such as in exploring Student teachers' RC capability and its relationships to acad. succ. and classroom performance.

Cloze and Other Measures of RC. As was stated above, testing comprehension is one of the great uses of the Cloze procedure. This leads many investigators to the study of the relationship between Cloze and RC and to the comparison of Cloze with other measures of RC. The Cloze has been examined as a technique for measuring RC like other valid standardized tests. Anderson (1971, p. 181) concluded that "Cloze procedure appears one of the most promising techniques to emerge in recent years for measuring comprehension and reading difficulty."

There is support from linguistics for Cloze procedure as a measure of RC. Fries (1963) as quoted by Anderson, J. (1971, p. 11), identified three layers of language meaning. The layer of meanings carried by the grammatical structures, the layer of meaning carried by the lexical items, and the layer of social-cultural meanings. Cloze procedure taps these three layers of language meanings. Anderson concludes that "There is some theoretical basis, then, for believing that Cloze-scores index RC." Data which were reported by Potter Thomas

(ERIC-Ed. 035 514, 1968) from some Cloze techniques investigations, using children from first grade through high school and adults from a variety of populations, suggest that the Cloze technique is applicable to many types of communication and that it can be used to discriminate among readability levels of passages and among the RC levels of readers. Culhane, J. W. (1970, p. 410) discussed the relationship between Cloze procedure and comprehension. According to him,

> "The pupil's task in a Cloze test is to predict the word that was removed and replace it. In making his word predictions, the pupil depends upon prior knowledge, general understanding of the material, context clues, and a knowledge of word usage. Several other aspects of language usage can also be involved. In attempting to replace the deleted words, the pupil is forced to pay more attention to the message of the passage as conveyed by the remaining words" (Culhane, 1970, p. 410).

Validity: Cloze tests can be made by deleting every nth word and replacing it with a line of standard length. These tests could be distinquished from completion tests by the fact that Cloze test deletions are made using a set of mechanical objective and pre-specified rules, while the deletions in completion tests may be made using subjective concepts such as "key word" etc. That is why cloze procedure attracted much research interest. It seems to offer a valid, convenient and completely objective method. Numerous studies have shown Cloze tests to be highly valid measures of the readability of printed materials and of the comprehension of readers.

The findings of a study conducted by Rankin and Culhane (1969, p. 196) indicated that the Cloze procedure is a highly valid measure of RC. Other studies showed that scores on standardized tests of RC ability correlate highly with the Cloze test. Bormuth (1969, p. 365) showed correlations up to .93 between different kinds of passages in Cloze test and different types of multiple choice tests. He concluded

that:

> "Cloze tests made by deleting every fifth word measures skills closely related or identical to those measured by conventional multiple-choice RC tests. Little or no evidence was found to suggest that the two types of tests might measure different skills."

Taylor (1956, p. 45) found a correlation of .76 between a Cloze test and a comprehension test made from the same material. Hisama, et. al., conducted a comparative analysis between Michigan Test of English Language Proficiency, Teacher Evaluation Reports and what they called "New Cloze Test." The results indicated that the New Cloze Test is highly reliable, valid and efficient, with respect to testing time and ease of scoring (ERIC - ED. 150-198).

Many researchers (Bormuth, 1967a; Rankin and Culhane, 1969; and Anderson and Hunt, 1972) considered the Cloze procedure a realistic alternative to multiple-choice testing. Their rationale was that Cloze tests can be constructed by simple, objective, mechanical deletion of words, where most multiple-choice questions are written by teachers with little ability or time to construct test questions that can meet the criteria for even loose standards of replicability. So the Cloze procedure could be seen as a viable solution to the measurement of a student's ability to read and understand because it asks no questions but involves the student directly with the testing material itself. As quoted by Anderson, N.D. (1977), Bormuth and Coleman maintain that Cloze tests should be more widely used for assessing reading ability as well as readability of instructional materials. Their reasoning is as follows:

> 1. Cloze tests measure RC better than do multiple-choice tests (Bormuth, 1969a, Miller and Coleman, 1967) and as a result,
> 2. Cloze tests generate more valid and reliable readability formulas than multiple-choice tests can generate (Bormuth, 1969a; Coleman, 1971) (Anderson, N.D., 1917, p. 29)

Besides it could be said that Cloze measures the difficulty of a passage and not the difficulty of questions about that passage. And according to Culhane, J. (1976),

> "Cloze method is as good as, and in many ways better than, existing methods for teaching and testing comprehension. It is also much easier to construct a Cloze exercise or test than it is to develop other types of teaching and testing devices, especially multiple choice tests" (p. 411).

One problem which relates to Cloze procedure, researchers had different opinions on, it is the problem of scoring. While Taylor (1953), and Rankin (1967) advocated that the best and most convenient way to score Cloze tests for those whose mother tongue is English is just to count the number of exact words replaced in context. Oller (1972, p. 157) concluded after using five scoring methods that the best of the methods investigated was the acceptable word scoring method, that is:

> "the one that counts any contextually acceptable response as correct."

Moreover,

> "The data show that the acceptable word scoring method is superior in terms of item discrimination and validating correlations regardless of the level of difficulty of the test" (p. 157).

The exact-word method was suggested by researchers who advocated it, when native speakers are tested. But as Oller (1972, p. 151) stated

> "Researchers who have experimented with the Cloze method as a measure of second-language proficiency have often preferred scoring systems that give credit for contextually acceptable responses."

And for the Arabic language, based on the findings of two studies (Douglas, 1976; Habib-Allah and Hofman, 1978) the acceptable word method was suggested as the scoring method. The exact word method proved to be unsatisfactory with the Arabic reading tests. Douglas

(p. 14-15) used both methods. The exact-word method compared with the acceptable-word method showed low scores and low reliability (.06 vs. .69). He concluded that

> "The exact-word requirement was not suitable for the Arabic test, which in turn, suggests that there is a fundamental difference between Arabic and English regarding their adaptability to standard Cloze procedure."

According to Habib-Allah and Hofman (1978, p. 3), the reasons for low scores and low reliability in using the exact-word method may be the large number of suitable alternative answers for an Arabic Cloze item. The probability of selecting the exact deleted word is lower than in English. Besides, the researcher believes that the wide gap that exists between the formal literary Arabic and the informal spoken one put the first (literary Arabic) in a position of a second-language. To the Arabic learner, learning how to read is almost like learning a second language.

On the other hand, there were many attempts to study the Cloze test scores and to provide such a frame of reference by determining comparable scores on Cloze and multiple-choice tests. Bormuth (1967) compared scores on fifty item cloze passages with scores of multiple choice tests over the same material and found that a cloze score of 38 percent was equivalent with 75 percent on the multiple choice test (by using the exact-word method of correction). In another study as quoted by Bormuth and Culhane (1969, p. 197) the comparable scores were 75% = 44 and 90% = 57 between multiple choice and Cloze tests. Bormuth concluded that,

> "In this frame of reference a student must answer correctly at least 75 percent of the items over a passage before the passage is said to be suitable for his use. When his scores fall between 75 and 90 percent, the material is said to be suitable for use in supervised instruction. A score above this range is taken as evidence that the material may be used for

> independent study; a score below this range indicates that the material is two difficult for ordinary instructional purposes" (Bormuth, 1967, p. 292).

For overcoming the problems of correcting passages in the regular free response Cloze test, there had been suggested another type of the Cloze test which was called Multiple-Choice Cloze Test. In a study which was conducted by Cranney (1972) he tried to answer the question: can a reliable and valid multiple-choice Cloze test be constructed which can avoid the impracticalities of hand scoring? His findings indicate that "A valid machine-scored multiple-choice Cloze test can be constructed that correlates about .50 with a reputable traditional reading test.

The Cloze as a measure of Language Proficiency. The first use of the Cloze test as a measure of language proficiency was for the English language as a mother tongue. Then it was used with the English as a foreign language. The use of the Cloze procedure in English led to an exploration of its application and use in other languages and for other populations rather than the native speakers of English. As Oller (1972, p. 4) stated:

> "In all of the published studies the language used was English. Notable exceptions are Shiba (1957) and Taylor (1954) who used the Cloze technique to differentiate the difficulty of Japanese and Korean language passages, respectively. Also, Klare, et. al., (1971) used the Cloze procedure with Vietnamese."

The possibility of utilizing the Cloze procedure as a measure of English as a second language proficiency has recently aroused considerable interest. Several researchers dealt with this aspect like: Oller, et. al. (1972); Stubbs, J.B. and Tucker, G.R. (1974); and J. Hofman (1974). According to Oller (1972, p. 151) there are several important questions regarding the use of the Cloze in ESL and in other

languages. "Among them are the matters of scoring, level of difficulty, grammatical categories of deletion and the performance of native and non-native speakers on the same tests."

The Cloze and the Arabic Language

In the application of the Cloze procedure to the literary written Arabic, as a mother tongue, many questions remain unanswered. Most dealt with questions involving the kind of word deleted and frequency of deletion (nth word).

Unfortunately, little work seems to have been done in Arabic with the Cloze technique other than some unpublished work at the University of Khartoum in Sudan (Douglas, 1976) and some pilot testing in Israel (Habib-Allah, 1977). This means that there are no clear standards of frequency and type of omission, scoring, or levels of difficulty (readability). Also, the preparation of a cloze passage in Arabic calls for a decision peculiar to languages with more than one semantic unit per word.

Semitic languages and certain African ones, unlike European tongues, tend to attach articles, prepositions, and pronouns directly to nouns and verbs so that any one word will contain up to five "semantic" units. "In our house" or "I hit her" can be written as single words. The sentence "This toy car has found favor in my eyes; therefore, I bought it and shall give it to you for your birthday" is rendered by nine (!) Arabic words. So, the application of the "cloze" technique of reading comprehension to written Arabic involves a decision as to whether the elision of units should be of whole words, as in other languages, or of semantic units, such as prepositions, pronouns, and articles that often join Arabic nouns and verbs into compound words. In

effect, the issue is one of perceptual groupings (whole words) vs. semantic units. While the elision of complete words has become standard practice for cloze passages in many languages, its application to Arabic, Hebrew, or certain African languages calls for some preliminary exploration.

The researcher and Hofman (1978) conducted a study of the above problems regarding the Arabic language and the cloze procedure. In that study, 584 Arab pupils in the Fifth, Sixth, and Seventh Grades of Arab schools in Israel replaced omitted words or semantic units, at the rate of every 5th, 6th, or 7th unit. Age and frequency-of-omission trends tended to favor the whole-word-elision method, while the presumed difficulty of passages agreed with the semantic-unit method. Based on this study it was recommended that: (1) the deletion of every 6th word is the best reliable and valid type in using the Cloze procedure in Arabic, (2) the scoring is suggested to be on the acceptable-word method, and (3) the deleted word is that which appears in the written text as independent word, if it is a semantic unit or a whole word.

Academic Success

The investigation of academic success, its components, its relation to various variables and the extent to which it could be predicted from present performance, has been given a great deal of attention in the last decades. Batteries of achievement tests and aptitude tests have been constructed, prepared and applied by colleges of education and universities for purposes of admission and for comparison with later achievement. The trend in recent research studies on academic achievement mostly provided by the achievement tests appears to be

toward investigating not just the intellectual variables in explaining differences in academic success but non-intellectual variables as important as well. According to McClelland (1969) "Significant findings have indicated that intellectual measures account for 35 to 45 percent of the variation in acad. performance." According to Borrow (1947) as quoted by Behring (1966, p. 275), the correlation between intelligence test results and grades is.45; between achievement (content) examination and grades, .50. He recommends that more emphasis be placed upon developing measures of non-intellectual factors in college achievement. As it was shown in the previous pages RC could be considered as a test which combines both intellectual and non-intellectual variables, and it could reflect the examinee's mental ability and the degree of his knowledge or achievement.

The major focus of the studies which dealt with acad. achievement was on the kind of variables affecting achievement and the existing relationships between dependent and independent variables and the power of prediction the independent variables have.

This category of acad. success and its relation to independent or predictor variables was investigated by many researchers like; Borrow (1947), Funches, D. (1964), Lavin, D. (1965), Behring, D. (1966), Perlberg, A. (1967), Domino, G. (1968), McClelland, M. (1969), Telleen, J. (1971), Hall, R. L. et. al., (1973), Mula, J. (1975). Behring (1966, p. 734) believed that

> "research in this field indicates that there is still much to be desired in terms of an adequate predictor. Discrepancies have always occurred between the results of ability testing and college success."

David Lavin (1965) discussed the relationship between ability and performance. He believed that ability may be a "threshold variable."

According to him "After a certain level is reached, ability may no longer play a significant role in predicting school performance" (p. 58). Building on this, Telleen (1971, p. 34) concluded: "Assuming this to be true, performance then must be accounted for by using non-intellective factors. These non-intellective factors are used to account for the unexplained variation which is left after ability is used as a predictor."

D. Funchies (1964, p. 326) examined the degree of relationship between American College Test (ACT) and the year-end grade point average (GPA) of 369 Freshmen. His findings indicated a correlation of .59 between ACT and GPA. He concluded that "The ACT composite score would be a reliable factor if used to predict first-year college success." The results of a study conducted by Behring (1966, p. 737) indicated that "it is possible to develop a scale that can differentiate between high and low achievers."

In many of the studies concerning the prediction of academic performance, the relationship between a given predictor variable and the criterion is assessed by means of correlational analysis. According to Telleen (1971)

> "In almost all of these studies (lavin, 1965 - reviewed three-hundred) the correlation methods used assumed linear relationships - a unit increase in the predictor variable will be followed by a unit increase or decrease in the criterion, and it is assumed it will occur along the entire distribution of scores" (p. 34).

In Israel, Perlberg (1967, p. 243) conducted a study for predicting academic achievement of Engineering and Science college students. Intellective predictors and academic criteria alone were investigated in this study. According to Perlberg, all correlations were significant at .01 level. The total correlation between the Institute Entrance

Examination and Freshman College was .43 and between Matriculation Certificate and Freshman .43 also. The correlations decreased towards the GPA of seniors to.23 and .23 with the above two variables.

Ainsworth, L. (1957) conducted a study in order to explore the possibility that there exist significant relationships, useful for predictive purposes, between academic achievement and scores on tests designed to measure certain factors which were thought to be important for the academic success of Arab students, like: ability to read English, ability to understand spoken English, intelligence and study habits. The results revealed no significant difference between the intelligence test scores of those subjects whose academic achievement was high and those whose achievement was low. But, a positive relationship was found between the Diagnostic Reading Test (DRT) scores and academic success. The highest correlation was found between academic success and scores on the Arabic adaptation of the Brown-Holtzman's Survey of Study Habits and Attitudes (Diss. Abs., Vol. 17, Part 2, 1957, p. 1702-1703).

Douglas (1976) examined the relationship between Arab students' final examination results and their scores on a language proficiency test which were conducted in both Arabic and English, in connection with the Study Habits research project at the University of Khartom/Sudan. The findings indicated a correlation of .51 between the two variables.

William Bruce (1953) found, after correlating among eight independent variables, including High School grade point average and RC test, with the criterion of average grades in eight university areas, that the reading vocabulary and RC variables are, in general, better predictors than variables like H.S. GPA. The most important predictor

variables in the all-university GPA were grades in High School math and in High School electives. The RC score accounted for 23 percent of the variance in grades.

Campbell, J.W. (1965) conducted a study which aimed to identify factors significantly related to the acad. success of Louisiana State University's 1963 - 64 freshman class. Data for this study came from the student's high school transcript, his personal data sheet, the student's personal folder, scores of placement tests and college grades. Simple correlations were computed between college GPA and selected factors. A significant relationship was found at the .01 level between scholastic achievement and each of the factors considered in the study. The relationships between first year college achievement and these factors were:

1. Sex: Achievement of women students tended to be higher than that of men.

2. High School GPA: Those with "B" or better averages achieved significantly higher than those with "C" averages.

3. Formal Education of Parents: Those whose parents achieved college success tended to attain higher achievement levels.

4. Placement Test Scores: Those with higher scores achieved significantly higher in college.

The coefficient of correlation was .50 between C GPA and H.S. GPA; .25 between C GPA and College Abilities Test scores; and .25 between CGPA and scores on the cooperative English test.

With regard to the relationship between intellectual characteristics and academic success, John McQuary (1953) conducted a study where twenty-three variables were involved like: the scores of American

Council on Education, Psychological Examination (quantitive reasoning score and linguistic score), scores of the Cooperative English Test (speed of reading, level of comprehension and vocabulary), High School percentage rank, educational level of father and of mother, High School extra-curricular participation, hours studied per week, grade point earned, etc. The intercorrelations between these variables revealed correlations which ranged from .23 to .56 between the intellectual variables (including level of comprehension) and acad. achievement.

To conclude, the studies reviewed above regarding acad. succ. could be viewed as of two types; one type is prediction studies which intended to predict academic achievement by using different kinds of tests and predictive variables; the other type is correlational studies in which the investigators tried to explore existing relationships between academic success and other independent variables like reading (comprehension, vocabulary and speed) arithmetic score, H.S. GPA, sex and so on. The above studies could be viewed also from another perspective. Those studies in which the researchers tried to use intellectual variables for the purpose of prediction or exploration of relationships, and those studies in which researchers tried to combine between two categories of variables; the intellectual (IQ, H.S. grades, achievement test, etc.) and non-intellectual variables like age, sex, socio-economic background, attitudes and personality traits. From the studies regarding acad. succ. it could be concluded that intellectual variables correlated better than non-intellectual ones and the use of High School grades and achievement tests are a good combination for purposes of prediction or explanation of acad. succ. variance.

Classroom Performance

The "classroom performance" in its broad meaning belongs to what is called "Teaching Effectiveness", a concept which includes judgment and evaluation of a teacher from different aspects like teacher behavior, teacher competency and pupil outcomes, i.e. judging a teacher on the process and the product of the teaching act and evaluating his teaching skills, strategies, methods of instruction, knowledge, personality traits and attitudes. So, performance means the way a teacher/ST behaves in the classroom while teaching, communicating with his pupils and helping them learn. How effective a teacher is, is a complicated question and on what basis to judge the work of the teacher is a category which was discussed and mostly unagreed upon. As quoted by G. C. Cheong (1970, p. 185), some writers such as Mitzel (1960), Ryans (1960), Biddle (1964), Getzels and Jackson (1963) and Broudy (1969) are pessimistic regarding the possibility of establishing reliable criteria by which to judge teaching effectiveness. And that is in spite the fact that "more than ten thousand published studies have appeared for it" as stated by Dunkin and Biddle (1974, p. 12).

In the current study the researcher limits the review of literature to the topics: Mastery of Subject Matter (MSM), Verbal Ability (VA) and Classroom Climate (CC). The evaluation of the STS' class. per. is built on these three sub-criteria which would serve as the basis for the global judgment of his performance. The mastery of subject matter relates to the student teacher's general command of knowledge and specific mastery of the content he teaches, the way he presents the content and how he makes conclusions. In examining the ST verbal ability the

researcher looked for the extent to which the ST succeeded in communicating with pupils and managing the classroom. Thus, judging a student teacher on his behavior rather than on the teaching outcomes. VA of a ST relates to his language behavior as a teacher, how he puts his questions, how he presents his ideas linguistically, how he explains concepts and how he communicates with his pupils. And finally, classroom climate relates to the atmosphere the ST creates in the classroom. Here the ST is judged on the extent he applies his professional knowledge and reflects his personality traits and attitudes. He is judged on how he uses strategies, techniques and instructional aids in the teaching situation. He is judged on his way of teaching, his voice and his appearance, how he relates to kids; if he is open, democratic, enthusiastic, initiative, open, encouraging; if he blames warns, threatens and calls attention, etc.

As is known, the teacher should possess certain qualities and abilities for operating successfully in the classroom. It seems that the suggested three sub-categories could be a comprehensive classification of the teaching process and could include the important criteria a teacher may be judged on. These are the subcategories of:

a) Mastery of subject matter.

b) Verbal ability

c) Classroom climate, the ST creates while teaching, and where he reflects his personal and professional characterisitcs.

In the following pages, the researcher will review literature connected with these three subcategories and present the major findings regarding the relationship between these criteria as a measure of class. per. succ. and different independent variables with a special focus on RC capability and general and professional achievement or knowledge, as

factors which may relate to teaching effectiveness.

Research relating to teaching effectiveness could be viewed and classified into two types: one is "prediction studies" which intends to predict future classroom performance in the part of candidates for student teaching or STS or teachers beginning their future career. The other type of studies deals with exploring relationships between various variables and factors. Also, the problem of criteria or what the teachers sould be judged on to be considered successful, seems to be complicated, sophisticated and not agreed upon. This problem as was presented by Medley and Mitzel as quoted by N.L. Gage (1971) is that

> "Most classroom visitors go to the classroom with definite preconceptions of what they are looking for. They go to the classroom not to find out what effective teacher behavior is, but to see whether the teacher is behaving effectively, i.e., the way they believe he should behave" (p. 257).

Many research studies have been directed to the discovery of criteria of teacher effectiveness and the development of tests of personality that might help to predict that effectiveness. According to Ebel (1966, p. 17), "Results so far have been disappointing" in this part of criteria (personality tests).

Donald Medley (1975), as quoted by Folkert (1977, p. 82), in his review of research in 1971, indicates that

> "there are two prevalent methods to evaluate teachers - product and process. With each of these methods some problems occur. With process, teachers (who were) rated high by supervisors and well liked by students were not the teachers with the greatest student gains or who judged themselves the most effective. Evaluation by product caused problems with reliability and validity of the test (pp. 82-87).

Medley advocates giving up the idea of measuring effectiveness of teachers by student gains on tests. Categories like mastery of subject matter, verbal ability and classroom climate are in the researcher's opinion, more logical because they include almost all the components which

are supposed to exist in the interaction situation of teacher-pupil.

According to R. Ebel (1966, p. 18) ,

> "Most people in or near the teaching profession recognize two aspects of the teacher's job - intellectual and human. The teacher must know his subject matter; he also must have the skill in human relations that makes him successful teacher."

If we add one more aspect to the teaching job, i.e. communication, then we can conclude that the above three categories could provide a basic comprehensive approach to the evaluation of teachers. The intellectual aspect could be reflected by the teacher's mastery of subject matter, the communicative aspect could be reflected by the teachers verbal ability, and the human aspect could be reflected by the examination of the classroom climate and atmosphere. Combs (1965, p. 2-3) defines the effective teacher as "a unique human being who has learned to use himself effectively and efficiently to carry out his own and societies purposes in the education of others."

This problem of what criteria is to be used in evaluating STS (and teachers) was discussed, also, in a study by Cheong (1970, p. 187). Data collected from eight supervisors' evaluation sheets showed agreement which ranged from 50% to 75%. The manner in which supervisors were asked to list criteria for assessing a student's performance in practice teaching was not structured. The supervisors "had a free rein to write any number of criteria and to use whatever frame of reference they saw fit." The results of this study indicated the following criteria which were agreed upon:

(1) Ability to provide an environment to involve pupil's activity;

(2) Subject matter competence;

(3) Ability to relate or to communicate;

(4) Sensitivity or perceptiveness of pupils' needs;

(5) Appropriate and/or variety of methods employed.

These categories are parallel to the sub-categories that are suggested in this study as a basis for evaluating STS' classroom performance. Category (2) is parallel to MSM, category (3) is parallel to VA, and categories (1, 4, 5) are parallel to classroom climate.

Verbal Ability. Flander's Verbal Interaction Category System (VICS) in evaluating teachers is built on the communicative ability of the teacher while he is praising, asking questions, lecturing, giving directions, criticizing and advocating ideas. If what Flanders tells us about the law of two-thirds,* as quoted by Dunkin and Biddle (1974, p. 54) is true, then the researcher's conclusion would be that the major criterion of judging a teacher should be his talk or verbal ability.

The language of the teacher and the importance of his verbal ability or behavior in classroom instruction was studied by many researchers. For instance, Ager (1970), Miranda (1967) and Goodman, K. et. al. (1974) dealt with this topic. E. Miranda (1967) studied the relationship between the language of the teacher and his classroom teaching-learning situation and how teachers can invite critical thinking and logical argumentation on the part of the student, by operating an appropriate language. Miranda conlcuded that:

> "Educators need to talk in a language which is publicly confirmable in order to facilitate the analysis of its meaning, the inquiry into the evidence of its falsityor truth, and the accruing of desirable results' (p. 483).

Goodman, et. al. (1974, p. 66) in their article "Language in Teacher Education" assert. that:

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*The law of two thirds: 2/3 of the time spent in the classroom is devoted to talk, 2/3 of this talking time is occupied by the teacher, and 2/3 of teacher talk consists of direct influence.

> "Teaching activities are linguistic in at least two senses: for one, most of the information exchanged in the classroom is verbal; for another, much of the content of instruction concerns verbal matters. When a teacher is doing his job, he is often both using and speaking about words or other linguistic symbols."

Mastery of Subject Matter. In relating to the mastery of subject matter, C. Jackson (1973) considers "scholarly control of knowledge" as one of the essential competencies for teaching (p. 8). Crow and Crow (1964) suggest that the effective teacher "guides his students in the mastery of subject matter and for doing this he needs to master the subject matter by himself (p. 3). Torrance and Parent (1966), as quoted by Rosenshine (1971, p. 208) conducted two studies on teacher knowledge. Their significant findings suggested that:

> "The high achieving teachers may have greater intellectual effectiveness, be more responsible, and be able to generate a greater variety of activities and approaches to the instructional process."

On the other hand, J. Cooper, et. al. (1974, p. 20) believe that:

> "The subject matter basis provides knowledge competencies so numerous that no attempt will be made here to select examples for the reader. The teacher performances are analyzed to determine what knowledge the teacher would need in order to demonstrate these performance competencies. In this way, an attempt is made to link knowledge competencies with performance competencies, which in turn have been linked with desired pupil outcomes."

He concludes, "consequently, the teacher educator must exercise great caution in specifying knowledge competencies." Massey and Vineyard (1958, p. 298) found that "the factors of scholarship, intelligence and competence in English expression seem to be rather consistently related to ratings of teaching success." In their study they found statistically significant relationships between scholastic achievement as measured by GPA and ratings of student teachers by supervisors in categories like mastery of subject matter (.38), competence in English

expression (.32) general culture (.28) and character standards and ideas (.36) (p. 298-99). This was a follow-up study with the purpose to determine the relationships between the first-year teaching success of graduates and their previous scholastic achievement in college.

D. Aspy (1972, p. 21) investigated the relationship between teachers' factual knowledge of learning theory and their classroom performance. The rationale for his study was "If people know something they do it." He tried to answer the question if knowledge about learning theory makes a difference in the way classroom teachers' knowledge performs. Data from this study indicate little statistical correlation between teachers' knowledge of learning theory and their classroom behavior, according to the measures used to evaluate each. He concluded "The findings support a widespread belief among elementary teachers and others that our teaching of learning theory does not make much difference in teachers' classroom performance" (P. 24). These results confirm the researcher's belief that professional knowledge (education and psychology) of the teacher make little difference in the teachers' classroom performance and the important factors could be the teacher's mastery of S.M. and their communication (verbal) ability.

In a study by Whitney (1924, p. 51) to determine relationships among independent variables like intelligence scores, marks in academic courses, marks in professional courses and marks in secondary courses and two dependent variables: rating in student teaching and rating in teaching after graduation, it was found (from a population of 1156 graduates from a two-year college curricula in 12 representative State Normal Schools) that academic marks correlated .386 with student teaching and .073 with teaching after graduation. Professional

marks correlated .27 with student teaching and .14 with teaching. The multiple R for teaching was .816. Mead and Holley, in 1916 (as quoted by Crocker, 1974) obtained a significant correlation of .24 between general course of scholarship and teaching practice marks (p. 43).

Odenweller (1936) presented a comprehensive table including studies of effectiveness in teaching between 1905 and 1931 (p. 10-13). The majority of their studies dealt with teachers in service. From the table and with regard to student teachers it could be seen that the correlations between the following variables were:

Academic courses and teaching	.47
Organization of subject matter and teaching:	.87
Progress in reading and teaching:	.24
Final achievement in reading and teaching:	.81

In this regard, Ager (1970 p.179) stated that "College achievement has perhaps been the most commonly used screening device in predicting teaching success." But, according to a study conducted by Ort (1964, p. 67)

> "Neither academic achievement in college nor the results of personality attitude, and various other tests have significant value in predicting how successful a student will be as a student teacher or as a first year teacher."

The results of another study by the same person indicated a correlation of .56 between the rating of the director of the "student teaching" and the grade point average. He concluded that "the farther the teacher gets away from his college record, the less correlation there is with his success as a teacher and his point average (.16)." (p.69). Henry and Beasley (1972, p. 2) believes that "grade point averages earned by students in college classes are not always accurate predictors of knowledge or potential teaching skills." They concluded that

"There seems to be little or no correlation between GPA and success in student teaching." Also, Hoyt (1966, p. 71) concluded that "neither overall college grades nor grades in specific courses were significantly related to any measure of teaching success."

Correlational Studies. So, inspite of the fact that many of the previous studies were held for the purpose of predicting success of student teacher's performance in the classroom as a student teacher, or as a teacher in his first year or later, the researchers are still using the correlational method between predictor or independent variables and the teaching itself as the dependent variable. As was shown, factors like verbal ability and mastery of subject matter were proved to be significant factors in determining teaching success, other studies were conducted for the purpose of exploring existing relationships between different variables and the success in classroom performance. These are correlational studies. In our attempt to summarize and review these studies, it was noticed that the beginning of these studies dates back to the early part of this century. And the first of these was a study by Meriam (1906), who found no relationship between normal school records and the subsequent teaching success of 1185 teachers (see N. L. Gage, 1971, p. 419). G. Stern (1971, in Gage, p. 419) surveyed these studies. According to him, Boyce (1915) reported high correlations between judge's ratings of 45 personal traits and their ratings of general teaching ability. On the other hand, Whitney (1924) obtained low correlations between intelligence test scores, academic marks, marks in professional courses and ratings in student teaching and on teaching success after graduation. The highest relationship obtained by Whitney was a multiple R of .25 between six of the variables and teaching

success. Summaries of more recent literature as presented by Stern (p. 419) up to 1957 suggests no substantial progress along these lines. Stern concludes:

> "Most investigators today, however, rely on objective test scores for this purpose, often administered at the same time (or even after) the ratings of teacher success are made. Reported results for these studies have been fairly inconsistent, ranging in success from Bowers (1948), who obtained correlations of .67 to .73,...to Tyler (1954) who could find no basis for predicting student-teaching success from various multiple variate analysis of scores from different personality tests."

In fact, almost all the correlational studies which used personality traits as predictors failed to achieve significant results, (Ebel, 1966; Dixon and Morse, 1961; Ort, 1964; Tylor, 1954; Ryand, 1960) and as Gage (1971, p. 544) stated, "In general, the results were disappointing." But the results, with regard to verbal understanding and teaching success, proved to be significant. According to Getzels and Jackson (Gage, p. 573) "When ... a relatively large group of principals were asked individually to nominate one superior and one inferior teacher, the difference between the superior and the inferior groups in the verbal understanding correlates was significant at the .05 level."

In the previous pages our focus was on the review of literature related to the two categories mastery of subject matter and verbal ability and how they relate to success in classroom performance. The third category to be reviewed is the classroom climate.

Measuring the Classroom Climate. Medley and Mitzel (Gage, 1971) stated that

> "Perhaps the one area of classroom behavior that has received most attention for users of direct observation and the area in which observation has been applied most successfully, is that referred to as Classroom Climate".(p. 263).

The observation could be focused on teacher behavior, pupil behavior and the interaction of pupil-pupil or pupil-teacher. Withall (1949), in trying to measure what he called "social emotional climate" suggested that "it should be possible to measure it in terms of teacher behavior alone." (Gage, p. 263). For this purpose he developed categories like learner supportive, acceptant and clarifying, problem structuring, directive and neutral. With these categories we can measure the climate if it is learner-centered or teacher-centered.

Dunkin and Biddle (1974, p. 93) stated that

> "The social climate of a classroom might be authoritarian or dictatorial or teacher centered if an activity in the class is terminated by declaration, if pupil inquiries are postponed, if volunteers are discouraged. This is not at all democratic or learner-supportive climates."

Their conclusion is that, the good teacher is one who is democratic, integrative or learner-centered, and the bad teacher is one who is autocratic, dominative, or teacher-centered. Some light was shed on the question of the relationship between emotional climate and teacher effectiveness. According to Medley and Mitzel

> "emotional climate appears to be related to supervisor's ratings of a teacher's rapport, measured in terms of pupil responses to a questionaire asking for pupils reactions to the teacher. The multiple correlation coefficient between teacher effectiveness and supervisor's ratings was (.56)."

Flanders (1960) has developed the most sophisticated technique for observing climate. This technique could preserve a certain amount of information regarding the sequence of behaviors. From a study conducted by Cheong (1970) it could be concluded that classroom climate could be measured in live observation by relating to criteria like sensitivity or perceptiveness of pupil's needs, ability to handle discipline problems, vitality and enthusiasm and quality of interaction in class (p. 187).

In a comprehensive review of literature on classroom management, Brophy and Putnam (1978) discussed the problem of Classroom Climate. They believe that a teacher should possess some attributes and behaviors for creating an effective learning climate and a positive classroom atmosphere (p. 28). They survey these attributes and behavior characteristics as had been borrowed from social psychology, developmental psychology and socialization research. According to this survey, Good and Brophy (1977, 1978) combined ideas into an integrated approach based upon creation of a positive general classroom atmosphere and a good working relationship between the teacher and individual student. They believe that "Students will be more likely to pay attention and cooperate when the teacher is a person with whom they share a valued personal relationship" (p. 36).

Medley and Mitzel (Gage, 1971, p. 274) concluded that

> "The dimension of classroom behavior which we have called classroom climate has been measured more successfully than any other. There are differences in the terms applied to the dimension as it has been operationally defined in various studies - dominative-integrative, teacher-centered versus learner-centered, hostile-supportive, direct-indirect influence. Yet there is little question that all are refering to highly similar, even identical, dimensions of behavior, reliably measurable and important in educational theory."

Summary

In this chapter, the researcher reviewed literature regarding RC Cloze procedure (as one of its measures), academic success and classroom performance. The researcher's intention was to show how RC relates to acad. succ. and classroom performance. From the studies reviewed it could be concluded that there is a relationship between the reading comprehension as a basic skill in the part of the learner and his academic achievement. It could be concluded also, based on the studies

regarding teaching effectiveness that RC might be considered as a teacher's or student teacher's capability which relates to his classroom performance. As it was shown, RC reflects the learner verbal ability and language proficiency, and these are basic factors in determining success in teaching-learning situation. According to Hiller, et. al. (Dunkin and Biddle, 1971, p. 312), "the next strongest variable in predicting pupil understanding was teacher's verbal fluency. This variable appeared related to teacher rather than to lesson topic." Dunkin and Biddle, based on this statement, concluded that "If the teacher does not understand the topic, it is small wonder that pupils cannot learn it from him" (p. 312).

The researcher's conclusion is: if the language of the teacher is considered as a vital factor in determining his success in the classroom, then the RC would be the appropriate measure of his language proficiency and verbal ability. These conclusions are of utmost importance in the case of this study, that is because of the prominent role the literary written Arabic language plays as the language of teaching-learning and the language of the text books, and which is in contradiction with the spoken Arabic dominant out of the school. It is convenient to judge teaching success in relation to teacher's language - as the means of achieving knowledge, communicating in his instructions and providing a positive classroom climate. And as Ryans (1960, p. 4) stated:

> "Definitions of effective teaching differ in different cultures. The concept of competent teaching must be considered to be relative to at least two major sets of conditions: (1) the social or cultural group in which the teacher operates, involving social values which frequently differ from person to person, community to community, culture to culture and time to time, and (2) the grade level and subject matter taught."

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Introduction

The primary objective of this study was to investigate whether relationships exist between Arab STS' RCAL measured by a Cloze Test of Arabic Reading Comprehension (CTARC) and their academic success, as reflected by overall college grade point average (C GPA) and then classroom performance, as reflected by the global and specific judgment of college supervisors. From the collected data, it was possible to examine the relationships which exist between the student teachers' scores in their Matriculation Examination (ME), taken at the end of high school, and the above criteria (C GPA and class. per.). The CTARC and scores in ME served as the independent variables of the study. The criterion or dependent variables were the C GPA and scores in class. per. For testing hypothesis three, C GPA served as independent variable and scores achieved in the ST'S class. per. as criteria. For testing hypothesis four, the scores in the Arabic language course served as the criterion. So, the researcher, in this study, explored the relationships between RCAL and (1) general achievement (hypothesis one), (2) class. per. (hypothesis two). The other focus was on exploring the relationship between the STS' general and professional knowledge (C GPA) and their performance as teachers in the classroom (hypothesis three). The question of the relationship between RC capability and the ST performance in the Arabic course was also investigated (hypothesis four).

This chapter contains a description of: (1) the population and the sample selected for this study, (2) the instrument used to test RC, (3) hypotheses, (4) the procedure involved in (a) collecting and (b) analyzing the data, and (5) a summary.

Population, Sample and Sources of Data

The population of the study was the Arab student teachers at the Arab State Teachers' College at Haifa-Israel (ASTC) in the school year 1978-1979. The sample of the study consisted of all the second year student teachers from different specialization areas, males and females, who enrolled in the two-year program between September 1977 and June 1979 (N=147). One hundred-forty-four of them took the CTARC. One was rejected because he did not succeed in finishing the test and left after doing two of the four parts of the test. Three STS did not participate in the test. They were out of the college in the test period. Therefore, 143 STS were considered for the statistical analysis (n=143).

Arab State Teachers' College has a two-year program which can be extended for a third year to students who finish the two years successfully, have the Matriculation Examination Certificate (MEC), and want to prepare themselves as teachers for the middle school by specializing in one subject area such as mathematics, Arabic Hebrew, etc. No more than 20 percent of the second year student-teachers continue into the third year program. The others graduate at the end of the second year and become teachers in the elementary schools in the Arab sector in Israel.

Seventy percent of the Arab population in Israel live in Galilee and 30% live in other parts of Israel. The majority of the students in Haifa College come from the 70 percent of the Arab population, who live

in Galilee. The remainder of students who attend Haifa college come from the 30 percent of the Arab population who live in the other parts of the country. Most of the students who live outside of Galilee attend a small college at Hadar-Am in the center of the country. The total number of students in Haifa College is approximately 400. Forty-five percent of them are in the first year and 45 percent in the second year, and the other 10 percent are in the third year program. The student teachers in the two-year program learn general and professional courses as indicated in Table 3-1. There are (15) common courses taught to the whole student body regardless of their specialization. There are other courses which are not included in this table and were not included in the results of the academic achievement, because they are given to one group or another in the first or second year program. These courses are, for example, children's literature, special education, art, health, crafts and pre-school education. These courses and others, which are given in the specialization areas were combined together and a mean score was computed for them for every student teacher as Specific Specialization Grade Point Average (SGPA) opposed to the C GPA.

Tables 3-2, 3-3, and 3-4 represent the quantitative characteristics of the sample according to specialization, living place and MEC by males and females. The ages of the subjects in the sample were between 19 and 24 years. Only 22 of them were above 21. The majority were Muslims, approximately 65 percent. There are about 20 percent Christians and 15 percent Druze.

Table 3-1

The Distribution of Courses Required of all the Arab STS for the Primary Schools (K-6) - in Hours Per Week

Subjects	Hours 1st Year	Hours 2nd Year
Student teaching	6	6
Psychology	2	2
Foundations of teaching	2	
Education (History and principles	2	2
Arabic	4	4
Hebrew	4	4
Nature	2	2
Mathematics	2	2
Music	2	
Physical Education	2	2
Methods of teaching		2
Specialization area and other courses	10-14	10-14
Total Hours	38-42	36-40

Table 3-2

Distribution of the Sample by Subject Area Specialization and Sex

Sex	Kinder-garten	Eng.	Arabic	Arabic for Jews	Hebrew	Math	Nature	General	Total
M	--	11	5	8	6	11	3	13	57
F	26	6	13	6	7	3	11	14	86
Total	26	17	18	14	13	14	14	27	143

Table 3-3

Distribution of the Sample by Living Place (Town, Village, Bedwin) and Sex

Sex	Town (urban)	Village (rural)	Bedouins (sub-rural)	Total
M	5	43	9	57
F	21	61	4	86
Total	26	104	13	143

Table 3-4

Distribution of the Sample by Matriculation Examination Certificate and Sex

Sex	Certified	Non-Certified	Total
M	33	24	57
F	40	46	86
Total	73	70	143

Instrumentation

The Cloze technique was used as the instrument for RC measurement. It is a measure that calls for the ability to read, understand and write the language. As was stated in Chapter two, the use of the Cloze technique in the Arabic language started only in 1975 with a pilot study by the

researcher and later in a study which aimed to solve some questions regarding the adaption of the method to the Arabic language (see Habib-Allah and Hofman, 1978). Douglas (1976) used this technique at the university of Khartum in Sudan. Based on these studies* the researcher chose four passages which were based on curriculum materials for college level; two from the professional/educational disciplines and two from the Arabic literature. Both the professional and the literary passages were of two kinds: descriptive and analytical. This resulted in four kinds of passages:

First: The literary descriptive passage.

Second: The literary analytical passage.

Third: The professional descriptive passage.

Fourth: The professional analytical passage.

The Cloze test was of the free choice type, where the examinee needs to fill in the blank by choosing the acceptable word which can fit and complete the meaning according to his judgment. So, from the passages, four Cloze subtests were constructed; two for literature and two for educational disciplines. These Cloze tests were constructed by deleting every sixth word from four reading passages of about 325 words each, to give tests of 50 items.

The two literary passages were taken from a story by Al-Tyeb Saleh** which was written originally in Arabic and then translated into English. The language of the passages is modern classical Arabic and represents the sort of general Arabic reading a university-level student might do.

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*For details, see Chapter II, Review of Literature, "The Cloze and the Arabic Language."

**A copy of the four Cloze subtests, the answers and a translation in English form are found in Appendix B.

In order to determine whether a passage is descriptive or analytical, the literary passages were given to three literature teachers in the ASTC and in Haifa University in Israel. The three judges judged the passages as one descriptive and the other analytical.

The two professional passages were taken from a book by Sami K. Mari. This book on Arab Education in Israel was written originally in English and the passages were translated into Arabic by the researcher with the author's help. The text in its translated form was given to three judges, including Dr. Mari, to determine whether it was descriptive or analytical. They judged unanimously that one was descriptive and the other analytical. The judges were instructors in educational theory in the ASTC.

A confirmation and approval to these judgments came later in the statistical analysis of the data and after calculating the mean score and standard deviation of the Cloze test for every one of the four passages. The researcher's assumption was that the analytical passages are more difficult than the descriptive ones and that the literary passages were more difficult than the professional because of the difference in content familiarity to the student teachers. The results, as shown in Table 3-5 prove this assumption. The mean for the two descriptive

Table 3-5

Differences in Performance on Cloze Subtests for the Whole Population

Cloze Subtests	Mean	S.D.	N
Literary Descriptive	70.4	9.48	143
Literary Analytical	55.7	9.81	143
Professional Descriptive	75.7	9.38	143
Professional Analytical	62.2	10.79	143

passages was 73.5 versus 59 for the two analytical passages. And the mean for the professional passages was 68.9 versus a mean of 63.5 for the literary ones..

Test Reliability. Reliability could be defined as the stability of scores on repeated testing under similar conditions, and an index of reliability reveals the degree of confidence which may be placed in the test scores. The Kuder-Richardson Formula 21 - corrected (Ebel, 1979, p. 281) was used to determine the reliability of the Cloze sub-tests. The results were:

Cloze subtest one (literary descriptive)	=	.64
Cloze subtest two (literary analytical)	=	.60
Cloze subtest three (professional descriptive)	=	.68
Cloze subtest four (professional analytical)	=	.69

According to R. Ebel (1972, p. 415):

> "One limitation of this formula is that it always gives an underestimate of the reliability coefficient when the items vary in difficulty, as they almost always do."

For further test of reliability, an item analysis was done on the four Cloze subtests separately and as one whole test. For this purpose a stratified random sample of (74) student teachers was drawn from the original sample (143). Two major groups were represented; those who passed the Matriculation Examination by the time the study was conducted and which is held in general at the end of the high school and those who did not. The two groups were divided into males and females, and then into sub-groups representing the place of residence - town, village, or bedwin camp. A random half of each sub-category was then chosen, resulting in a stratified sample of 74 student teachers as shown in table (3-6).

Table 3-6

Stratified Sample
50% of the Original Sample of the Study for
Item Analysis and Reliability of the Subtests

MEC	Certified STS						Non-Certified STS						Total
SEX	Male			Female			Male			Female			
Place of Residence*	T	V	B	T	V	B	T	V	B	T	V	B	
The Original Sample	3	24	5	9	32	0	2	17	4	12	31	4	143
The Stratified Sample	2	12	3	5	16	0	1	9	2	6	16	2	74

*Place of Residence: T=town, V=villages (rural), B=Bedwouin (subrural)

Item analysis was conducted for this new sample using Kuder-Richardson 20 formula. The reliability coefficient for the whole test was: alpha = .79 with F=222.8 and p > .0001. Table 3-7 shows the reliability coeficient for the Cloze subtests and the inter-subtest correlations.

Table 3-7

A Correlational Matrix of the
Inter Subtest correlations and reliability Coefficients

Cloze Subtests	Literary Descriptive	Literary Analytical	Professional Descriptive	Professional Analytical
Literary Descriptive	R .82 (.90)*			
Literary Analytical	.54	R (.70) (.82)*		
Professional Descriptive	.55	.48	R (.80) (.89)*	
Professional Analytical	.43	.49	.43	R (.74) (.85)*

N = 143 * Reliability coefficient if the subtests were 100 items.

These reliability coefficients could be most easily increased by increasing the length of the test. Doubling its length could be expected to increase the reliability coeficients up to .90 , .82 , .89 and .85 as shown in the table. Besides these coefficients could be considered high compared with other coefficients in other studies. The test which was used by A. Crocker (1974, p. 147) resulted in .75 reliability coefficient by using Spearman-Brown formula. R.L. Thorndike (1973) obtained a reliability coefficient of .78 for the reading comprehension total scores by using Kuder-Richardson 20 formula. Dean Seibel (in Whitla, 1968, p. 271) stated:

> "...it is generally accepted that reliability...in the 70's or low 80's are adequate for most purposes that involve using summaries of test scores as information about groups."

Test Validity. Validity is considered here to mean the relationships between the test scores and the various criteria chosen in this study. As defined in various statistical references, validity of a test is the degree of correspondence between scores made on the test and the "true" criterion, i.e., the trait or characteristic which the test was designed to measure or the degree to which a test measures whatever it was designed to measure.

In this study, the extent of correlations obtained between the CTARC and the other criteria, especially with the C GPA and with the Arabic Language course scores, are the indicators and might be the evidence for a predictive or concurrent validity of the Cloze test used in the study. Moreover, these correlations may be considered as evidence of the content validity of the test. The researcher's intention was to use different kinds of passages to represent different content areas in the ASTC curricula (see Appendix A). And finally, the agreement

of the judges on the analytical and descriptive content of the passages may also be used as an evidence of the face validity of the test.

To conclude, the validity of the Cloze test in general was discussed in Chapter II above. And as was stated there (Bormuth, 1969, p. 360):

> "Much of the research has shown that scores on Cloze tests are highly correlated with scores on standardized tests of reading comprehension ability."

Research Questions and Hypotheses

Research Questions. This study was conducted to investigate the question of possible relationships between reading comprehension in the Arabic language (RCAL) and success in acad. ach. and class. per. among Arab student teachers in Israel. Four questions were raised for this investigation:

First: Does RCAL relate to academic success?

Second: Does RCAL relate to classroom performance?

Third: Does general knowledge as measured by the C GPA relate to classroom performance?

Fourth: Does RCAL relate to success in the Arabic Language course in the teacher education program at the ASTC?

Hypotheses. In an attempt to answer these questions, four null hypotheses, which were presented in Chapter I in the positive form are presented here in the null form. The study was conducted for testing these hypotheses and providing insight into two areas: academic success and classroom performance. The hypotheses are followed by appropriate explanations for each hypothesis and a description of a pilot study which was conducted earlier.

Null Hypothesis One:

> There is no relationship between reading comprehension as measured by subtest and total test scores on a "Cloze Test of Arabic Reading Comprehension" (CTARC) and academic success as reflected by overall College Grade Point Average (CGPA).

Null Hypothesis Two:

> There is no relationship between reading comprehension scores on CTARC and success in classroom performance as reflected by the global and specific judgement of college supervisors.

Null Hypothesis Three:

> There is no relationship between academic success as reflected by overall CGPA and classroom performance as reflected by College supervisors' judgement.

Null Hypothesis Four:

> There is no relationship between reading comprehension scores on CTARC and success in the Arabic Language course in the Arab Teachers' College.

An alpha level of .05 was set as the criterion for rejecting or failing to reject all hypotheses.

Following is some explanation of these four hypotheses:

Hypothesis One tests the relationship between total and subtotal scores student achieve in the CTARC and scores obtained by student teachers on their final exams at the end of the first year and the end of the first trimester of the second year as reflected by their college grade point average (CGPA). Menges, R. J. (1975), in a review of educational research concludes:

> "Yet the most frequent method of determining the adequacy of tests used for certification and registration decisions, is to compare scores' tests with data gathered earlier in time, particularly with grades earned during training." (p. 174)

Hypothesis Two tests the relationship between the scores student teachers achieve in the reading comprehension test (CTARC) and their scores in class. per. as reflected by college supervisors' global and specific judgement in the ASTC. The STS are evaluated weekly, one day a week, and for two week periods twice a year by different college supervisors while they are fulfilling their student teaching requirement in different classes and different grades. The evaluation criteria are the ST's mastery of S.M., his verbal ability, and the classroom climate he creates while teaching.

Hypothesis Three tests the relationship between the mean scores of the student teachers in their academic achievement (CGPA) and their mean scores in classroom performance. According to Menges (1975) ,

> "One approach is to identify teacher behaviors that have been shown to correlate with student achievement, but few agree that student achievement alone, is a sufficient condition by which a teacher or a school is to be evaluated." (p. 189)

Menges concluded that "An examination designed to measure knowledge should also predict practice." (Menges, p. 189). That is why the researcher hypothesizes a relationship between teacher's knowledge or command of S.M. and his class. per.

Hypothesis Four tests the relationship between the reading comprehension ability and the Arabic language proficiency as reflected by the students' scores in the final examination. It is supposed that Cloze test of reading comprehension reflects the student's language proficiency, and that there might be a relationship between the teacher's mastery of the native language and his reading comprehension capability and verbal ability in the same language.

Pilot Study: In an attempt to provide bases for this research, a pilot study was completed in June 1978. A sample of the Cloze test (which intends to measure the reading comprehension ability) was constructed by the researcher. This test was given in Israel to a second year class of student teachers at the ASTC/Haifa. The results of the test were correlated with the mean score for the student teachers' academic achievement (mean of the whole year examinations in different sugjects), and with student teaching practice. The primary results of this non-representative sample of the population are shown in Table 3-8.

Table 3-8

A Correlation Matrix of a Pilot Study
Between Variables Related to Academic Succ. and Class. Per.

	CTARC	Acad. Succ.	Class per.	Arabic
CTARC	1.00	.84*	.65*	.53*
Acad. Succ.		1.00	.66*	.59*
Class. Per.			1.00	.86*
Arabic				1.00*

* $p < .01$ N = 32

Table 3-8 shows that there was a correlation which ranged between .53 and .86 between the different variables. These correlations were significantly different from zero ($\alpha = .01$). This pilot study provided the basis for the investigation of the relationships between the Arab student teachers' RC ability and their academic success and classroom performance.

Procedures, Data Collection and Data Analysis

Procedures and Data Collection. During December 1978, the Cloze Test of Arabic Reading Comprehension (CTARC) was prepared, typed in Arabic and put in booklets ready for administering. Every booklet contained directions on the front page, an example of how to answer and four passages or subtests. Every subtest started with a new page. On January 1979, the researcher went to Israel and conducted the test with the help of the college supervisors in the Arab Teacher's College in Haifa. Before the test the examinees were given oral explanations and detailed instructions for completing the test. Their attention was called to the directions on the front page, and they were told that their answers will remain anonymous and that the study was for research only. The examinees were given two hours time to complete the four passages (30 minutes for every passage) with some flexibility for individuals. Most finished before or by the end of the two hours. The booklets were gathered for scoring and analysis. Later the passages were read twice; once for determining what acceptable words could be considered as the correct answers for every item and for providing key answers (appendix B), and a second time for correcting the cloze test and assigning individual scores. Fifty points were assigned for every passage - one point for every item, and the student's scores in the subtests were calculated from 50 points.

During the same period, the administration provided the researcher with the student teachers' files which served as a base for collecting the other data. These files included a) personal information regarding every ST, b) records of the STS High School Matriculation Examination,

and c) the grades of the student teachers at the end of the first year in the college and by the end of the first trimester of the second year, these were scores gained by the student teachers in all their course work. A global score of every student teacher regarding his classroom performance during the first year was provided also.

The student teachers were to start their student-teaching practice in elementary schools by the beginning of February 1979 for two weeks. January was an appropriate time for the researcher to meet the college supervisors and to give them specific instructions regarding specific and global judgment of the STS' class. per. Therefore, the researcher met the college supervisors separately and in a staff meeting and explained to them principles for assigning grades. The college supervisors agreed to assign four scores for every student teacher, using the same evaluation instruments used by them consistently in the last seven years in the college. Later, the college supervisors provided lists of the student teachers' grades in: a) mastery of subject matter (specific judgment), b) verbal ability/language of the T (specific judgment), c) classroom climate/atmosphere (specific judgment), and d) global judgment. Grades were expressed on a numerical scale of 1 to 10 for every item (Appendix C).

The grades were the mean scores of different college supervisors, observing the ST in different subject areas in different classes (grades). It is worth mentioning here that in a study over three years period on "professional judgment as a criterion variable in pre-service Teacher Education Research," Mohan, J.M. and Harstle, J.C. (ED 135-761) found that "professional judgment is reliable and stable criterion variables for teacher education research."

The choice of variables was determined by the fact that the population of this study were not required to take any standardized tests of

intellective characteristics or of non-intellective personality characteristics. Cloze test scores (specific and total) were taken as the major independent variables (or input). MEC of high school were considered as another input or independent variable. The criterion variables (dependent) were:

(a) The STS; achievement in (15) common academic courses during the first year and the first trimester of the second year separately and together (C GPA).

(b) The mean score in the specialization area (S GPA).

(c) The scores in class. per. global and specific judgement.

(d) The Arabic language course score in the first year and the first trimester of the second year.

Data Analysis Procedures (methods of statistical analysis). By April 1979 all the raw data were translated to the data cards and fed into the computer. The SPSS program was used to analyze test items for mean, standard deviation, F distribution, correlational matrices pearson-product moment coefficients of correlation (or simple correlation) and its level of significance, analysis of variance, multiple regression and canonical correlation. The significance standard for each statistical analysis was set at the .05 alpha level.

Since the testing of RC took place at the same time as testing in professional materials and literature, it was possible to examine the correlations between achievement in different subject areas and between these subjects and the four subtests. This is of interest because one views "reading as a general educational tool," as Thorndike, R.L. (1973) states (p. 165). Hence it is of some concern to know to what extent achievement in the more content oriented subjects is dependent upon RC ability. And since data on student teacher's performance in the Matriculation Examination were available, it was possible to

examine the correlations between different subjects in the MEC and the other criteria like success in different courses in the teacher education program, and different components of class. per.

As was indicated above, the statistical procedure for testing the hypotheses included the following computations:

(a) Pearson Product Moment Correlation (r):

Correlation coefficients indicate the degree to which variation (or change) in one variable is related to variation (change) in another. A correlation coefficient can summarize the strength of association between a pair of variables and provides easy means for comparing the strength of relationship between one pair of variables and a different pair. "The Pearson Correlation Coefficient (r) is used to measure the strength of relationships between two interval-level variables." (SPSS p. 280).

According to Borg and Gall (1974, p. 317), correlation coefficients are best used to measure the degree of relationship between two variables and to explore possible causal factors that can later be tested in experimental design. Kerlinger et. al. (1973, p. 11) defines a coefficient of correlation as "an index of the direction and magnitude of a relation." And according to Stuit, et. al. (1949, p.11),

> "The actual magnitudes of correlation coefficients which appear in the literature...are usually between .25 and .70, with the vast majority between .30 and .60. If, therefore, the counselor uses a predictive index which correlates between .30 and .60 with a criterion of success (such a correlation is often referred to as a validity coefficient), he may be assured that this correlation is normal, or typical, since it falls within the range of coefficients usually obtained."

Correlation can sometimes be increased by means of multiple correlation and regression procedure and by the use of Canonical Correlation.

(b) Multiple Correlation and Regression:

Multiple regression is a general statistical technique through which one can analyze the relationship between a dependent or criterion variable and a set of independent/predictor variables. And as was defined by Kerlinger et. al. (1973, p. 3),"multiple regression is a method of analyzing the collective and separate contributions of two or more independent variables to the variation of a dependent variable." It means that the multiple regression equation uses the S's scores on two or more tests to predict his performance on the criterion measure. In using this method we want to determine whether two or more of all the predictor variables (or the independent ones) in a study can be combined to predict the criterion better than any one predictor variable does alone. In the present study, for example, a combination of two or more subtests produced a higher correlation than each one subtest did alone, and when the MEC subjects and the Cloze subtests were combined by a multiple regression equation, they yield a better prediction of C GPA and of success in class. per. than either test alone.

So the method of multiple correlation and regression could be employed to predict a single criterion variable from two or more predictor variables "with the minimum amount of (squared) error" as Anderson states (1966). According to him, "The multiple correlation technique is used to maximize the amount of the criterion's variance predicted, or accounted for, by the predictor variables" (p. 163).

(c) Canonical Correlation:

Canonical Correlation analysis is one member of the closely interrelated family of multivariate linear statistical techniques that SPSS is designed to make available. The basic aim of this method is to derive a linear combination from each of the sets of variables in such a

way that the correlation between the two linear combinations is maximized.

According to Anderson (1966) "The canonical correlation problem arises when we have more than one predictor variable and more than one criterion variable..." (p. 166). He concludes that the canonical correlation is "the generalized model of the relationships between predictor and criterion variables of which zero-order and multiple correlation are special cases" (p. 166). One of the disadvantages of Canonical Correlation Coefficient is the fact that it seldom indicates clearly the contribution of individual variables to the realtionships between two sets of variables. According to Bock and Haggard (1968) "A better technique for this purpose is a multivariate generalization of step-wise regression analysis...used to determine whether the addition of a given independent variable to the regression equation significantly improves prediction" (p. 126). That is why Couly and Lohnes (1971) suggest the use of the two methods - multiple regression and canonical correlation. They believe that the multiple correlation analysis of each variable of each set regressed on all the variables of the other set, is a useful supplement "but no substitute for, the canonical structure" (p. 176). So the Canonical correlation could provide the maximum correlation between two sets of independent and dependent variables and the multiple regression could provide the beta weight for every independent variable in determining this correlation.

Analysis of the Sample

In order to decide how to treat the sample in terms of data analysis, there was a need to discover the nature of the sample in this study to determine if there were any differences in mean scores between groups in terms of sex, place of residence, age and specialization area in various dependent measures like CTARC, academic success reflected by C GPA,

and classroom performance. An analysis of variance procedure was used for this purpose. Tables 3-9, 3-10, 3-11, and 2-12 present the findings of these statistical analysis.

Table 3-9

Results of Analysis of Variance Tests
of Differences in the Performance of Males/Females
in Various Dependent Measures

A. Mean and Standard Deviation

Sex	CTARC		CGPA		Class. Per.	
independent variable	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Males (N = 57)	255.98	30.70	134.49	9.76	202.37	17.55
Females (N = 86)	269.05	30.33	133.59	9.25	212.51	18.26

B. ANOVA Results

Source of Variance	d.f.	Mean of Squares	F.	P.
CTARC				
Between groups	1	5850.50	6.30	< .01
Within groups	141	928.98		
Total	142			
C GPA				
Between groups	1	27.66	.31	NS
Within groups	141	89.45		
Total	142			
Class. Per.				
Between groups	1	3526.86	10.9	< .001
Within groups	141	323.47		
Total	142			

Table 3-10

Results of Analysis of Variance Tests of Differences in The Performance of STS from Different Places of Residence in Various Dependent Measures

A. Mean and Standard Deviation

Place of Residence Variable	CTARC		CGPA		Class. Per.	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Town (N=26)	284.35	33.81	136.23	11.70	218.31	19.34
Village (N=104)	260.05	29.06	133.33	9.07	207.69	16.71
Bedouin (N-13)	252.15	23.30	134.38	6.92	195.00	22.55

B. ANOVA Results

Source of Variance	d.f.	Mean of Squares	F.	P.
CTARC				
Between groups	2	7371.73	8.45	< .001
Within groups	140	872.10		
Total	142			
CGPA				
Between groups	2	89.04	1.00	NS
Within groups	140	89.02		
Total	142			
Class. Per				
Between groups	2	2468.96	7.82	< .001
Within groups	140	315.70		
Total	142			

Table 3-11

Results of Analysis of Variance Tests of Differences in the Performance of Age Groups in Various Dependent Measures

A. Mean and Standard Deviation

Age Independent Variable	CTARC		CGPA		Class. Per.	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
19-20 years (N=121)	246.65	31.02	134.08	9.26	209.26	18.49
> 21 years (N=22)	259.36	31.50	133.23	10.54	204.09	19.06

B. ANOVA Results

Source of Variance	d.f.	Mean of Squares	F.	P.
CTARC				
Between groups	1	520.79	.54	NS
Within groups	141	966.78		
Total	142			
CGPA				
Between groups	1	13.62	.15	NS
Within groups	141	89.55		
Total	142			
Class. Per.				
Between groups	1	489.25	1.44	NS.
Within groups	141	744.95		
Total	142			

Table 3-12

Results of Analysis of Variance Tests of Differences in the Performance of Different Specialization Area Groups in Various Dependent Measures

A. Mean and Standard Deviation

Measures	G - 1 (N = 26)		G - 2 (N - 14)		G - 3 (N = 14)		G - 4 (N = 27)		G - 5 (N = 13)		G - 6 (N = 14)		G - 7 (N = 18)		G - 8 (N = 17)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
CTARC (total score)	266.8	26.68	277.9	24.54	263.3	36.01	260.6	32.81	251.1	22.78	253.1	28.06	269.2	31.14	266.2	32.80
CGPA acad. succ.	6.96	.60	6.29	.47	6.14	.53	7.14	.72	7.53	1.05	5.71	1.14	6.67	.84	6.82	.81
Class. Per. 2nd year	219.8	12.61	199.3	11.91	206.1	17.34	209.6	16.81	202.7	27.74	202.6	21.99	205.6	19.09	210.9	16.89

G = group, 1 = Kindergarten, 2 = Nature, 3 = Math, 4 = General, 5 = Hebrew, 6 = Arabic for Jews

7 = Arabic, 8 = English

Table 3-12
B. ANOVA Results

Source of Variance	d.f.	Mean of Squares	F.	P.
CTARC				
Between groups	7	1088.55	1.14	NS
Within groups	135	957.17		
Total	142			
CGPA				
Between groups	7	5.266	8.72	.001
Within groups	135	.604		
Total	142			
Class. Per.				
Between groups	7	827.06	2.56	.01
Within groups	135	321.08		
Total	142			

From the tables (3-9) and (3-10) it is concluded that the two independent variables (sex and place of residence) are associated with a significant difference in performance on the CTARC. Females scored higher than males and those who came from towns socred higher than those from villages (rural areas) and villagers scored higher than STS who came from sub-rural areas (Bedouins.) As shown in tables (3-11) and (3-12) there were no significant differences between groups in CTARC in the age variable and in the specialization area variable. There were no significant differences for the age variable in the other two dependent measures: CGPA and classroom performance (Table 3-11). And as shown in tables (3-9) and (3-10) the CGPA measure does not reflect any significant differences in the group performance for the sex variable or for the residence variable. It does show significant differences between groups in

the specialization area variable, as shown in table (3-12). With regard to the classroom performance measure, Tables (3-9), (3-10) and (3-12) show that there were a significant difference between groups for the sex variable, the residence variable and the specialization area variable.

It seems that there is a consistency in performance in the two measures CTARC and class. per. with regard to sex and place. Also in the class. per. females were better than males and those who came from urban areas (towns) performed better than rural STS and rural better than subrural (Bedouins). In academic achievement there was no significant difference between groups with regard to sex and place of residence. It seems that age does not play any significant role in terms of acad. succ. and class. per. between groups, as shown in table (3-11).

In a study by Bulcock, et. al. (ED 134-982) it was concluded that "girls out performed boys in literature and boys outperformed girls in science, but the net disadvantage of the girls in science was less than that of the boys in literature." In another study (Diss. Abs. Vol. 38, No. 7, p. 3881A) the influence of sex with regard to reading ability was discussed. The results indicated that "the females in the study scored considerably higher than the males on both pre-test and post-test in reading."

The researcher explanation for the findings in tables 3-9 to 3-12 is:

(a) In the ASTC the girls admitted to the teacher education program are more motivated than boys, for socio-economical and psycho-political reasons. The brighter boys who graduate from the high school and pass the ME go to the university to pursue their education in different

professional areas. Of those boys admitted to the ASTC some had not passed the ME and those who passed come to the ASTC because of financial and scientific background. They may be average students at the high school and learning in the ASTC costs them less. On the other hand, girls prefer to attend the ASTC to become teachers and this profession attracts brighter females in the high schools. This situation was reflected in the CTARC performance and in the classroom performance achievement.

(2) With regard to the residence place, because of the policy of the Ministry of Education to encourage students from rural areas to be teachers, those who reach the ASTC from urban areas (towns) are the best in terms of scientific background. And any candidate with average ability could have the chance to be admitted to the teacher education program if he comes from villages or bedouin camps (sub-rural areas).

(3) With regard to age, no representative sample was presented in the study. One hundred twenty one STS from the 143, (the sample size) are between (19 - 20) years old. So, differences between the age groups may not be evident because of the narrow range of ages represented.

Summary

The previous chapter contained a description of the population, the sample, the instrumentation, the hypotheses and the procedures involved in collecting data and statistical methods for analysis.

For investigating the relationships between student teachers' RC and their acad. ach. and class. per., a sample of 143 student teachers was drawn from the population in the Arab Teachers' College at Haifa, Israel. Each of the STS enrolled in the ASTC for the two-year program between September 1977 and June 1979, was given a CTARC in January, 1979.

For each subject in the sample other information was collected including:

(a) Personal data regarding age, sex, place of residence, high school Matriculation Examination records and area of specialization. These were gathered from the STS' files.

(b) First year and first trimester of the second year scores in all the academic subjects/courses and in the STS' class. per. scores. Every college supervisor was asked to provide a list of his STS' global score for the first year and global and specific scores in the subcategories, MSM, VA and CC, for the first trimester in the second year, as evaluated by different college supervisors in different subjects and different grades.

The scores were compared to identify any relationships between the independent variables and the criteria. The validity and reliability of the CTARC was discussed and results of test reliability and item analysis were presented (reliability coefficient was Alpha = .79). The hypotheses were presented in a null form followed by a description of procedures, data collection and data analysis. Finally, the methods of statistical analysis were presented. It included Pearson's Product Moment Correlation (simple correlation), ANOVA, Multiple regression and Canonical Correlation. The data which were collected were analyzed by the SPSS program in the Computer Center at Michigan State University.

Chapter IV will contain the analysis of the data as related to the hypotheses, and present the findings of the study.

CHAPTER IV

Findings - Presentation and Analysis

The central focus of this study was to determine what relationships exist between student teachers' RC in the Arabic language and their academic success and classroom performance. The researcher examined the nature of, and identified specific factors in these relationships. In addition, the predictive power of selected factors for academic success and class. per. were examined. The purpose of this chapter is to present and to analyze data which was gathered from 1978/1979 second-year STS at the ASTC for the purpose of testing the hypotheses which were stated earlier. The chapter provides a presentation of the null-hypotheses , with each hypothesis followed by a narrative account of research findings. Tables summarizing the findings for each research hypothesis accompany the discussion. A general summary for the hypothesis testing will end the chapter. The steps for testing the hypotheses include a presentation of: (1) the simple correlation coefficients, (2) the multiple regression equations and (3) the Canonical Correlation coefficients. Analysis of variance tests are included where there is an examination of differences between groups in acad. succ. and class. per.

Null Hypothesis One

> There is no relationship between reading comprehension as measured by subtests and total test scores on a "Cloze Test of Arabic Reading Comprehension" (CTARC) and academic success as reflected by overall College Grade Point Average (CGPA).

Findings

Simple Correlation

To test this hypothesis, Pearson Product Moment Correlation Coefficients were computed. Table 4-1 shows a correlation ranging from .15 to .51 between subtests and total test scores and CGPA. These correlations were significantly different from zero (α = .05 and .001). So the researcher rejected the null hypothesis and concluded the two variables were related.

Table 4-1

Simple Correlations (r) between the CTARC (Cloze Subtests and Total Score) and Academic Success (CGPA) and the Mean Score of Specialization area (SGPA)

CTARC	CGPA 15 Academic Subjects	SGPA 7-13 Academic Subjects
Cloze Subtest Literary descriptive passage	.27***	.37***
Cloze Subtest Literary Analytical passage	.39***	.34***
Cloze Subtest Professional descriptive passage	.15*	.25**
Cloze Subtest Professional Analytical passage	.51***	.45***
Cloze (TOTAL Score)	.42***	.46***

N = 143 * p < .05, ** p < .01, *** p < .001

Table 4-1 shows additional computation of the relationships between the CTAR scores, sub and total tests and the mean grade point average (SGPA) score of the STS' acad. succ. in the specialization area. These correlations ranged from .25 to .46, and were significantly different from zero (α = .01). A correlation Matrix is provided in Appendix A to show the specific intercorrelations of the four input or independent variables (Cloze subtests) and the fifteen output variables of achievement (criteria).

Multiple Regression Analysis (R)

A multiple linear regression analysis was used to determine the best predictors of acad. succ. (CGPA) from the four Cloze subtests. As shown in Table 4-2, professional analytical and literary analytical passages were the best predictors to explain the relationship between the independent variables and the criteria. Table 4-2 shows a multiple R of .55. This result is significantly different from zero (α = .000). As was done in Table 4-1, a multiple R was computed to determine the correlation between the combined Cloze test variables and the other criteria - the specialization area mean score (SGPA). Table 4-3 shows R equal to .499. This correlation was significantly different from zero (α = .000).

By breaking the data into the sex variable it was found that almost no advantage could be gained with regard to the improvement of the correlation coefficient. Table 4-4 shows that the regression equation (R) with males is (.576) and with females is .584 and no significant information could be added. But the professional analytical subtest was discriminating for females R = .570 more than for males R = .455. This subtest is still the strongest independent variable in the three regression analyses in Tables 4-2, 4-3, and 4-4.

Table 4-2

Overall Multiple Regression Equations (R) and Analysis for Academic Success (CGPA) as Predicted from the Cloze Subtests of CTARC

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytical Passage	.3968	.51	.2603	1 141	3290 9350	3290 66.3	49.61	.000
Cloze Literary Analytical Passage	.2161	.53	.2856	2 140	3609 9031	1805 64.5	27.98	.000
Cloze Professional Descriptive Passage	.1772	.55	.3040	3 139	3842 8798	1281 63.3	20.24	.000
Cloze Literary Descriptive Passage	.0471	.55	.3053	4 138	3859 8781	965 63.6	15.16	.000

Constant: 107.35
N = 143

Table 4-3

Overall Multiple Regression Equations (R) and Analysis for Achievement in Specialization Areas (SPGA) as Predicted from the Cloze Subtests of CTARC

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytical Passage	.2076	.454	.2063	1 141	1223 4702	1223 33.3	36.67	.000
Cloze Literary Descriptive Passage	.1373	.493	.2428	2 140	1439 4486	719 32	22.45	.000
Cloze Literary Analytical Passage	.0588	.497	.2467	3 139	1461 4463	487 32.1	15.17	.000
Cloze Professional Descriptive Passage	.0388	.499	.2487	4 138	1473 4451	368 32.3	11.42	.000

Constant: 49.5
N = 143

Table 4-4

Overall Multiple Regression Equations (R) and Analysis for Male/Female Academic Success (CGPA) as Predicted from the Cloze Subtests of CTARC

SEX - Male

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytical Passage	.3125	.455	.2073	1 55	1106 4230	1106 76.9	14.39	.000
Cloze Literary Analytical Passage	.2853	.517	.2682	2 54	1431 3905	715.5 72.3	9.89	.000
Cloze Professional - Descriptive Passage	.2164	.548	.3008	3 53	1664 3731	535 70.4	7.60	.000
Cloze Literary Descriptive Passage	.2188	.576	.3319	4 52	1771 3565	443 68.6	6.46	.000

Constant: 101.3

Table 4-4
(Cont'd.)

SEX - Female

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytical Passage	.4748	.570	.3249	1 84	2364 4912	2364 58.5	40.43	.000
Cloze Literary Analytical Passage	.1601	.578	.3351	2 83	2438 4838	1219 58.3	20.91	.000
Cloze Literary Descriptive Passage	- .0802	.583	.3407	3 82	2479 4797	826 58.5	14.13	.000
Cloze Professional Descriptive Passage	- .0380	.584	.3412	4 81	2482 4794	621 59.2	10.49	.000

Constant: 103.12

Related Findings

For comparison with the CTARC and because the data were available, further analyses were made by using the academic subject's scores in the MEC held at the end of the high school. A multiple regression analysis was used to determine the best predictor of academic success from the MEC adacemic subjects and to explore the maximum relationships which exist between these subjects after they had been combined and with the CGPA. Table 4-5 shows a multiple (R) of .44 between the combined sub-scores in seven acad. subjects of MEC and CGPA. This correlation was significantly different from zero (α = .01).

Another multiple regression analysis was used to explore the higher correlation between the combined two independent variables (CTARC and MEC) and academic success as reflected in CGPA. Table 4-6 shows that a multiple R of .66 exists between the combined eleven independent variables (four variables in CTARC and seven more in MEC). This correlation was significantly different from zero (α = .000) and resulted in raising the correlation 20 percent (from .55 to .66) by adding the MEC independent variable. From these analyses as reflected in Table 4-6 it could be concluded that the best predictors of academic success (CGPA) are a combination of CTAR subtests and MEC subjects.

Canonical Correlation

In the previous statistical procedures (simple correlation and multiple regression) the correlations were determined between (a) one independent variable with one criterion in simple correlation and (b) several combined independent variables with one dependent variable as in multiple regression. For determining the maximum correlation from comparing

Table 4-5

Overall Multiple Regression Equations (R) and Analysis for Academic Success (CGPA) as Predicted from Seven Matriculation Examination Certificate Subjects (MEC)

MEC Acad. Subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Hebrew.	2.458	.29	.0885	1 98	745 7677	745 78.3	9.51	.003
Geography	1.564	.35	.1261	2 97	1062 7360	531 75.8	6.99	.001
Arabic	2.062	.38	.1506	3 96	1268 7154	422.8 74.5	5.67	.001
English	1.458	.40	.1642	4 95	1382 7039	346 74.1	4.67	.002
Citizenship	- 1.377	.42	.1828	5 94	1539 6883	308 73.2	4.2	.002
History	- 1.009	.43	.1907	6 93	1606 6816	268 73.3	3.65	.003
Mathematics	.374	.44	.1940	7 92	1634 6788	233 73.8	3.16	.005

Constant: 100.7

Table 4-6

Overall Multiple Regression Equations (R) and Analysis for Common Academic Success (CGPA) as Predicted from a Combination of Four Cloze Subtests and Seven Matriculation Examination Certificate Subjects (MEC)

Predictors CTARC and MEC subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytic Passages	.3369	.52	.27	1 98	2276 6145	2276 62.7	36.31	.000
Hebrew (MEC)	1.9694	.58	.33	2 97	2807 5614	1403.6 57.8	24.25	.000
Cloze Literary Analytical Passage	.1845	.61	.37	3 96	3144 5277	1048 54	19.07	.000
Geography (MEC)	1.2681	.63	.40	4 95	3361 5060	840 53	15.77	.000
Arabic (MEC)	1.4514	.64	.41	5 94	3468 4953	694 52.7	13.16	.000
Citizenship (MEC)	-1.2298	.65	.42	6 93	3536 4886	589 52	11.22	.000

Table 4-6
(Cont'd.)

Predictors CTARC and MEC Subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
English (MEC)	1.0024	.65	.43	7 92	3626 4795	518 52	9.94	.000
Cloze Professional Descriptive Passage	-.0532	.65	.433	8 91	3644 4777	455.5 52.5	8.68	.000
History (MEC)	-.3780	.65	.434	9 90	3654 4768	405 53.5	7.66	.000
Mathematics (MEC)	.1881	.65	.435	10 89	3660 4762	366 53.5	6.84	.000
Cloze Literary Descriptive Passage	.0156	.66	.435	11 88	3660 4761	332 54	6.15	.000

Constant: 79.95

specific and several independent variables with specific and several criteria we use the canonical correlation procedure. In this study, canonical correlation was used to explore the maximum correlation between the four Cloze subtests' scores and the 15 academic subjects' scores separately and without the use of CGPA. Table 4-7 shows that the first canonical variates resulted in R_c = .59 between the above variables with regard to common academic achievement and R_c = .50 with regard to specialization area. These two correlations were significantly different from zero (α = .000).

By breaking the data into the sex variable the canonical correlation in the common achievement, as shown in Table 4-7 was for males .75 and for females .65 . These correlations are significantly different from zero (α = .05), and the findings support ANOVA results regarding differences between males and females (Table 3-9).

Table 4-7

Overall Canonical Correlations Rc Between CTARC (four subtests) and Various Measures of Academic Achievement for Males, Females and Total

Measures		Eigenvalue*	Rc	Chi-square	d.f.	Sig. (p.)
Cloze and 15 academic subjects	Male	.5659	.75	84.4	60	.021
	Female	.4173	.65	87.5	60	.012
	Total	.3534	.59	121.6	60	.000
Cloze and mean score of Specialization area (SGPA)	Male	.3313	.58	21.5	4	.000
	Female	.2044	.45	18.9	4	.001
	Total	.2487	.50	39.9	4	.000

* Eigenvalue means the squared Rc (Rc^2). It is the variance which could be explained by canonical correlation and it is equivalent to (R^2) in multiple regression analysis.

canonical correlation was .58 for males and .45 for males. These correlations were significantly different from zero (α = .000). These results indicate the degree CTARC and acad. succ. are related to each other, and for instance, a canonical correlation of .75 means that the Cloze test accounted for 56 percent of the variance in academic achievement. The other 44 percent could be related to other variables.

Null Hypothesis Two

> There is no relationship between reading comprehension scores on CTARC and success in classroom performance as reflected by the global and specific judgment of college supervisors.

Findings

Simple Correlation (r)

In order to test this hypothesis, Pearson product moment coefficients were computed. Table 4-8 shows that there was a correlation which ranged from .09 to .43 between CTARC (subtests and total score) and class. per. in first year and second year of student teaching, specific and total judgement. The correlations between the Cloze total score and the other global and specific criteria ranged from .22 to .43. These correlations were all significantly different from zero (α = .01 and .001). Correlations between the CTARC (subtests and total score) and the second year global classroom performance were also significant at an alpha level of (.001). So the researcher rejected the null hypothesis that there is no relationship between RC scores and success in class. per. From the 25 correlations in the matrix (Table 4-8) only three were not significant. On the average, it seems that CTARC (total) is the best independent factor for the purpose of explaining the ST'S

class. per.

For determining the power of RC as predictor of success in class. per., another analysis was conducted, the multiple regression analysis.

Table 4-8

Simple Correlations (r) between the CTARC (Cloze Subtests and Total Score) and Classroom Performance (first year-global score, and Second Year Specific and Global Judgement

CTARC	Class. per.	Classroom Performance 2nd year			
	1st year	Mastery of S.M.	Verbal Ability	Classroom Climate	Global
Cloze Subtest Literary Descriptive Passage	.12 (NS)	.41***	.30***	.28***	.40***
Cloze Subtest Literary Analytical Passage	.17*	.29***	.30***	.21**	.32***
Cloze Subtest Professional Descriptive Passage	.09 (NS)	.34***	.21**	.13 (NS)	.28***
Cloze Subtest Professional Analytical Passage	.31***	.30***	.26***	.26***	.34***
Cloze (Total Score)	.22**	.43***	.35***	.28***	.43***

N = 143
* $p < .05$, ** $p < .01$, *** $p < .001$

Multiple Regression Analysis

In order to determine the correlation between the combined subtests of CTARC and the global evaluation of second year class. per. a multiple regression analysis was used. Table 4-9 shows that a multiple

Table 4-9

Overall Multiple Regression Equations (R) and Analysis for Classroom Performance - Second Year Global Judgement, as Predicted from the Cloze Subtests of CTARC

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Literary Descriptive Passage	.5472	.40	.1639	1 141	8054 41801	8054 291.4	27.64	.000
Cloze Professional Analytical Passage	.2884	.44	.1956	2 140	9611 39524	4805 282.3	17.02	.000
Cloze Literary Analytical Passage	.1604	.45	.2004	3 139	9845 39290	3281 282.6	11.61	.000
Cloze Professional Descriptive Passage	.0276	.45	.2005	4 138	9851 39284	2462 284.8	8.65	.000

Constant: 140.97
N = 143

R of .45 was explored between variables. This correlation was significantly different from zero (α = .000). Besides, the table shows that the strongest variable in determining this correlation was the literary descriptive cloze subtest and the four cloze subtests accounted for 20 percent of the variance in success in class. per.

Table 4-10 presents the multiple correlations for the other classroom performance dependent variables as predicted from four combined Cloze subtests. The multiple R of first year class. per. was .31 and of second year subskill classroom climate .32. These two correlations were significantly different from zero (α = .01). The multiple R of mastery of subject matter as subskill was .45 and of verbal ability .36. These two correlations were significant at an alpha level of (.000).

Table 4-10

Regression Coefficients for Various Classroom Performance Measures as Predicted from Four Combined Cloze Subtests

Class. Per Measures	Multiple R	Multiple R^2	P. Value
First Year Student Teaching	.31	.0960	.007
2nd Year Subskill (Mastery of Subject Matter)	.45	.2011	.000
2nd Year Subskill (Verbal Ability)	.36	.1270	.000
2nd Year Subskill (Classroom Climate)	.32	.1059	.004

Table 4-11 presents an overall multiple regression equation and analysis for males' and females' second year class. per. as predicted from the Cloze subtests of CTARC. The combined CTARC subtests resulted

Table 4-11

Overall Multiple Regression Equations (R) and Analysis for Male/Female
2nd Year Classroom Performance as Predicted from the
Cloze Subtests CTARC

SEX - Male

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Literary Descriptive Passage	.7749	.47	.2221	1 55	3833 13423	3833 277	15.71	.000
Cloze Literary Analytical Passage	.1840	.48	.2339	2 54	4035 13219	2018 245	8.24	.001
Cloze Professional Analytical Passage	.1073	.49	.2377	3 53	4102 13152	1367 248	5.51	.002

Constant: 133.5

Table 4-11
(Cont'd.)

SEX - Female

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Professional Analytical Passage	.4397	.36	.1318	1 84	3738 24615	3738 293	12.76	.001
Cloze Literary Descriptive Passage	.1836	.39	.1529	2 83	4335 24018	2168 289	7.49	.001
Cloze Literary Analytical Passage	.1667	.39	.1587	3 82	4499 23854	1500 291	5.16	.003
Cloze Professional Descriptive Passage	.1187	.40	.1598	4 81	4532 23822	1133 294	3.85	.006

Constant: 152.9

in multiple R of .49 for males and .40 for females. These correlations were significantly different from zero ($\alpha = .01$).* From Table 4-11 it could be concluded that CTARC accounts for 24 percent of the variance in class. per. (R^2) for males, and for only 16 percent of the variance in class. per. for females. Moreover, the most discriminating independent factor in class. per. was literary descriptive for males (B = .7749) and professional analytical for females (B = .4397). The Cloze professional descriptive subtest was not included in the multiple regression analysis because it was not significant to enter (with F = .037 and $p < .985$).

Related Findings

As was done in testing hypothesis one and for comparison purposes, a multiple regression analysis was computed for MEC academic subjects and scores. Table 4-12 shows a multiple R of .31 for second year global evaluation of class. per. as predicted from MEC subjects. From the table it could be seen that the best predictor in H.S. for class. per. is the Arabic course (B = 5.004 and multiple R = .24.) This correlation was significantly different from zero ($\alpha = .01$). The second factor in H.S. which was related to success in class. per. is the Hebrew course. By comparing Table 4-12 with Table 4-5, it could be noted that the Hebrew course there was the strongest factor in explaining CGPA. It seems also that MEC relates to CGPA (R = .44) more than to class. per. (R = .31).

By combining a set of eleven independent variables, as shown in Table 4-13, the multiple regression analysis resulted in multiple R of .47 which was significantly different from zero ($\alpha = .01$). In comparing this table with Table 4-6, it could be seen that the most discriminating factor in explaining academic success was the professional analytical

*These findings support ANOVA results, Table 3-9.

Table 4-12

Overall Multiple Regression Equations (R) and Analysis for 2nd Year Classroom Performance (Global Score) as Predicted from Matriculation Examination Certificate Subjects (MEC)

MEC Academic Subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Arabic	5.004	.24	.0584	1 98	1656 26738	1656 272.8	6.07	.01
Hebrew	2.966	.26	.0676	2 97	1921 26474	960 272.9	3.52	.03
History	-1.697	.27	.0772	3 96	2192 26202	731 272.9	2.68	.05
Georgraphy	1.785	.29	.0892	4 95	2532 25863	633 272.2	2.33	.06
Citizenship	-1.402	.30	.0948	5 94	2691 25704	538 273	1.97	.09
English	-1.017	.31	.0977	6 93	2772 25622	462 275	1.68	.13

Constant: 173.5

Table 4-13

Overall Multiple Regression equations (R) and analysis of second year Classroom Performance (global score) as predicted from a Combination of Four Cloze subtests and Six Matriculation Examination Certificate Subjects (MEC)

CTARC and MEC Subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Literary Descriptive Passage	.2418	.35	.1283	1 98	3644 24751	3644 253	14.43	.000
Arabic (MEC)	4.0976	.40	.1636	2 97	4647 23748	2324 244	9.49	.000
Cloze Professional Analytical Passage	.2676	.44	.1938	3 96	5504 22892	1835 238	7.69	.000
Geography (MEC)	1.4902	.44	.1997	4 95	5671 22724	1418 239	5.93	.000
Citizenship (MEC)	-1.6641	.45	.2083	5 94	5916 22480	1183 239	4.95	.000

Table 4-13
(Cont'd.)

CTARC and MEC Subjects	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Literary Analytical Passage	.1579	.46	.2131	6 93	6049 22346	1008 240	4.20	.001
Hebrew (MEC)	1.9281	.46	.2161	7 92	6135 22260	876 241	3.62	.002
English (MEC)	-1.1446	.46	.2202	8 91	6251 22144	781 243	3.21	.003
Cloze Professional Descriptive Passage	.1002	.47	.2217	9 90	6296 22100	700 245	2.85	.005
History (MEC)	- .8135	.47	.2234	10 89	6343 22052	634 248	2.56	.009

Constant: 134.36

cloze subtest followed by Hebrew, where the literary discriptive cloze subtest was the strongest factor in explaining variance in classroom performance, followed by Arabic. A consistency in results could be seen in Tables 4-5, 4-6, 4-12, and 4-13.

Canonical Correlation

For determining the maximum correlation which could occur between two sets of variables the independent variables set (four Cloze subtests) and the dependent variables' set (global and specific judgments of Class. per.) Canonical correlations were computed. Table 4-14 shows the results of the computation of this statistical method.

Table 4-14

Overall Canonical Correlations Between CTARC (four subtests) and Five Classroom Performance Measures (specific and global, first and second year) for males, females and total

	Eigen-Value	Rc	Chi Square	d.f.	Sig. (p.)
Male	.2819	.53	29.2	16	.023
Female	.3137	.56	35.1	16	.004
Total	.2335	.48	50.5	20	.000

The canonical correlation (Rc) between the four cloze subtests and class. per. in first and second year of student teaching (global and specific judgement) was .48. This correlation is significnatly different from zero (α = .000). Breaking the sample into sex (males and females) resulted in another correlation equation. The Rc for males was .53 (with alpha level of .05) and for females Rc = .56 (with alpha level of

.01). In comparing these results with the canonical correlation and academic success (Table 4-7), it could be seen that the breaking of variables into sex resulted in a higher Rc for males .75 and females .64. In both tables, 4-7 and 4-14, it could be noticed that use of canonical correlation with breaking down the sex variable would enable the investigators to tell more about acad. succ. and class. per. if the subject's sex is known. (See ANOVA results, Table 3-9.)

Null Hypothesis Three

> There is no relationship between academic success as reflected by overall CGPA and classroom performance as reflected by college supervisors' judgement.

Findings

Simple Correlation

Pearson product moment coefficients were used first for testing this hypothesis. Table 4-15 shows that there was a correlation which ranged from .30 to .47 between college grade point average (CGPA) and different class. per. measures (global and specific, first and second year student teaching). These correlations were significantly different from zero (α $p < .001$). So, the researcher rejected the null hypothesis that there is no correlation between CGPA and classroom performance. As is shown in Table 4-15, the highest specific performance factor related to academic success was the verbal ability of the student teacher. Table 4-15 shows additional computations of the relationships between the specialization area grade point average (SGPA) and classroom performance. The correlations are up to .51 and significantly different from zero ($\alpha = .001$). The the highest correlation between the specific

criterion factor (which is related to SGPA) was the mastery of subject matter followed by the verbal ability.

Table 4-15

Simple Correlations (r) between Academic Success (CGPA and SGPA) and Classroom Performance

Academic Success	Class. Per. 1st Year	Classroom Performance 2nd Year			
		Mastery of Subject Matter	Verbal Ability	Classroom Climate	Global
CGPA	.47***	.30***	.40***	.30***	.41***
SGPA	.48***	.46***	.41***	.38***	.51***

N = 143
* p < .05, ** p < .01, *** p < .001

Multiple Regression Analysis

For further analysis of the data, a multiple regression equation was computed to determine the correlation between the 15 combined independent variables (achievement factors) and the global evauation of class. per. in the second year. Table 4-16 shows a multiple R of .63 between these variables. This correlation was significantly different from zero (α = .000). From the table it could be concluded that the strongest factor which relates to class. per. is the mean score of the specialization area SGPA followed by the Music course and then methods of teaching. The table shows that the multiple R^2 was .39 This means that academic courses could account for 39 percent of the variance in class. per.

Table 4-17 provides a summary of the multiple correlations between the fifteen academic subjects taught at the ASTC and the other criteria: in class. per.; first year global and second year specific judgment.

Table 4-16

Overall Multiple Regression Equation (R) and Analysis for Second Year Classroom Performance (global score) as Predicted from Academic Success Various Measures

Measure	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Specialization Area	1.1193	.50	.2570	1 141	12630 36506	12630 258.9	48.78	.000
Music	4.5939	.56	.3216	2 140	15800 33335	7900 238.1	33.18	.000
Methods of Teaching	3.7895	.59	.3512	3 139	17256 31879	5752 229.3	25.08	.000
Education I	-2.5203	.60	.3649	4 138	17930 31205	4483 226.1	19.82	.000
Psychology I	2.3997	.61	.3728	5 137	18316 30819	3663 224.9	16.28	.000
Nature I	1.3179	.61	.3790	6 136	18624 30511	3164 224.3	13.84	.000
Mathematics	- .9652	.61	.3836	7 135	18849 30287	2693 224.3	12.00	.000

Table 4- 16
(Cont'd.)

Measure	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Arabic II	- .7304	.6210	.3856	8 134	18949 30187	2369 225.3	10.51	.000
Education II	.8909	.62	.3883	9 133	19078 30058	2119 226	9.38	.000
Nature II	.7856	.62	.3895	10 132	19137 29999	1914 227.3	8.42	.000
Psychology II	- .9495	.62	.3908	11 131	19203 29932	1746 228.5	7.64	.000
Arabic I	.4626	.62	.3913	12 130	19227 29909	1602 230	6.96	.000
Hebrew I	- .3987	.62	.3922	13 129	19269 29867	1482 231.5	6.40	.000
Ph. Ed.	.5206	.62	.3926	14 128	19289 29846	1278 233.2	5.91	.000
Foundations of Teaching	.3915	.63	.3928	15 127	19299 29836	1287 234.9	5.48	.000

Constant: 62.62

Table 4-17

Multiple Regression Equations (R) for Classroom Performance as Predicted from Academic Success in 16 Academic Subjects

Dependent Criteria	Multiple R	Multiple R^2	P Value
First Year Class. Per.	.61	.37	.000
Second Year Class. Per. (Mastery of Subject Matter)	.60	.36	.000
Second Year Class Per. (Verbal Ability)	.51	.26	.000
Second Year Class. Per. (Class Climate)	.59	.35	.000
Second Year Global Judgement	.62	.39	.000

These correlations range from R = .51 to R = .62. All are significantly different from zero (α = .000).

Canonical Correlation

Table 4-18 shows a canonical correlation of Rc =.62 between all the independent variables separately and all the subcriteria of classroom performance, specific and global judgment first and second year student teaching. This correlation was significantly different from zero (α = .000). So null-hypothesis three was rejected also by the use of

the multiple regression analysis and the canonical correlation procedure.

Table 4-18

Overall Canonical Correlations Between Academic Success Variables and Classroom Performance Measures

Eigen-Value	Rc	Chi Square	d.f.	P Value
.3884	.62	177.36	75	.000

Null Hypothesis Four

> There is no relationship between reading comprehension scores on (CTARC) and success in the Arabic language course in the Arab Teachers' College.

Findings

Simple Correlations

In order to test this hypothesis, Pearson Product Moment Correlation coefficients (simple correlations) were computed. Table 4-19 shows that there was a correlation of .24 between CTARC (total) and first year Arabic course. This correlation was significantly different from zero (α = .01). The table shows other correlations of .18 between CTARC total and the Arabic course in the second year program. This correlation was significantly different from zero (α = .05). The researcher rejected the null hypothesis that there is no relationship between reading comprehension and success in the Arabic language course in the teacher preparation program at ASTC in Haifa-Israel.

Table 4-19

Simple Correlations (r) between CTARC (Subtests and and Total Score) and the Arabic Course

CTARC	Arabic I (First Year)	Arabic II (Second Year)
Cloze Subtest Literary descriptive passage	.15*	.07 (NS)
Cloze Subtest Literary analytical passage	.27***	.28***
Cloze Subtest Professional descriptive passage	.01 (NS)	.05 (NS)
Cloze Subtest Professional analytical passage	.31***	.17*
Cloze Total Score	.24**	.18*

N = 143 * $p < .05$, ** $p < .01$, *** $p < .001$

Three of the correlations between CTARC subtests and the criterion variables were not significant. One correlation was between the literary descriptive Cloze subtest and second year Arabic (.07), and the other two correlations were between the professional descriptive cloze subtest and (1) first year Arabic (.01) and (2) second year Arabic (.05). The researcher explanation for these low correlations, based on previous data regarding this subtest is that, the professional descriptive cloze subtest was less difficult than other tests. The examinees gained in this subtest high scores and its mean score was the highest between the CTARC subtests.

Table 4-19 shows that the highest correlations were between the analytical Cloze subtests and the Arabic course (.27, .28, and .31).

Table 4-20

Overall Multiple Regression Equation (R) and Analysis for Success in Arabic Course (first year) as Predicted from the Cloze Subtests of CTARC

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Subtest Professional Analytical Passage	.3859	.30	.0952	1 141	28.92 274.75	28.92 1.95	14.84	.000
Cloze Subtest Professional Descriptive Passage	-.3691	.33	.1132	2 140	34.39 269.28	17.19 1.92	9.94	.000
Cloze Subtest Literary Analytical Passage	.3306	.38	.1495	3 139	45.38 258.28	15.13 1.86	8.14	.000
Cloze Subtest Literary Descriptive Passage	.5457	.39	.1502	4 138	45.60 258.06	11.40 1.87	6.10	.000

Constant: 11.69

Table 4-21

Overall Multiple Regression equations (R) and Analysis for Success in Arabic Course (Second Year) as Predicted from the Cloze Subtests of CTARC

CTARC Subtests	B	Multiple R	Multiple R^2	d.f.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Cloze Subtest Literary Analytical Passage	.6269	.27	.0764	1 141	37.92 458.1	37.92 3.25	11.67	.001
Cloze Subtest Literary Descriptive Passage	-.2079	.29	.0865	2 140	42.91 453.09	21.46 3.24	6.63	.002
Cloze Subtest Professional Analytical Passage	.1578	.30	.0907	3 139	45.00 450.9	15.00 3.24	4.62	.004
Cloze Subtest Professional Descriptive Passage	-.1696	.31	.0953	4 138	47.26 448.74	11.82 3.25	3.63	.008

Constant: 12.28

These correlations were significantly different from zero (α = .001).

Multiple Regression Analysis

A multiple correlation was used in order to determine the correlation between the combined cloze test variables and the Arabic course scores at the end of the first year of the student teaching program and at the end of the first trimester in the second year.

Table 4-20 shows a multiple R of .39 (compared with the simple r .24 in Table 4-19) between the CTARC and first year Arabic. This correlation was significantly different from zero (α = .000). Table 4-21 shows a multiple R of .31 between the CTARC and second year Arabic. This correlation was also significantly different from zero (α = .01).

Canonical Correlation

Table 4-22 shows a correlation of Rc = .42 between the cloze subtests and the two dependent criteria - first and second year Arabic. This correlation was significantly different from zero (α = .000).

Table 4-22

Overall Canonical Correlation (RC) Between CTARC (four subtests) and Arabic Course in First and Second Year

Eigen value	Rc	Chi Square	d.f.	Sig. (p.)
.1791	.42	31.12	8	.000

So, by using different statistical methods, the correlation between CTARC and the Arabic course was raised from r = .21 (average) to R = .34 (average) to Rc = .42.

General Summary of the Findings

In the previous pages, the hypotheses were stated and Tables indicating the findings were presented. The hypotheses were tested by applying different methods of statistical analysis to analyze the data. For the purpose of comparison, related findings were presented as an additional input. The major focus was on CTARC as a testing measure for the RC ability of the Arab student teacher and on whether this competency is related to student teacher academic success and classroom performance. The use of the MEC (H.S.) scores added another dimension to the assessment of Arab student teachers' reading ability in this study. As was shown from the findings, the statistical analysis provides scientific bases for testing the four null hypotheses and then for rejecting them all. Some general conclusions from the findings are: first, there is a positive significant correlation betewen the CTARC and the other criteria (acad. succ. and class. per.); secondly, there are significant correlations between acad. succ. and class. per. on the one hand, and between Rc and Arabic couse scores in the teacher preparation program at ASTC, on the other hand.

A general brief summary of the findings is presented here for each of the four hypotheses.

Hypothesis one:

This null hypothesis was rejected. The results indicated a positive significant relationship between CTARC and academic success. The correlations were significantly different from zero (α = .01 and .05). Further analysis provided more evidence for this relationship between CTARC and acad. succ. (see Summary - Table, Chapter Five). The multiple

correlation was up to R = .55 and the canonical correlation Rc = .59. The combination of MEC and CTARC resulted in multiple R = .66. ($p < .000$)

Hypothesis Two:

This null hypothesis was rejected ($p < .01$). The results indicated a positive significant relationship between CTARC and classroom performance. Further analysis indicated higher correlation coefficient between the above variables (see summary-table). The multiple regression coefficient was R = .45, and the canonical correlation was Rc = .48. The combination of MEC and CTARC resulted in multiple R = .47 ($p < .01$).

Hypothesis Three

The relationship between student teacher knowledge as reflected in his college grade-point average (CGPA) and his classroom performance was examined here. The null hypothesis was rejected. The analysis (findings) indicated a significantly positive relationship between ST knowledge (independent variable) and his classroom performance (dependent variable). The average correlation was .44 which was significantly different from zero ($\alpha = .001$). A multiple regression coefficient was computed and resulted in R = .63, which is considered a very high correlation (in comparison to other results from other studies). The canonical correlation Rc was (.62). Both coefficients were significantly different from zero ($\alpha = .001$).

Hypothesis Four

Reading comprehension is considered an integrated part of any language course. The researcher's assumption was that a relationship would exist between ST scores in RC test and ST scores in the Arabic course. Based on the findings in this study, the null hypothesis that

there is no relationship between CTARC and Arabic Language scores was rejected at an alpha level of $p < .05$ and .01. A simple correlation of .21 (average) resulted from the computation of Pearson Product Moment Coefficient. After computing a multiple regression equation, the average multiple R was .35 between the above variables, and the canonical correlation was .42. Both coefficients were significantly different from zero ($\alpha = .001$).

Based on the findings, the four null hypotheses were, therefore, rejected. Chapter V will contain a summary, discussion and conclusion of the findings, and recommendations for further research.

CHAPTER V

Summary, Discussion and Recommendations

Introduction

Several efforts have been made to investigate the relationships between RC (as a language skill and an indicator of the individual's thinking and reasoning process) and acad. succ. Few studies have focused on the relationship between RC as a competency in teacher education and class. per. The researcher located no studies regarding the relationships between reading comprehension in the Arabic Language (RCAL) and the above two criteria i.e. acad. succ. and class. per. Moreover, no research had been done to explore the relationships between Arab teacher/ST general and professional knowledge and his classroom performance. Since these relationships need to be identified, this study was designed specifically to discover what relationship exists between RCAL and student teachers' acad. succ. and class. per.

This chapter is a summary of this study. It is divided into four parts: (1) a summary of the study, (2) discussion of research findings and conclusions drawn from the findings, (3) implications of the study, and (4) recommendations for further research.

Summary

Purpose

The purpose of this study was to investigate psosible relationships between reading comprehension in the Arabic language (RCAL) and student

teachers' acad. succ. and class. per. among Arab student teachers in Israel. One-hundred-forty-three STS in their second year at Haifa Arab State Teachers' College were used as subjects of the study. The study was designed to investigate four major questions; (1) did STS who achieve highly in RC as measured by Cloze Test of Arabic Reading Comprehension (CTARC) achieve highly in their general and professional courses at the college?; (2) did RC as a competency in teacher education affect the STs' performance as a teacher in the classroom?; (3) is there any relationship between the ST's general knowledge as reflected in his college grade-point average (CGPA) and his class. per.? and (4) did the ST who scores highly in the Arabic language course in ASTC score highly in CTARC?

These four questions became the basis for the research hypotheses in this study. For testing the questions, four null hypotheses were constructed. These hypotheses are:

Null Hypothesis One:

> There is no relationship between reading comprehension as measured by subtest and total test scores on a "Cloze Test of Arabic Reading Comprehension" (CTARC) and academic success as reflected by overall College Grade Point Average (CGPA).

Null Hypothesis Two:

> There is no relationship between reading comprehension scores on (CTARC) and success in classroom performance as reflected by the global and specific judgment of college supervisors.

Null Hypothesis Three:

There is no relationship between academic success as reflected by overall (CGPA) and classroom performance as reflected by College supervisors' judgment.

Null Hypothesis Four:

There is no relationship between reading comprehension scores on (CTARC) and success in the Arabic Language course in the Arab Teachers' College.

An alpha level of .05 was set as the criterion for rejecting or failing to reject all hypotheses.

Review of Literature

A review of related literature was conducted through a general study of articles and materials concerning reading comprehension, Cloze procedure, academic success and classroom performance, which were the major areas of concern for establishing the relationships examined in this study.

Reading comprehension (RC): RC was defined as the ability of the learner to read and understand, or understanding what is read. In this study the researcher limited the discussion to materials in which a perspective teacher may be involved, i.e. professional and general knowledge. In a review of RC research reported in journals from (1900-1975) it was concluded that

> "The findings tend to support the data from the experimental studies which hypothesized that the major components of RC are vocabulary power and thinking ability" (Diss. Abs. 38, 7, p. 3903.)

According to Russel (1970 p. 139), the different abilities which are involved in RC "could be combined into some unitary factor which could

be called verbal ability." Research in sociolinguistic theory attested to the importance of teachers' verbal ability in developing alternative problem solving strategies on the part of the student. From the review it was concluded that RC could be evaluated as a basic skill in teacher education and preparation.

Cloze procedure: One way of testing RC is the Cloze procedure. This procedure was derived from the Gestalt theory of closure whereby a subject has a tendency to fill in the gaps of an uncompleted visual or thought unit. Many studies had investigated this method, its reliability, validity and uses. From these studies it was concluded that the Cloze test is a reliable and valid measure of RC. It is a better discriminator of the acquisition of cultural knowledge, and is much easier to construct than a multiple-choice reading test.

Academic success: The relationship between acad. succ. as a criterion and different independent variables, has been the focus of a great number of investigators. From the review of literature it could be concluded that a positive relationship exists between different predictors and academic achievement. O'Reilly and Mooer (1975) found a significant correlation between their test of reading and CGPA. Funches (1964) found a correlation of .59 between College American test and GPA of 369 freshmen. And, finally, Bruce (1953) found that RC accounted for 23 percent of the variance in grades in college.

Classroom Performance: The review of literature concerning this topic was limited to (1) literature related to mastery of subject matter on the part of the teacher, (2) literature related to verbal ability of the teacher, and (3) literature related to classroom climate or

atmosphere. The first kind of literature dealt with the evaluation of the teachers common knowledge, specific mastery of the content he is supposed to teach, and the way he presents the content and makes conclusions. The second kind dealt with the evaluation of the language of the teacher and his verbal communication skills. The third kind dealt with the teacher's evaluation with regard to teacher-pupil interaction, and how the teacher relates to children. From the review it was concluded that classroom performance correlates with a variety of independent variables, singly or in a battery. The researcher's conclusion from the review is that there is no consistency in results.

Design of the Study and Instrumentation

The study was designed to test possible relationships between RCAL and student teachers' acad. succ. and class. per. The population of the study were student teachers of the 1978-1979 school year at the Arab State Teachers' college in Haifa-Israel. The sample of the study consisted of all the 2nd year student teachers (N=147), males (60) and females (87), from different specialization areas. Their ages ranged from 19 to 24 years. One hundred forty four of them took the CTARC and one was dropped because he did not complete the test. The CTARC served as the independent variable. H.S. MEC scores served as an additional independent variable which was not suggested by the research questions or hypotheses, and additional findings which were related to this variable and which may be of interest to the reader were included. The criteria consisted of: (1) college grade-point average (CGPA) and the mean score in the specialization area (SGPA). (2) The college supervisor's judgment - specific and global - of the student teacher's classroom performance. Raw data were collected including personal information

regarding every student teacher's records of H.S. matriculation examination, grades of the student teachers at the end of the first year in college and by the end of the first trimester of the 2nd year, and a global and specific score of every ST regarding his class. per. in general and his mastery of subject matter, verbal ability and classroom climate.

Instrumentation: The Cloze technique was used as the instrument for RC measurement. Based on the results of a study for adapting the Cloze technique into the Arabic language (Habib-Allah and Hofman, 1978), the researcher designed a Cloze Test of Arabic RC (CTARC). The test composed of four passages or Cloze subtests; two from the professional (educational) disciplines and two from the Arabic literature. Both the professional and the literary passages were of two kinds: descriptive and analytical. This resulted in four different kinds of passages:

a) professional-descriptive passage,

b) professional-analytic passage,

c) literary-descriptive passage, and

d) literary-analytic passage.

The Cloze test was from the free-choice type and the examinee filled in the acceptable word which could fit the meaning. Before the test, the examinees were given oral explanations and instructions. They were told that their answers will remain anonymous and that the purpose of the study is for research only. Every student received a booklet which contained directions on the front page and four passages with fifty omissions in each passage. The test was conducted for two hours (30 minutes for each passage). Later, the results of test item analysis using the K-R 20 formula indicated a reliability coefficient of .79 for the whole test and reliability coefficients of .82, .70,

.80, and .74 respectively for the four passages.

Findings

Data collected were analyzed by using: simple correlation; multiple regression, canonical correlation and ANOVA. Tests were made of the null hypotheses of the study. All four hypotheses were rejected on the basis of the data collected as follows:

Hypothesis One: The nyll-hypothesis was rejected since the finding indicated a correlation of r = .42 between CTARC and academic success as reflected by the CGPA. A further statistical analysis showed a multiple R of .55 and a canonical correlation of (Rc = .59). These results were significantly different from zero (α = .001).

Hypothesis Two: The null-hypothesis was rejected since the findings indicated a correlation of r = .43 between CTARC and classroom performance. Further analysis showed a multiple R of .45 and Rc of .48. These correlations were significantly different from zero . (α = .001).

Hypothesis Three: This null hypothesis was rejected. The findings indicated a correlation of r = .44 (average). The multiple R was .63 and Rc = .62. These results were significantly different from zero (α = .001.)

Hypothesis Four: The null hypothesis was rejected. The findings showed a simple r of .21 (average) (α = .01), a multiple R = .39, and Rc = .42. These two were significantly different from zero (α = .001.)

Discussion and Conclusions

In this discussion only those findings of particular interest will be discussed. Later, some conclusions will be drawn from the findings.

The purpose of the study was to determine whether there is a relationship between RCAL and the ST acad. succ. and class. per. Hypotheses one and two focussed on this question. The question of the relationship between the general knowledge of the student teacher (achievement) and his performance in the classroom was the focus of hypothesis three. The determination of the role of the Arabic language in acad. succ. and class. per. was examined indirectly by correlating the Arabic course scores with the scores in CTARC - sub and total cloze test.

The CTARC was found to be a reliable and valid test of RC in the Arabic language. The item analysis resulted in reliability coefficients which ranged from .70 to .82. These reliability coefficients could be considered good. If the test was composed of 100 items the reliability coefficients would range from .82 to .90 (see Ebel, 1972, p. 427). Moreover, it compares favorably with Douglass (1976) who obtained a .69 reliability coefficient for his Arabic Reading Test (p. 9).

Reading Comprehension and Academic Success

From the findings presented in Table 4-1 it could be concluded that reading comprehension could be considered as an indicator of acad. succ. for the Arab Student teachers. The simple correlation of (.42) between the CTARC and CGPA is considered high. This correlation was expected because of the prominent role the formal Arabic plays in the learning process as the means of knowledge acquisition. The correlation of .51 between professional analytical cloze subtest and CGPA is of interest. The result could be attributed to the fact that this subtest proved to be the best discriminator between high and low achievers. And as shown in Table 4-2 this test was chosen as the strongest variable in determining academic success with B weight of .397. The R^2 (Table

4-2) indicated that this variable accounted for .26 percent of the variance in acad. achievement.

It was of interest to see how these correlations could be verified by using other statistical techniques. The multiple regression analysis raised the simple correlation between the CTARC and CGPA from .42 to .55 and the use of canonical correlation raised it another 4 points and up to .59 (Table 4-7). Thus the CTARC could be considered as account for 35 percent of the variance in acad. succ. (Eigen value: Table 4-7).

As can be seen from the findings reported in Table 4-7, separating the data by sex resulted in a higher correlation between the variables: CTARC and CGPA. The highest Rc as shown in Table 4-7 is between CTARC and acad. succ. of males (.75). So, RCAL could account for 56 percent of the acad. achievement variance for males. From a comparison between table 4-4 and Table 4-7 it could be concluded that the canonical corr. technique proved to be more discriminating between males and females with regard to acad. succ. The multiple regression in Table 4-4 did not show any real difference between males and females in their acad. succ. but this analysis (Table 4-4) indicated that the professional analytical Cloze subtest accounts for 20 percent (R^2) of the variance in acad. succ. for males, and for 32 percent of the variance in acad. succ. for females. So this subtest could be a better acad. achievement discriminator for females.

The most interesting results in explaining the STS acad. succ. were when the CTARC four subtests were combined with the seven MEC subtests. Table 4-6 shows that this combination resulted in multiple R of .66. ($p < .000$). This analysis showed that the professional cloze subtest is the strongest independent variable for explaining differences in the academic success criteria, and the Hebrew course in H.S.

is the strongest variable relating to the CGPA, with B weight of 1.969, followed by the Arabic course in H.S. with B weight of 1.45.

These results in the current study were consistent with other results obtained by different researchers in various studies. R. L. Thorndike (1973, p. 169) found that the RC variable correlated up to .44 with science achievement and up to .54 with literature. O'-Reilly and Moore (1975) tested freshman year students in seven areas of reading and found a significant correlation between their test and the CGPA. D. Funches (1964, p. 328) found a correlation of .59 between American College Test (ACT) and GPA of 369 freshmen. Douglas (1976) found a total correlation of .51 between final grades of college students and a cloze test. W. Bruce (1953) found that the RC was accounted for 23 percent of the variance in grades in college. And, finally, McQuary (1953) found a correlation of .34 between acad. achievement and level of comprehesion.

Reading Comprehension and Classroom Performance

In testing null hypothesis two, the researcher tried to answer the question if there is any relationship between reading comprehension in the Arabic language as measured by the CTARC and the Arab student teacher's classroom performance. The results in Chapter Four confirmed the assumption of a relationship. It could be concluded from the findings presented in Table 4-8, that a considerable relationship exists between these two variables (RC and class. per.). The simple correlation between CTARC (total) and global judgement of class. per. was .43

($p < .001$). This could be considered high when it is compared with the findings of other studies (Whitney (1924), and A. C. Crocker, 1974). Crocker achieved results ranging from .046 to .381 between total teaching practice marks given by tutors to student teachers for their teaching performance and variety of other measures singly or in battery. (p. 8, p. 179). The results of particular interests were between some subtests and some sub-criteria. For instance all correlations between the Cloze subtests and specific judgment in the STS' mastery of subject matter and verbal ability were significantly different from zero ($\alpha = .001$). That means, ST success in his classroom performance measured by his mastery of S.M. and his V.A. is relatively dependent on his RC competency. The correlation between RCAL and classroom per. was raised to .45 by using the multiple regression analysis and to .48 by using the canonical correlation. The multiple R in Table 4-9 explains the extent to which the correlation could be reached by combining the Cloze subtests, and the Rc in Table 4-14 explains the maximum correlation between the specific independent variables and the different criteria. As shown in Table 4-9, the best two predictors of teaching success could be the literary descriptive Cloze subtest with (B = .5472) and the professional analytic Cloze subtest, (B = .2884), with the latter proven to be the best predictor of acad. succ. The multiple R^2 in Table 4-9 is accounting for 20 percent of the variance in classroom performance. In contradiction with hypothesis one, the addition of MEC variables did not improve significantly the power of prediction of ST'S classroom performance. Table 4-13 shows an increase of only 2 points (from R = .45 to R = .47) by adding this independent variable (MEC). Crocker (1974, p. 179) got the same results in adding the General Certificate Examination (GCE) to his major predictor

(an increase from .35 to .38). It seems that high school grades are less correlated with classroom performance than with acad. succ., but further research is still needed in this area. The sex differences in classroom performance were less than the differences in acad. succ. Table 4-14 shows a slight increase in correlation when the sex variable is separated. Females proved to be better than males in class. per. (Rc = .56 (F) vs. .53 (M)). From these findings in Table 4-14, it could be concluded that by adding the sex variable we could explain more the correlation between RCAL and class. per. and up to 31 percent of the variance in class. per. The sex differences are explained much better in Table 4-11 where the multiple R for males is .49 and for females .40. These results are opposed to the results in Table 4-14 where females performance in CTARC seems to correlate higher with class. per. The researcher has no explanation for this inconsistency from using different statistical methods. An interesting result could be seen in Table 4-11 where the best independent variable in explaining males class. per. was the literary descriptive Cloze subtest and for females the professional analytical subtest. This could be attributed to the fact that females are better in achievement than males and that they did better in the CTARC (see Chapter III). It seems that the analytical materials are more appropriate for females and descriptive materials are more appropriate for males.

Finally, comparing Table 4-5 with Table 4-12, it could be concluded that the Arabic factor plays a high role in determining class. per. because it is the language of the teacher and the Hebrew factor plays a high role in determining academic success at the college level because it is the language of learning and instruction in post secondary education for Arabs in Israel.

So, RCAL seems to have a prominent role in explaining a student teacher's classroom performance, especially in teaching behavior such as mastery of subject matter and verbal ability.

Academic Achievement and Classroom Performance

In Chapter II, it was indicated that the achievement level affects teacher behavior in the classroom. C. Jackson (1973, p. 8) considered "scholarly control of knowledge" as one of the essential competencies for teaching. According to Crow et. al. (1964, p.3), the effective teacher "Guides his students in the mastery of subject matter, and for doing this he needs to master the subject matter by himself." Massey and Vineyard (1958, p. 298-299) found statistically significant relationships between scholastic achievement as measured by GPA and ratings of student teachers by supervisors in categories like mastery of S.M. (.38), competence in English expression (.32), general culture (.28) and character, standards and ideas (.36). Whitney (1924) found that academic marks correlate .386 with student teaching. Mead and Holley in 1916 (as quoted by Crocker, 1974, p. 43) obtained a significant correlation of .24 between general course of scholarship and teaching practice marks.

The results of this study agree with the above findings. The data in Table 4-15 indicated that a simple correlation of .47 exists between CGPA and class. per. first year - student teaching - and a correlation ranging from .30 to .41 exists between CGPA and specific and global ratings of college supervisors. These correlations are significantly different from zero (α = .001). These results are not strange in a culture (population) where a teacher success is determined by the amount of the knowledge he has and the verbal ability skill he possesses. The Arab society in particular, and the developing societies in general, belong

to this category. It is the researcher's impression and evaluation, that the general knowledge of the teacher and his language proficiency are the main factors in his success in the Arab society. The results of this study confirm this impression. The fact that the student teachers' achievement in the specialization area as reflected by the SGPA correlates up to .51 with class. per. (Table 4-15) is another indicator of this relationship between ST knowledge and his class. per. Our conclusion is that academic achievement plays a high role in the determination of the teaching success. Table 4-16 provides another indicator to this relationship. By combining the 15 academic subject matter courses in multiple regression analysis, the multiple R jumped up to .63 ($p < .001$). That means that acad. succ. accounts for 39 percent of the variance in class. per. This could be considered high correlation. Other studies, using the multiple regression analysis, achieved similar findings. Crocker (1974) achieved R = .61 in combining four independent variables to predict teaching practice success (p. 179). Whitney (1924) achieved R = .82 by combining six predictors like: intelligence, secondary record, academic marks, etc. It could be anticipated that the combination of acad. achievement courses and other independent variables like MEC and CTARC could predict class. per.

Reading Comprehension and the Arabic Language

In his dissertation, Hoodgstra, J. (1977) stated that

> "A skill in RC is positively related to proficiency with language and amount of background experience, to the extent that background experience is reflected by vocabulary" (p. 72.

Then he concluded that

> "A well designed program for the development of language skills is suitable for developing general comprehension skills of regular students."

This was the researcher's assumption leading to why hypothesis four intended to examine this question of relationship between RCAL as reflected by the score in CTARC and the Arabic language course in the teacher education program as reflected by the teachers' evaluation (or scores) of student teachers.

The findings in Table 4-19 provide support for our assumption. The correlation between CTARC and the Arabic course was (.21) (average). It is a low correlation but still significant at the alpha level of $p < .01$. The explanation for this low correlation could be that the scores in the Arabic course are the mean of different specific language performances like grammar, literature, reading and so on. It would be interesting to examine, in further research, the relationships between RCAL and specific categories in the Arabic language course. By using multiple regression techniques the correlation between Arabic and CTARC was raised to $R = .39$ which is relatively good (Table 4-20), and to $Rc = .42$ by using canonical correlations (Table 4-22). It was expected that the literary Cloze subtests would correlate higher than the professional Cloze subtests, because of the supposed interaction between the Arabic course and these subtests. The findings provide an opposite result. The two professional Cloze subtests correlate higher with the Arabic language course. This could be explained by the fact that the Arabic language curricula in the ASTC contain and emphasize educational-psychological content. The material text includes professional articles from the Islamic and general educational disciplines. It would be of interest to examine the above assumption with regard to the Arabic language secondary curricula where the pure literature is emphasized more. Moreover, Tables 4-20 and 4-21 show that the literary subtests still have the higher B weight .5457 in Table 4-20 and

.6269 in Table 4-21). This means that the literary subtests have more weight in determining a student teacher score in the Arabic language course, and this last conclusion agrees with the researcher's assumption of the intercorrelation between the literary subtests and the Arabic language course in the ASTC. Finally, the use of canonical correlation (Table 4-22) proved to be a very good technique for raising the correlation coefficient in comparison with the other three hypotheses.

Conclusions

Based on the data, findings and discussion, many conclusions could be drawn from this study. Table 5-1 and Figure 5-1 summarize and illustrate these conclusions. From the table, it can be seen that the use of different statistical analyses proved to be efficient in raising the correlation coefficients between the dependent and independent variables in the four hypotheses of this study. As shown in Table 5-1, the increase in correlation coefficients ranged from 12 percent in hypothesis two to one hundred percent in hypothesis four. Figure 5-1 illustrates this increase in correlation coefficients for the four hypotheses by using simple correlation analysis, multiple regression analysis and canonical correlation analysis, respectively.

Table 5-1
Summary - Table, Changes in Correlation Coefficients of the Four Hypotheses by Using Different Statistical Procedures

Hypotheses	Simple Correlation (r)	Multiple Correlation R	Canonical Correlation Rc
H1	.42***	.52***	.59***
H2	.43***	.45***	.48***
H3	.44***(average)	.63***	.62***
H4	.21**(average)	.35***(average)	.42***

** $p < .01$ *** $p < .001$

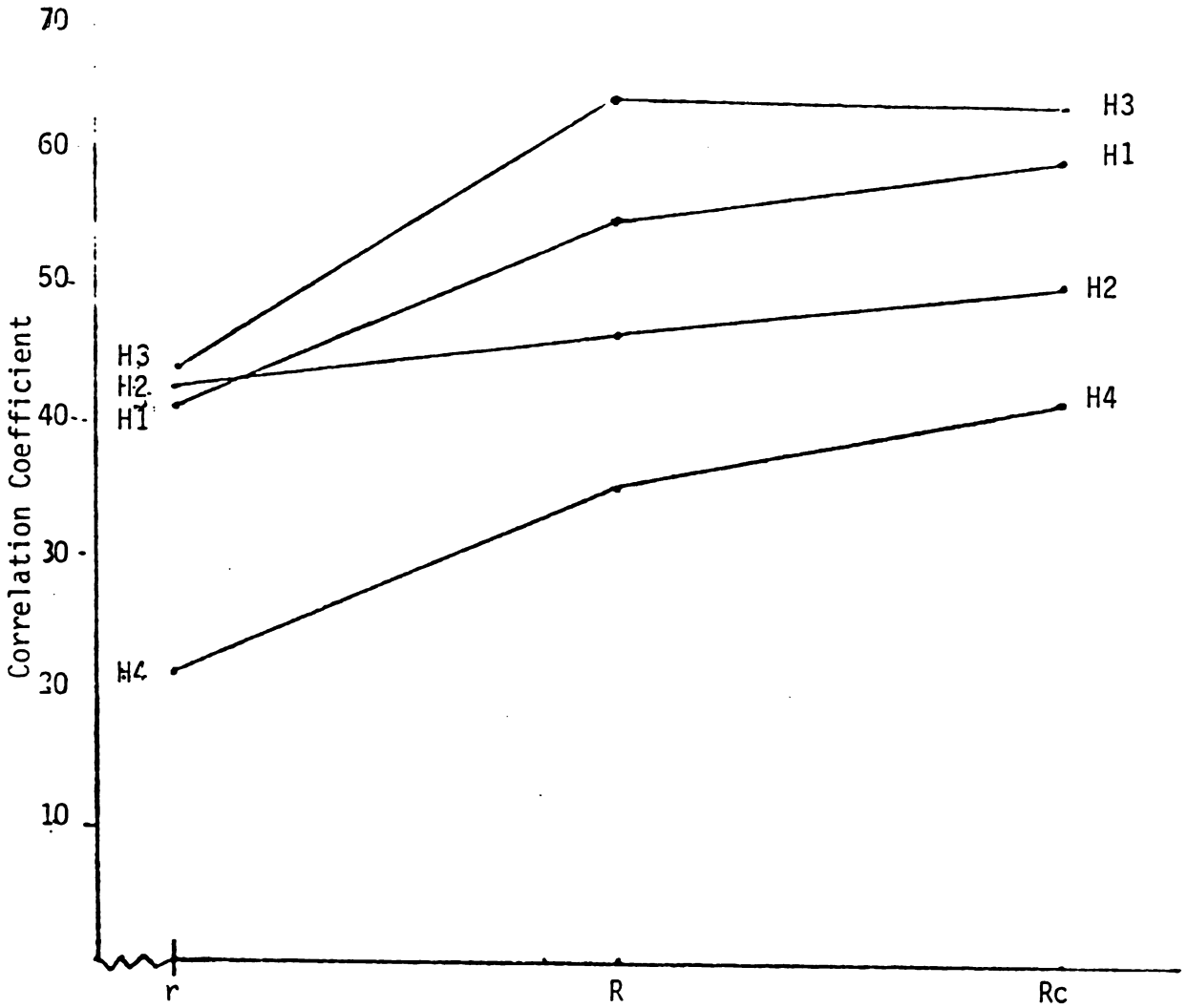

Figure 5-1

Summary - Changes in Correlation Coefficients for the Four Hypotheses when Three Correlational Procedures were Used

r = Simple Correlation
R = Multiple Correlation, Rc = Canonical Correlation
H1 = Hypothesis One: CTARC with CGPA
H2 = Hypothesis Two: CTARC with Class. Per.
H3 = Hypothesis Three: CGPA with Class. Per.
H4 = Hypothesis Four: CTARC with Arabic Language Course

The researcher's conclusions are:

1. The RC in the Arabic language relates to acad. succ. of Arab STS. From the findings it could be concluded that this relationship is high and CTARC accounts for 37 percent of the variance in acad. succ.

2. The RC in the Arabic language relates to class per. among Arab STS in ASTC at Haifa-Israel. The high correlations, indicate that the CTARC accounts for 24 percent of the variance in classroom performance.

3. There is a high correlation between the student teacher's knowledge and his class. per. The findings indicate that the CGPA could account for as much as 39 percent of the variance in class. per.

4. The strong relationship between success in the Arabic language course in the teacher preparation program at ASTC and the CTARC supports a strong need to emphasize and to develop the Arabic language course program because, as Hoogstra (1973, p. 69) states: "A knowledge of language structure is important for skill in reading comprehension."

5. Including H.S. Matriculation Examination certificate scores, as another input with the CTARC, resulted in significantly high findings and justifies further research in this direction.

Implications

The purpose of this study was to explore the existing relationships between reading comprehension (RC) as a teaching-learning capability or competency and different aspects of achievement in the student teaching program. The results supported the researcher's assumption of this relationship. Three major implications resulted from this. (1) The success in using the Cloze procedure in the Arabic language suggests the application and use of this instrument in the general Arab education

for different purposes: (a) the examination of the readability of curriculum materials, (b) the adoption of this procedure in the Arabic language textbooks and other instructional materials as a teaching tool, and (c) the field of decision-making concerning selection, admission, etc.; (2) the study provides an open window for future use of RCAL as a tool in the selection and the admission in teachers' colleges and other post-secondary institutes; (3) The RCAL that was measured by the Cloze test could be used in prediction studies. The findings of this study provide the base for using the same procedure in predicting acad. succ. and class. per. in the Arab Teacher's Colleges.

Finally, this study opened doors for further uses of Cloze procedure and further implications of RC as a tool for explaining relationships, examining language skills, reflecting different aspects of knowledge, predicting success, and providing data in decision making that regards educational policies.

Recommendations

Based on the findings and conclusions of the present study, the following are recommended:

1. The positive relationships between RC skill and proficiency in language and amount of background experience suggest a well designed program for the development of language skills. A suitable language program could be of a great help for developing general comprehension skill of students.

2. The results of this study seem to indicate that RC could be used as a selection tool in Arab Teachers' Colleges in the future. The search for a simple reliable and valid measure to be used in selecting candidates for the teaching profession is of first concern in teacher

education. And the high correlations, in this study, between RCAL and ST acad. succ. and class. per. suggest RC as a tool for purposes of selection, admission, and retention in teacher education.

3. The findings of this study indicated that RC as reflected by the CTARC can account for 40 percent of the variance in acad. succ. and class. per. There are many other variables which might account for the residual like socio-economic and psycho-political variables (or reasons). These variables, which were not included in the task of this study, could be investigated in further research to confirm this assumption or to reject it.

4. The results indicated that there was significant difference between males and females in acad. achievement and in Cloze test performance. Since the acad. level of females at the ASTC is higher than males, a change in admission policy seems necessary so that males with high potential will be attracted to the teacher education program.

Recommendations for Further Research

The RC testing and the use of the cloze procedure in the Arabic language has suggested several fruitful areas for further research:

1. Predicting teaching effectiveness - the studies which had been done in this sophisticated area focused more on personality traits, attitudes and other scholarly variables in trying to predict teaching effectiveness. This study suggests the use of RC as a measure of intellectual and aptitude factors, as a prediction tool for the future class. per. of a teacher. It seems to the researcher, based on the findings, that future research, in which RC could be used as a predictor, would provide another contribution to the investigation of predicting teaching

effectiveness.

2. The related findings of this study suggest that a combination of H.S. grades with the CTARC would have higher power of prediction in acad. succ. and class. per. A further study in this direction investigating the relationships between H.S. achievement and post-secondary academic success, and a combination between H.S. variables and CTARC would provide scientific bases for this assumption.

3. The results of this study could be used in further research to investigate the possibility of using RCAL as a predictor of acad. succ. and class. per. in the Arab teacher education program for purposes of selection, admission, and retention of prospective teachers.

4. The use of the Cloze test as a measure of RC and the assumption that RC is an important competency in teacher education is relatively new. The results of this study suggest further research by using the same tool in other cultures and countries. A comparison study between Arab and American STS, for instance, could provide another basis in this neglected area.

5. The use of the Cloze procedure in the Arabic language is new. There is a place for further investigation of the problem of adopting this procedure to the Arabic language in two areas;

first: to provide scientific basis for the scoring method in Arabic, i.e., the exact-word method or the appropriate-word method. Douglas (1976) in comparing between results after using the two scoring methods, stated that the "exact-word method is not reliable for the Arabic language." But there is still a need for further study to provide solutions for the scoring problem in the Arabic Cloze Test.

Second: To improve the scoring procedure in the Arabic language, there is a need for further research to compare between the free choice

Cloze test which was used in this study, and the multiple choice cloze test (choosing one word from 3-4 words as the correct response in the Cloze test). A reliable and valid result in the multiple choice cloze test could solve the difficult problem of correcting and scoring the cloze test by hand and permit the use of scoring machines.

6. Finally, further statistical analysis of the data from this study could provide a base for the investigation of the relationships between professional knowledge and classroom performance.

APPENDICES

APPENDIX A

TABLES OF RELATED FINDINGS

APPENDIX A

TABLES OF RELATED FINDINGS

Table A1 - Intercorrelation of the Four Input Variables (4 cloze subtests) and Fifteen Output Variables (15 academic subjects) of Scholastic Achievement

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Cloze Lit. Des.	1.00																		
2. Cloze Lit. Anal.	.54	1.00																	
3. Cloze Prof. Des.	.55	.48	1.00																
4. Cloze Prof. Anal.	.43	.49	.43	1.00															
5. Psychology I	-.01	.23	.05	.15	1.00														
6. Found. Teaching	.21	.19	.19	.19	.12	1.00													
7. ED. I	.18	.12	.08	.32	.15	.12	1.00												
8. Arabic I	.15	.27	.01	.31	.33	.26	.17	1.00											
9. Hebrew I	.24	.35	.16	.37	.23	.19	.31	.44	1.00										
10. Nature I	.23	.03	.16	.30	.09	.16	.28	.15	.16	1.00									
11. Math	.04	.13	.06	.32	.09	.03	.22	.25	.29	.19	1.00								
12. Music	.28	.25	.16	.23	-.03	.25	.18	-.02	.09	.22	.11	1.00							
13. Ph. Ed.	.07	.03	-.02	.09	-.12	-.04	.09	-.13	.06	.03	.14	.09	1.00						
14. Psychology II	-.11	.03	-.14	.18	.21	.08	.36	.23	.17	.11	.20	.02	.01	1.00					
15. ED. II	.06	.19	-.02	.21	.36	.20	.15	.27	.24	.07	.16	.16	-.01	.17	1.00				
16. Arabic II	.07	.28	.05	.17	.31	.30	.13	.28	.35	.04	.13	.11	-.07	.20	.41	1.00			
17. Hebrew II	.23	.32	.12	.37	.33	.28	.21	.40	-.47	.14	.23	.26	-.05	.20	.39	.51	1.00		
18. Nature II	.14	.19	.13	.29	-.02	.16	.18	.14	.26	.28	.27	.12	.15	.22	.20	.30	.27	1.00	
19. Methods of Teach.	.19	.08	.09	.22	.26	.34	.21	.23	.28	.12	.02	.06	.01	.17	.22	.31	.43	-.04	1.00

Lit. = Literary Des. = Descriptive Analy. = Analytical Prof. = Professional

Table A2

Intercorrelation of the Four Input Variables (4 cloze subtests) and the Five Output Variables of Performance (first and second-year classroom performance, global and specific judgment

	1	2	3	4	5	6	7	8	9
(1) Cloze Lit. Des.*	1.00								
(2) Cloze Lit. Anal.*	.54	1.00							
(3) Cloze Prof. Des.*	.55	.48	1.00						
(4) Cloze Prof. Anal.	.43	.49	.43	1.00					
(5) Class per. 1st year	.12	.17	.09	.31	1.00				
(6) Class per. 2nd year (MSM)	.41	.29	.34	.30	.12	1.00			
(7) Class per. 2nd year (VA)	.30	.30	.21	.26	.19	.60	1.00		
(8) Class per. 2nd year (CC)	.28	.21	.13	.26	.29	.49	.42	1.00	
(9) Class per. 2nd year (global)	.40	.32	.28	.34	.24	.85	.81	.79	1.00

*

Lit. = literary

Des. = Descriptive

Anal. = Analytical

Prof. = Professional

Table A3

Simple correlation between the Fifteen Input Variables (15 academic subjects of scholastic achievement) and the Five Output Variables (classroom performance in first and second year; global and specific judgment)

	Classroom Performance 1st year	Classroom Performance - 2nd year			
		MSM	VA	CC	global
Classroom Per. - 1st year	1.00				
Classroom Per. - 2nd year					
1) Mastery of subject matter (MSM)	.12	1.00			
2) Verbal ability (VA)	.19	.60	1.00		
3) Classroom Climate (CC)	.29	.49	.42	1.00	
4) Global judgment	.24	.85	.81	.79	1.00
Psychology I	.31	.20	.19	.17	.23
Foundation of Teaching	.26	.27	.22	.16	.27
Education I	.34	.03	.04	.17	.09
Arabic I	.24	.20	.17	.10	.19
Hebrew I	.32	.18	.28	.15	.24
Nature I	.31	.13	.19	.25	.24
Mathematics	.23	-.01	.18	.09	.09
Music	.13	.26	.21	.45	.38
Physical Education	.01	.11	.00	.04	.06
Psychology II	.23	-.07	.01	.10	.02
Education II	.26	.20	.16	.17	.22
Arabic II	.29	.14	.27	.10	.20
Hebrew II	.29	.27	.37	.16	.32
Nature II	.13	.10	.26	.09	.18
Methods of Teaching	.16	.31	.23	.26	.32

APPENDIX B

CLOZE TEST OF ARABIC READING COMPREHENSION

APPENDIX B

CLOZE TEST OF ARABIC READING COMPREHENSION
THE ARABIC FORM .

جامعة ولاية مشيغـــان

كلية التربية كانون الاول /١٩٧٨

عزيزى الطالب ،

المواد التي بين يديك جزء من بحث خاص بفهم المقروء أقوم به في جامعة ولاية ميشيغان / كلية التربية للحصول على درجة الدكتوراه . أرجو تعبئة التفاصيل الشخصية التالية ،ثم قراءة التعليمات في الصفحة الثانية وذلك قبل البدء بالاجابة على أسئلة الامتحان .

مع شكرى لك وتقديرى لتعاونك

محمد حبيب الله

نموذج تفاصيل شخصية

١ ـ الاســـم :

٢ ـ الصـــف :

٣ ـ التخصص :

٤ ـ الجنس (اشطب الزائد) : مذكر /مؤنث

٥ ـ الحالة المدنية (اشطب الزائد) : متزوج / أعزب

٦ ـ القرية / المدينة :

٧ ـ هل لديك بجروت: نعم / لا (اشطب الزائد)

٨ ـ العمـــر :

تعليمـــــــات

ستجد في الصفحات التالية امتحانا في فهم المقروء ،مكونا من أربع قطع في المجالين الأدبي و التربوي ،وقد حذفت كل كلمة سادسة في القطعة ،بحيث أن مجموع الكلمات المحذوفة في كل قطعة خمسون كلمة . اقرأ القطعة أولا ثم ابدأ بملْ كل فراغ بكلمة تناسب وتتمم المعنى ـ أى الكلمة التي تظن أن الكاتب كان قد وضعها أصلا . اكتب الكلمة فوق الخط المعدّ لها . لاحظ أن الخطوط المعدّة للكلمات المحذوفة متساوية الطول ،لكن هذا لايعني أن الكلمات المحذوفة متساوية الطول . قد تكون الكلمة المحذوفة طويلة مثل (والمتعلمون) وقد تكون قصيرة مثل (من) . قد تكون اسما وقد تكون فعلا وقد تكون حرفا . اكتب كلمة واحدة فقط ـ اسما أو فعلا أو حرفا. فكّر ثم اكتب ،فالكلمة التي ستكتبها تعكس مدى فهمك للمادة المقروءة .

هـــــام جـــدا :

ليس الهدف من هذا الامتحان تقييمك شخصيا . والنتيجة لن تؤثر على علاماتك في دار المعلمين بأى صورة من الصور . ان المعلومات التي سنحصل عليها مقتصرة على خدمة البحث ومن أجل الغرض العلمي فقط وستبقى سرية . لذا عليك العمل لوحدك دون أن تسأل أو تشارك غيرك ودون أن تنظر الى ما يكتب جارك . فنحن معنيون بما ستكتبه أنت .. بما ستفكر به أنت ..بما ستفهمه أنت و أنت فقط . اذا عجزت عن ملْ أحد الفراغات اتركه للنهاية ثم عد اليه فيما بعد .

مثـــال : كان ابو القاسم الشابي شاعرا (١) ـــــــــــــ تمتد جذور أحزانه الى واقع (٢) ـــــــــــــ ،هذا الواقع الذى يثير الحزن (٣) ـــــــــــــ النفس الحساسة ويبعث بالكآبة الى (٤) ـــــــــــــ المرهف . لم يكن ابو القاسم (٥) ـــــــــــــ الشعراء ذوي الأمزجة السوداوية التي (٦) ـــــــــــــ الى التشاؤم بل على العكس (٧) ـــــــــــــ من الامزجة المحبة للحياة .

لاحظ أن انسب كلمات لملْ الفراغات بحيث يتم المعنى هي : (١) حزينا (٢) الحياة (٣) في

(٤) الشعور (٥) من (٦) تميل (٧) كان .

* تذكر مرة اخرى أن الغرض من الامتحان الحصول على معلومات تفيد في هذا البحث

* تذكر أن كلمة واحدة فقط ناقصة في كل فراغ ،وأن مجموع ما ستكتبه خمسون كلمة .

فلا تكتب أكثر من كلمة في الفراغ الواحد . واذا لم تفهم المطلوب ، اسأل قبل البدء بالاجابة .

* الزمن : (٣٠) دقيقة للقطعة ـ ساعتان لكل الامتحان .

نتمنى لك حظا سعيدا

القطعـــة الاولـــــى (١)

عدت الى أهلي يـا سادتي بعد غيبة طويلة ،سبعة أعوام على وجه التحديد،كنت خلالها أتعلم في أوربـا . تعلمت الكثير ،وغاب عني الكثير ،لكن تلك قصة أخرى. المهم انني عدت وبي شوق (١) ـــــــــــــــ الى أهلي في تلك القريـــة (٢) ـــــــــــــــ عند منحنى النيل . سبعة أعوام (٣) ـــــــــــــــ أحن اليهم وأحلم بهم ،ولما (٤) ـــــــــــــــ كانت لحظة عجيبة ان وجدتني (٥) ـــــــــــــــ قـائما بينهم ،فرحوا بي وضجوا (٦) ـــــــــــــــ ،ولم يمض وقت طويل حتى (٧) ـــــــــــــــ كأن ثلجا يذوب في دخيلتي ،(٨) ـــــــــــــــ مقرور طلعت عليه الشمس . ذاك (٩) ـــــــــــــــ الحياة في العشيرة ،فقدته زمانا (١٠)ـــــــــــــــ بلاد " تموت من البرد حيتانها " . (١١) ـــــــــــــــ أدناي أصواتهم ،وألفت عيناي أشكالهم (١٢) ـــــــــــــــ كثرة ما فكرت فيهم في (١٣) ـــــــــــــــ ،قام بيني وبينهم شئ مثل (١٤) ـــــــــــــــ ،اول وهلة رأيتهم . لكن الضباب (١٥) ـــــــــــــــ وأستيقظت ثاني يوم وصولي ،في (١٦) ـــــــــــــــ الذى أعرفه في الغرفة التي (١٧) ـــــــــــــــ جدرانها على ترهات حياتي في (١٨) ـــــــــــــــ ومطلع شبابها وأرخيت ذهني للريح . (١٩) ـــــــــــــــ لعمرى صوت أعرفه ،له في (٢٠) ـــــــــــــــ وشوشة مرحة . صوت الريح وهي (٢١) ـــــــــــــــ بالنخل غيرها وهي تمر بحقول (٢٢) ـــــــــــــــ . وسمعت هديل القمري ،ونظرت خلال (٢٣) ـــــــــــــــ الى النخلة القائمة في فناء (٢٤) ـــــــــــــــ ،فعلمت أن الحياة لا تزال (٢٥) ـــــــــــــــ أنظر الى جذعها القوى المعتدل ، (٢٦) ـــــــــــــــ عروقها الضاربة في الارض ،والى (٢٧) ـــــــــــــــ الاخضر المنهدل فوق هامتها فأحس (٢٨) ـــــــــــــــ . أحس انني لست ريشة في (٢٩) ـــــــــــــــ الريح ،ولكني مثل تلك النخلة ،(٣٠) ـــــــــــــــ له أصل ،له جذور له (٣١) ـــــــــــــــ .

وجاءت أمي تحمل الشاي . وفرغ (٣٢) ـــــــــــــــ من صلاته وأوراده فجاء .. وجاءت (٣٣) ـــــــــــــــ ،وجاء اخواي ،وجلسنا نشرب الشاي و (٣٤) ـــــــــــــــ شاننا منذ تفتحت عيناي على (٣٥) ـــــــــــــــ . نعم ، الحياة طيبة ،والدنيا

كحالها (٣٦) ـــــــــــــ تتغير .

فجأة تذكرت وجها رأيته (٣٧) ـــــــــــــ المستقبلين لم أعرفه . سألتهم عنه ، (٣٨) ـــــــــــــ لهم . رجل ربعة القامة ، في (٣٩) ـــــــــــــ الخمسين أو يزيد قليلا ، شعر (٤٠) ـــــــــــــ كثيف مبيض ، ليست له لحية (٤١) ـــــــــــــ أصغر قليلا من ثوارب الرجال (٤٢) ـــــــــــــ البلد . رجل وسيم .

وقال أبي : " (٤٣) ـــــــــــــ مصطفى "

مصطفى من ؟ هل هو أحد (٤٤) ـــــــــــــ من ابناء البلد عاد ؟

وقال (٤٥) ـــــــــــــ ان مصطفى ليس من أهل (٤٦) ـــــــــــــ ، لكنه غريب جاء منذ خمسة (٤٧) ـــــــــــــ ، اشترى مزرعة وبنى بيتا وتزوج (٤٨) ـــــــــــــ محمود .. رجل في حاله (٤٩) ـــــــــــــ عنه الكثير .

لا أعلم تماما (٥٠) ـــــــــــــ أشار فضولي ، لكنني تذكرت أنه يوم وصولي كان صامتا . كل أحد سألني وسألته . سألوني عن أوربا . هل الناس مثلنا أم يختلفون عنا ؟ هل المعيشة غالية أم رخيصة ؟ ماذا يفعل الناس في الشتاء ؟ يقولون ان النساء سافرات يرقصن علانية مع الرجال . وسألني ود الريس : " هل صحيح انهم لا يتزوجون ولكن الرجل منهم يعيش مع المرأة بالحرام ؟ "

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القطعـــة الثانيـــة (٢)

العالم فجأة انقلب رأسا على عقب . الحب ؟ الحب لا يفعل هذا ، انه الحقد . أنا حاقد وطالب ثأروغريمي في الداخل ولا بد من مواجهته . ومع ذلك ما تزال في عقلي بقية تدرك سخرية الموقف : انني(١) ـــــــــ من حيث انتهى مصطفى سعيد ، (٢) ـــــــــ أنه على الاقل قد اختار (٣) ـــــــــ لم اختر شيئا . قرص الشمس (٤) ـــــــــ ساكنا فوق الأفق الغربي زمنا (٥) ـــــــــ اختفى على عجل . وجيوش الظلام (٦) ـــــــــ أبدا غير بعيد وثبت في (٧) ـــــــــ واحتلت الدنيا . لو أنني قلت (٨) ـــــــــ الحقيقة لعلها لم تكن تفعل (٩) ـــــــــ فعلت . خسرت الحرب لأنني لم (١٠) ـــــــــ ولم أختر . ووقفت زمنا طويلا (١١) ـــــــــ باب الحديد . أنا الآن وحدى ، (١٢) ـــــــــ مهرب لا ملاذ ، لا ضمان . (١٣) ـــــــــ كان عريضا في الخارج ، الآن (١٤) ـــــــــ تقلص وارتد على أعقابه حتى (١٥) ـــــــــ العالم أنا ولا عالم غيري . (١٦) ـــــــــ اذن الجذور الضاربة في القدم ؟ (١٧) ـــــــــ ذكريات الموت والحياة ؟ ماذا حدث (١٨) ـــــــــ والقبيلة ؟ أين راحت زغاريد عشرات (١٩) ـــــــــ وفيضانات النيل وهبوب الريح صيفا (٢٠) ـــــــــ من الشمال والجنوب ؟ الحب ؟ الحب (٢١) ـــــــــ هذا . انه الحقد . ها (٢٢) ـــــــــ أقف الآن في دار مصطفى (٢٣) ـــــــــ أمام " باب الحديد " ، باب الغرفة (٢٤) ـــــــــ المثلثة السقف الخضراء النوافذ . المفتاح (٢٥) ـــــــــ جيبي وغريمي في الداخل على (٢٦) ـــــــــ سعادة شيطانية لا تملك ؟ أنا (٢٧) ـــــــــ والعاشق والغريم .

أدرت المفتاح في (٢٨) ـــــــــ فانفتح دون مشقة . استقبلتني رطوبة (٢٩) ـــــــــ الداخل ورائحة مثل ذكرى قديمة . (٣٠) ـــــــــ أعرف .

هذه الرائحة . رائحة الصندل (٣١) ــــــــــــــــ . وتحسست الطريق بأطراف
أصابعي على (٣٢)ــــــــــــــــ . اصطدمت بزجاج نافذة . فتحت مصاريع (٣٣)
ــــــــــــــــ وفتحت مصاريع الخشب . فتحت نافذة (٣٤) ــــــــــــــــ وثالثة .
ولكن لم يدخل من (٣٥) ــــــــــــــــ سوى مزيد من الظلام . أوقدت (٣٦) ــــــــــــــــ
وقع الضوء على عيني كوقع (٣٧) ــــــــــــــــ . وخرج من الظلام وجه عابس (٣٨)
ــــــــــــــــ شفتيه أعرفه ولكنني لم أعد (٣٩) ــــــــــــــــ. وخطوت نحوه
في حقد . انه (٤٠) ــــــــــــــــ ،مصطفى سعيد . صار للوجه رقبة ،(٤١)ــــــــــــــــ
كتفان وصدر ثم قامة وساقان. (٤٢) ــــــــــــــــ أقف أمام نفسي وجها لوجه . (٤٣)
ــــــــــــــــ ليس مصطفى سعيد . انها صورتي (٤٤) ــــــــــــــــ في وجهي
من مرآة . اختفت (٤٥) ــــــــــــــــ فجأة وجلست في الظلام زمنا (٤٦) ــــــــــــــــ
أدري حسابه أرهف السمع ولا (٤٧) ــــــــــــــــ شيئا. اشعلت ثقابا آخر فابتسمت (٤٨)
ــــــــــــــــ ابتسامة مريرة . وجلست في راحة (٤٩) ــــــــــــــــ ونظرت
حولي فاذا مصباح قديم (٥٠) ــــــــــــــــ المنضدة أكاد المسه بيدي. هززته فاذا
فيه زيت . يا للعجب . أوقدت المصباح فتباعدت الظلال وتباعدت الحيطان وارتفع السقف .
أوقدت المصباح وأغلقت النوافذ . يجب أن تظل الرائحة حبيسة هنا . رائحة الطوب والخشب
والند الحريق والصندل .. والكتب .

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القطعـــة الثالثـة (٣)

الابـــاء والمعلمون

لا يزال الاباء (اولياء الامور) في مجتمعنا العربي ،يعتبرون أنفسهم المسؤولين الاولين فيما يتعلق بافراد العائلة ،فالأب هو الذى يقرر ،ويبيده جميع الصلاحيات ولا يسمح لغيره بالتدخل في (١) ـــــــــــ العائلية الداخلية والخاصة . وهم لا (٢) ـــــــــــ يرون المدرسة مؤسسة تقليدية ذات (٣) ـــــــــــ ويدّعون أن على المدرسة أن (٤) ـــــــــــ على نفس الصفات التي كانت (٥) ـــــــــــ قبل قيام الدولة . وأحسن تعبير (٦) ـــــــــــ السلطة هو استمرارية العقاب البدني (٧) ـــــــــــ المدارس - اذ به تقاس مقدرة (٨) ـــــــــــ المربي . الا ان الملاحظات تشير (٩) ـــــــــــ أن بعض الاباء يرون في (١٠) ـــــــــــ المدرسة هذه تعدّيا على صلاحياتهم وخاصة (١١) ـــــــــــ يتعلق بالعقاب البدني ،فهم يأتون (١٢) ـــــــــــ المدرسة ويشكون المعلم الذى استعمل (١٣) ـــــــــــ البدني ويهددونه أحيانا بالذهاب الى (١٤) ـــــــــــ والى المحكمة . والملاحظة الغريبة ان (١٥) ـــــــــــ الاباء في أحاديث فردية معهم (١٦) ـــــــــــ عن تأييدهم للعقاب البدني ، الى (١٧) ـــــــــــ يصل الامر الى اولادهم ،فيسلكون (١٨) ـــــــــــ مغايرا.

وقد أيّد المعلمون هذا (١٩) ـــــــــــ بقولهم :- ان الاباء يقولون أشياء (٢٠) ـــــــــــ عكسها .. وما يقولونه مجرد كلام ..(٢١) ـــــــــــ نفعل ما يطلبونه منا ونقوم (٢٢) ـــــــــــ البدني ،لا يكتفي الاباء بمعارضة (٢٣) ـــــــــــ ولكنهم يؤنبون المعلم ويهددونه بالبوليس (٢٤) ـــــــــــ..

وقد حضر أحد الاباء الى (٢٥) ـــــــــــ على أثر ضرب أحد المعلمين (٢٦) . ـــــــــــ ،وصرخ في وجه المعلم والمدير (٢٧) ـــــــــــ : بأي حق يضرب المعلم ابني؟ (٢٨) ـــــــــــ هذا ؟ أليس لهذا الولد أب (٢٩) ـــــــــــ ؟

ان عملكم هنا أن تعلموه ،(٣٠) ـــــــــــــــ تربيته لي ،فأنا أعرف كيف (٣١) ـــــــــــــــ أولادي ،ولا أريد مساعدتكم في (٣٢) ـــــــــــــــ. هذا الأب كان قد حضر (٣٣) ـــــــــــــــ بداية السنة الى المدرسة وطلب (٣٤) ـــــــــــــــ نفس المعلم الذى ضرب ابنه ،(٣٥) ـــــــــــــــ المدير ايضا الاهتمام بابنه لئلا (٣٦) ـــــــــــــــ .

يمكننا فهم الظواهر أعلاه في (٣٧) ـــــــــــــــ المجتمع التقليدي الذي كان يرى (٣٨) ـــــــــــــــ المدرسة السلطةوتدخلها في تربية (٣٩) ـــــــــــــــ كان لا يفسّر من (٤٠) ـــــــــــــــ وكأنه تعديا على صلاحياتهم ،بل (٤١) ـــــــــــــــ في المعلم السلطة التي كانوا (٤٢) ـــــــــــــــ أولادهم ويهددونهم بها عندما كان (٤٣) ـــــــــــــــ يسلكون سلوكا منافيا. كان الاباء (٤٤) ـــــــــــــــ لاولادهم : " سأشكيك للمعلم " . ان استعمال (٤٥) ـــــــــــــــ اداة لتهديد الاولاد وردعهم عن (٤٦) ـــــــــــــــ سلوك لا يرضى عنه الاباء (٤٧) ـــــــــــــــ اختفى. والظاهر ان الصورة التي (٤٨) ـــــــــــــــ متعلّقة بالاذهان من أن المعلم (٤٩) ـــــــــــــــ سلطة مربيه بدأت تذوب ايضا.

(٥٠) ـــــــــــــــ القول أن الاباء كقوّة بدأوا يظهرون ،فالأب يعتبر نفسه عاملا في التنشئة الاجتماعية بسبب التغيّر الثقافي والحضاري في حياة وقيم وثقافة الاباء.

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Arab Education in Israel

القطعـــة الرابعـــة (٤)

التربية والتغيّر الاجتماعي

يعتبر التغيّر ميزة من مزايا عصرنا الجذرية ،وهو صفة ترافق وبشكل واضح المجتمعات النامية. ويتخذ التغيّر شكلين : الشكل المقصود والشكل غير المقصود . والتغيّر في شكله (١) ـــــــــــ يأتي عن طريق وكلاء التغيير (٢) ـــــــــــ والسياسيين وعن المؤسسات القائمة في (٣) ـــــــــــ المجتمعات والتي تهدف الى تحديث (٤) ـــــــــــ وزراعتها وخدماتها الاجتماعية والصحية . وفي (٥) ـــــــــــ النامية يكون التغير عبارة عن (٦) ـــــــــــ للشخصية القومية المعبّر عنها بالكيان (٧) ـــــــــــ للامة الواحدة في الدولة الواحدة .

(٨) ـــــــــــ أن يحدث التغير بشكل غير (٩) ـــــــــــ عن طريق قوى

التغيير الدقيقة (١٠) ـــــــــــ المرئية ، التي تتغلغل بعمق في (١١) ـــــــــــ وثقافة المجتمع ،بالرغم من الحواجز (١٢) ـــــــــــ والعرقية . وتتوجد هذه القوى عادة (١٣) ـــــــــــ اطار العلاقات الانسانية على البعد (١٤) ـــــــــــ والبعد الجماعي . وهي ايضا نتيجة (١٥) ـــــــــــ الاعلام ووسائل الاتصال الجماهرية خاصة (١٦) ـــــــــــ والتلفزيون . وعندما يتفاعل افراد ذوو (١٧) ـــــــــــ تقليدية مع أناس اخرين ذوي (١٨) ـــــــــــ متطورة ،فان تغيّرا سيحدث حتما. (١٩) ـــــــــــ يخضع الفريقان لهذا التفاعل فان (٢٠) ـــــــــــ الثقافي والاجتماعي يلاحظ عادة بين (٢١) ـــــــــــ الجماعة الاقل تطوّرا.

ان التغيّر (٢٢) ـــــــــــ شكله المقصود ،يكون نتيجة لتخطيط (٢٣) ـــــــــــ بعملية اعلام مساعدة. ويكون عادة (٢٤) ـــــــــــ أو مقترحا مع بعض التأكيد (٢٥) ـــــــــــ من قبل المخطط الاجتماعي . حقا (٢٦) ـــــــــــ التغيّر عبارة عن تدخل مباشر (٢٧) ـــــــــــ القيم الثقافية واساليب الحياة للمجتمعات (٢٨) ـــــــــــ يحـــدث فيها. وبسبب كونه مقصودا (٢٩) ـــــــــــ له ،

فان هذا النوع من التغيّر (٣٠) ـــــــــــــ موضوعا للدراسات المتكررة من أجل

(٣١) ـــــــــــــ ديناميته وتقييم تأثيره على المجتمع.

(٣٢) ـــــــــــــ التغيّر في شكله غير المقصود (٣٣) ـــــــــــــ

لا يقف عند كونه غير (٣٤) ـــــــــــــ وغير مفروض على المجتمع ،بل (٣٥)ـــــــــــــ

تلقائي ودقيق . تصعب ملاحظته . لهذا (٣٦) ـــــــــــــ يتغلغل في الافراد

والجماعات عن (٣٧) ـــــــــــــ وعي منهم . وهذا هو بالذات (٣٨) ـــــــــــــ

يجعل هذا النوع من التغيّر ،(٣٩) ـــــــــــــ تدريجيا دون اللجوء للقوة،

في (٤٠) ـــــــــــــ وبناء المجتمع ،أي أن كونه (٤١) ـــــــــــــ وغير

مفروض بالقوة ولا ناتج (٤٢) ـــــــــــــ تأثيرات مباشرة من قبل السلطة (٤٣)

ـــــــــــــ أو وكلاء التغيير . يجعل هذا (٤٤) ـــــــــــــ من التغيّر

فعالا. والغريب أن (٤٥) ـــــــــــــ غير المقصود لم يحظ باهتمام (٤٦) ـــــــــــــ

الاجتماع كما حظي التغيّر المقصود . (٤٧) ـــــــــــــ يكون السبب كامنا في عدم

(٤٨) ـــــــــــــ أهداف مسبقة ،وبسبب حدوثه دون (٤٩) ـــــــــــــ مباشرة

أو صرف رؤوس أموال .

(٥٠) ـــــــــــــ بحث ودراسة هذا الشكل من التغيّر غير المقصود وتأثيره قد

يكشف عن فعالية التغيير وعن معارضة اقل له ولمظاهره ،بعكس الحالات التي يحدث فيها

التغيّر المقصود.

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APPENDIX B

CLOZE TEST OF ARABIC READING COMPREHENSION
THE KEY ANSWERS

مفتـاح الاجابات لامتحان فهم المقروء (الكلوز)

القطعة الاولى:

(١) عظيم ـ شديد ـ كبير ـ للوصول ـ وحنين ـ عارم ـ حار •

(٢) الصغيرة ـ الراقدة ـ الحبيبة ـ الواقعة ـ الموجودة ـ التي •

(٣) وانا ـ ظللت ـ قضيتها ـ كنت •

(٤) جئتهم ـ عدت ـ رجعت ـ رايتهم ـ قابلتهم ـ مرّت •

(٥) حقيقة ـ فجاءة ـ هناك ـ فيها •

(٦) حولي ـ وسرّوا ـ لعودتي ـ بحضوري ـ للقائي ـ سرورا ـ كبيرا •

(٧) احسست ـ شعرت ـ صرت •

(٨) فكأنني ـ كانسان ـ مثل •

(٩) دقّ ـ حسب ـ شعور • وضع ـ مجرى ـ امل ـ طابع ـ منوال •

(١٠) في •

(١١) تعودت ـ سمعت ـ اعتادت •

(١٢) من ـ ل •

(١٣) الغية ـ الخارج ـ اوروبا ـ حياتي ـ الغربة ـ غربتي ـ مخيلتي •

(١٤) الضباب •

(١٥) راح ـ انقشع ـ زال ـ انجلى •

(١٦) فراشي ـ بيتي ـ السرير ـ المكان •

(١٧) تشهد ـ تدل ـ اشرقت ـ اطّلعت •

(١٨) طفولتها ـ مصغرها ـ صغرها ـ صباها •

(١٩) ذاك ـ انّه • سمعت •

(٢٠) بلدنا ـ داخلي ـ اذني ـ ذهني ـ نفسي •

(٢١) تمرّ ـ تحوم ـ تلفح ـ تهزّ ـ عابرة •

(٢٢) القمح ـ الزرع ـ الحنطة ـ القرية ـ السنابل ـ القطن •

(٢٣) النافذة ـ ذلك ـ نافذتي ـ الشباك •

(٢٤) دارنا ـ غرفتي ـ الدار •

(٢٥) بخير ـ قائمة ـ مثمرة ـ فيها ـ عادية •

(٢٦) والى ـ و •

(٢٧) الجريد ـ ورقتها ـ فرعها ـ الوشاح ـ غصنها •

(٢٨) بالطمأنينة ـ بالبهجة ـ بالحياة ـ بالسعادة ـ بالجمال ـ بالفرح ـ بالراحة •

القطعة الاولى ـ تتمة :

(٢٩) مهب ـ مسار •

(٣٠) مخلوق ـ انسان ـ معزور ـ يوجد •

(٣١) هدف ـ وطن ـ عروق ـ قوة ـ اهل ـ اساس•

(٣٢) ابي •

(٣٣) اختي •

(٣٤) وتتحدث ـ والقهوة ـ نبحث ـ نسمر ـ نتسامر •

(٣٥) الحياة ـ الدنيا ـ اهلي •

(٣٦) لم ـ لا •

(٣٧) بين ـ من ـ مع •

(٣٨) ووصفته ـ قائلا ـ قلت •

(٣٩) نحو ـ سنّ ـ حدود ـ اوائل ـ حوالي •

(٤٠) رأسه ـ قصير ـ املس ـ طويل ـ مشعّث •

(٤١) وشاربه •

(٤٢) في ـ اهل ـ وكبار ـ السحاكين •

(٤٣) هذا ـ انهّ ـ السيد •

(٤٤) المغتربين ـ غائب •

(٤٥) ابي ـ لا ـ ايضا •

(٤٦) البلد ـ القرية •

(٤٧) اعوام ـ سنوات •

(٤٨) بنت ـ قريبة ـ اخت •

(٤٩) يعملون ـ نتحدث ـ يحكى ـ نسمع ـ نعرف •

(٥٠) ماذا ـ الذي ـ كيف ـ لماذا •

القطعة الثانية :

(١) ابتدئ ـ ابدأ ـ بدأت ـ اشرع .

(٢) الا ـ اذا ـ اعرف ـ بطريقة ـ مع ـ واعلم .

(٣) وانا ـ ولكنّي ـ بينما .

(٤) ظل ـ اراه ـ الاصغر ـ بقي ـ يلمع ـ كان ـ بدأ .

(٥) ثم ـ وقد .

(٦) المعسكرة ـ تزحف .

(٧) لحظة ـ الفضاء ـ الظلام ـ عجلة ـ السماء ـ سرعة ـ الافق .

(٨) لها .

(٩) ما ـ كما ـ لكنّها .

(١٠) أعلمُ ـ أقرّرُ ـ افكّر ـ أحِسُّ ـ أعرف .

(١١) امام ـ قرب ـ بجانب ـ وراء ـ عند .

(١٢) لا .

(١٣) عالمي ـ العالم ـ .

(١٤) قد .

(١٥) صرت ـ اصبح ـ حسبت ـ كأنْ ـ ان .

(١٦) اين .

(١٧) اين .

(١٨) للقافلة ـ لها ـ لأهلي ـ للاهل ـ للناس .

(١٩) الاعراس ـ الفتيات ـ النساء .

(٢٠) وشتاء ـ مُتّجِهَةً ـ أكانت ـ الهابّة ـ تهبّ ـ ناعمة .

(٢١) لا (يفعل) ـ ليس ـ غير .

(٢٢) أنذا ـ انا .

(٢٣) سعيد ـ زمنا ـ و ـ اقف ـ غريبي .

(٢٤) المستطيلة ـ الواسعة ـ الصغيرة ـ الكبيرة ـ القديمة .

(٢٥) في .

(٢٦) وجهه ـ فرشه .

(٢٧) الوصّ ـ المحبّب ـ صاحبها .

(٢٨) الباب .

(٢٩) من ـ في .

القطعة الثانية ـ تتمة:

(٣٠) انني ـ كنت ـ انا •

(٣١) والند ـ القديم ـ والحذاء ـ الاسود ـ الكريهة ـ الملقى ـ البالي

(٣٢) الحيطان ـ مهل ـ حذر •

(٣٣) الزجاج •

(٣٤) واخرى ـ ثانية •

(٣٥) الخارج ـ النافذة ـ الباب •

(٣٦) ثقابا ـ المصباح ـ النار ـ النور ـ شمعة •

(٣٧) الانفجار ـ السهام ـ الشمس •

(٣٨) زاماً ـ ضاماً •

(٣٩) اذكره ـ اتذكر ـ اعرفه ـ اميّزه •

(٤٠) غريمي ـ الغريم ـ الشاب الغريب ـ السيد ـ هو •

(٤١) وللرقبة ـ وصار ـ وَ ـ ولجسمه ـ طويلة ـ ثم ـ وله •

(٤٢) ووجوتني ـ كنت ـ وانا ـ انني •

(٤٣) هذا ـ انهّ ـ اقول •

(٤٤) تعبس ـ تنعكس تنظر •

(٤٥) الصورة ـ صورتي •

(٤٦) لا ـ لم •

(٤٧) اسمع ـ اشعر •

(٤٨) امرأة ـ وكانت ـ ولكنها المرأة ـ بعدها •

(٤٩) الضوء ـ قريبة ـ لوحدي ـ صغيرة •

(٥٠) على •

القطعة الثالثة :

(١) شؤونه ـ امور ـ الشؤون .

(٢) يزالون .

(٣) سلطة ـ صلاحيات ـ اهمية قيمة ـ شأن ـ كيان .

(٤) تحافظ ـ تبقى ـ تعمل ـ تقوم ـ تعتمد ـ تسير .

(٥) لها ـ عليها ـ بالفترة ـ متبعة ـ قائمة ـ زمن ـ سائدة ـ .

(٦) لهذه ـ عن ـ لتلك .

(٧) في .

(٨) المعلم ـ شخصية ـ وقوة ـ ونجاعة ـ صفات ـ سلطة .

(٩) الى .

(١٠) صلاحية ـ تطوّر ـ صلاحيات ـ نظام ـ عمل ـ سلطة .

(١١) فيما ـ بما .

(١٢) الى .

(١٣) العقاب .

(١٤) البوليس ـ الشرطة ـ المفتش ـ المعارف ـ المدير .

(١٥) هؤلاء ـ بعض ـ نفس ـ اغلب .

(١٦) يعبّرون ـ اعربوا ـ يعربون ـ يتحدثون ـ نسمع .

(١٧) انْ .

(١٨) سلوى ـ مسلكا ـ اتجاها ـ طريقا .

(١٩) الامر ـ الرأي ـ الشيء ـ الكلام ـ الموقف .

(٢٠) ويعملون ـ يفعلون ـ وينفذون .

(٢١) فعندما .

(٢٢) بالعقاب .

(٢٣) ذلك ـ المعلمين ـ العقاب ـ هذا .

(٢٤) والمحاكم ـ المحكمة ـ احيانا .

(٢٥) المدرسة .

(٢٦) ابنه ـ لولده .

(٢٧) بقوله ـ وقال ـ قائلا .

(٢٨) ما ـ الصغير ـ لماذا .

القطعة الثالثة ـ تتمة :

(٢٩) يربيه ـ وام ـ يرعاه ـ يعاقبه ـ يؤدبه ـ واهل .

(٣٠) واتركوا ـ ودعوا ـ امّا ـ ولكن .

(٣١) اربّي ـ اضرب .

(٣٢) ذلك ـ تربيته ـ عملي ـ العمل .

(٣٣) في ـ منذ .

(٣٤) من .

(٣٥) ومن ـ و .

(٣٦) يفسد ـ يكسل ـ يتدهور ـ يفشل ـ يرسب ـ يهمل .

(٣٧) ضوّ ـ انّ ـ ذلك ـ هذا .

(٣٨) في ـ انّ .

(٣٩) الاطفال ـ الاولاد ـ الطلاب ـ الولد ـ الابناء .

(٤٠) الاباء ـ قبلهم .

(٤١) راءوا ـ يرون .

(٤٢) يخيفون ـ يربون ـ يحذّرون .

(٤٣) الاولاد ـ الطلاب .

(٤٤) يقولون .

(٤٥) المعلم .

(٤٦) اي ـ عمل ـ القيام .

(٤٧) قد .

(٤٨) كانت ـ ما زالت .

(٤٩) دو ـ هو ـ يشكل ـ يعتبر .

(٥٠) وملخص ـ نستطيع ـ يمكن ـ خلاصه ـ ويجدر .

الفقرة الرابعة :

(١) المقصود ـ الاول ٠

(٢) الاجتماعيين ـ كالمعلمين ـ والمسؤولين ـ والمربين ـ المختصين ٠

(٣) هذه ـ داخل ـ تلك ـ بعض ـ٠

(٤) صناعيها ٠

(٥) المجتمعات ـ البلاد ـ البيئات الدول ٠

(٦) امتداد ـ تطوير ـ تغيير ـ نموّ ـ بلور ـ بناء ٠

(٧) السياسي ـ القائم ـ الواحد ـ الوحدوي ـ الحديث ـ الذاتي

(٨) ويمكن ـ ٠

(٩) مقصود ٠

(١٠) وغير ـ الغير٠

(١١) تركيب ـ تربية ـ حياة ٠

(١٢) السياسة ـ التقليدية ـ الدينية ٠

(١٣) في ٠

(١٤) الفردي ٠

(١٥) لوسائل ـ لوجود ـ اثر ـ تأثير ٠

(١٦) الراديو ـ الاذاعة ٠

(١٧) خلفية ـ تربية ـ ثقافة ـ صفات ـ افكار ـ خبرة ـ آراء ـ مزايا ٠

(١٨) خلفية ـ تربية ـ ثقافة ـ صفات ـ افكار ـ فكرة ـ آراء ـ مزايا ٠

(١٩) وبينما ٠

(٢٠) التغيير ـ الفارق ٠

(٢١) افراد ـ تلك ـ هذه ـ فريق ٠

(٢٢) في ـ به ٠

(٢٣) مرافق ـ مسبق ـ يسند ـ مرتبط ٠

(٢٤) مفروضا ـ مخططا ٠

(٢٥) عليه ـ الكبير ـ والتوجيه ـ الحاصل ٠

(٢٦) انّ ٠

(٢٧) في ٠

(٢٨) التي ٠

(٢٩) ومخططا ـ مبرمجا ٠

(٣٠) كان ـ يعتبر ـ يكون ـ يشكل ـ المقصود ـ راجح ٠

القطعة الرابعة ـ تتمة :

(٣١) فهم ـ معرفة ـ دراسة ـ فحص ـ تقييم ٠

(٣٢) امّا ـ ان ٠

(٣٣) فهو ٠

(٣٤) مخطط ـ مقصود ٠

(٣٥) هو ـ يكون ـ انه ـ يعتبر ٠

(٣٦) فانه ـ نجدة ـ فهو ـ السبب ـ الشيء ـ نراه ـ فقد ـ يدخل ٠

(٣٧) غير ـ قلة ـ دون ٠

(٣٨) ما ـ الذي ٠

(٣٩) يتغلغل ـ يحدث ـ تغيرا ـ يأتي ٠

(٤٠) حضارة ـ تطور ـ ثقافة ـ إنشاء ـ وضع ـ خلق ٠

(٤١) تلقائيا ـ غير مقصود ٠

(٤٢) عن ـ من ٠

(٤٣) الحاكمة ـ القائمة ـ المختصة ـ التربوية ـ العليا ـ السياسيين ـ المسؤوله

(٤٤) النوع ٠

(٤٥) التغيّر ٠

(٤٦) علماء ـ رجال ٠

(٤٧) وربما ـ قد ٠

(٤٨) وجود ـ وضع ـ معرفة ـ وضوح ٠

(٤٩) تكاليف ـ وسائل ـ تأثيرات ٠

(٥٠) ان ٠

APPENDIX B

CLOZE TEST OF ARABIC READING COMPREHENSION
THE ENGLISH TRANSLATION

Michigan State University
College of Education

December 1978

Dear Student Teacher;

The materials in this booklet are part of a study in RC. The researcher is conducting this study as a partial fulfilment in his Ph.D. program. Please fill in personal details and read instructions on the following page before starting to answer the test questions.

My thanks to you and my appreciation for your cooperation.

M. Habib-Allah

Personal Information

1. Name:_____
2. Class (1st or 2nd year)_____
3. Specialization area_____
4. Sex: M_____ F_____
5. Marital Status: Married_____
   Single _____
6. Residence place:_____ _____town _____village ____other
7. Matriculation Examination Certificate: Yes_____ No_____

Instructions

In the following pages you will find a test in RC compound of four passages from the Arabic literature and the educational disciplines. You will see that 50 words have been left out of every reading passage and were replaced by numbered lines in the places of the missing words. First you are asked to read the whole passage, then start reading and filling in the blanks by writing the appropriate word you think has been left out - the same word the author might have used. All the lines are of the same length, but some of the words are long, some are short, some might be a noun; some might be a verb, and some might be pronouns. Write only one word. Think and then write. The word you write reflects your reading comprehension.

Important: The researcher's intention is not your evaluation personally. The results in no way affect your marks in your subjects at the Teachers' College. The information gained from this test will serve research purposes only. Names and answers will remain anonymous. Please, work independently and do not ask or cooperate with others. The researcher is interested in what you would write, think and understand. If you cannot fill in one blank, leave it to the second one and try to return and fill it later after you finish.

Do this Sample Test

Abu Al-Qasim Al-shabi had not been a mere romantic poet, but he was a sad (1)_____ whose rootes of sadness extended (2)_____ far as the actual status (3)_____ his nation; that status which (4) _____sadness in the sensitive soul (5)_____the tender feeling. He (6)_____not one of those who (7)_____to see only the seemy (8)_____ of life and who tend (9)_____be pessimistic for the sake of (10)_____. On the contrary, his mood was optismistic on the whole.

Notice that the appropriate words which could be filled in the blanks are: (1) poet, (2) as, (3) of, (4) cause, (5) and, (6) was, (7) tend, (8) side, (9) to, (10) pessimism.

Remember that there is only one word missing in every blank and the sum of the words for every passage is fifty.

Time (30) minutes for every passage
2 hours for the whole exam

Literary-Descriptive Passage

It was, gentlemen, after a long absence – seven years to be exact, during which time I was studying in Europe – that I returned to my people. I learnt much and much passed me by – but that's another story. The important thing is that I returned with a great yearning for my people in that small village at the bend of the Nile. For seven years I had longed for them, had dreamed of them, and it was an extraordinary moment when I at last found myself standing amongst them. They rejoiced at having me back and made a great fuss, and it was not long before I felt as though a piece of ice were melting inside of me, as though I were some frozen substance on which the sun had shone – that life warmth of the tribe which I had lost for a time in a land 'whose fishes die of the cold'. My ears had become used to their voices, my eyes grown accustomed to their forms. Because of having thought so much about them during my absence, something rather like fog rose up between them and me the first instant I saw them. But the fog cleared and I awoke, on the second day of my arrival, in my familiar bed in the room whose walls had witnessed the trivial incidents of my life in childhood and the onset of adolescence. I listened intently to the wind: that indeed was a sound well known to me, a sound which in our village possessed a merry whispering – the sound of the wind passing through palm trees is different from when it passes through fields of corn. I heard the cooing of the turtle-dove, and I looked through the window at the palm tree standing in the courtyard of our house and I knew that all was still well with life. I looked at its strong straight trunk, at its roots that strike down into the ground, at the green branches hanging down loosely over its top, and I experienced a feeling of assurance. I felt not like a storm-swept feather but like that palm tree, a being with a background, with roots, with a purpose.

My mother brought tea. My father, having finished his prayers and recitations from the Koran, came along. Then my sister and brothers came and we all sat down and drank tea and talked, as we have done ever since my eyes opened on life. Yes, life is good and the world as unchanged as ever.

Suddenly I recollected having seen a face I did not know among those who had been there to meet me. I asked about him, described him to them: a man of medium height, of around fifty or slightly older, his hair thick and going grey, beardless and with a moustache slightly smaller than those worn by men in the village; a handsome man.

'That would be Mustafa,' said my father.

Mustafa who? Was he one of the villagers who'd gone abroad and had now returned?

My father said that Mustafa was not a local man but a stranger who had come here five years ago, had bought himself a farm, built a house and married Mahmoud's daughter – a man who kept himself to himself and about whom not much was known.

I do not know what exactly aroused my curiosity but I remembered that the day of my arrival he was silent. Everyone had put questions to me and I to them. They had asked me about Europe. Were the people there like us or were they different? Was life expensive or cheap? What did people do in winter? They say that the women are unveiled and dance openly with men. 'Is it true,' Wad Rayyes asked me, 'that they don't marry but that a man lives with a woman in sin?'

"Salih Tayeb - Season of Migration to the North (Translated from Arabic by Denys Johnson-Davies) Heinemann, London, 1969, pp. 1-3"

Literary-Analytic Passage

1

The world has turned suddenly upside down. Love? Love does not do this. This is hatred. I feel hatred and seek revenge; my adversary is within and I needs must confront him. Even so, there is still in my mind a modicum of sense that is aware of the irony of the situation. I begin from where Mustafa Sa'eed had left off. Yet he at least made a choice, while I have chosen nothing. For a while the disk of the sun remained motionless just above the western horizon, then hurriedly disappeared. The armies of darkness, ever encamped near by, bounded in and occupied the world in an instant. If only I had told her the truth perhaps she would not have acted as she did. I had lost the war because I did not know and did not choose. For a long time I stood in front of the iron door. Now I am on my own: there is no escape, no place of refuge, no safeguard. Outside, my world was a wide one; now it had contracted, had withdrawn upon itself, until I myself had become the world, no world existing outside of me. Where, then, were the roots that struck down into times past? Where the memories of death and life? What had happened to the caravan and to the tribe? Where had gone the trilling cries of the women at tens of weddings, where the Nile floodings, and the blowing of the wind summer and winter from north and south? Love? Love does not do this. This is hatred. Here I am, standing in Mustafa Sa'eed's house in front of the iron door, the door of the rectangular room with the triangular roof and the green windows, the key in my pocket and my adversary inside with, doubtless, a fiendish look of happiness on his face. I am the guardian, the lover, and the adversary.

2

I turned the key in the door, which opened without difficulty. I was met by dampness and an odour like that of an old memory. I know this smell: the smell of sandalwood and incense. I felt my way with my finger-tips along the walls and came up against a window pane. I threw open the window and the wooden shutters. I opened a second window and a third, but all that came in from outside was more darkness. I struck a match. The light exploded on my eyes and out of the darkness there emerged a frowning face with pursed lips that I knew but could not place. I moved towards it with hate in my heart. It was my adversary Mustafa Sa'eed. The face grew a neck, the neck two shoulders and a chest, then a trunk and two legs, and I found myself standing face to face with myself. This is not Mustafa Sa'eed – it's a picture of me frowning at my face from a mirror. Suddenly the picture disappeared and I sat in the darkness for I know not how long listening intently and hearing nothing. I lit another match and a woman gave a bitter smile. Standing in an oasis of light, I looked around me and saw there was an old lamp on the table my hand was almost touching. I shook it and found there was oil in it. How extraordinary! I lit the lamp and the shadows and the walls moved away and the ceiling rose up. I lit the lamp and closed the windows. The smell must remain imprisoned here: the smell of bricks and wood and burning incense and sandalwood – and books.

"Salih Tayeb - Season of Migration to the North (Translated from Arabic by Denys Johnson-Davies) Heinemann, London, 1969, pp. 134-136.

Professional-Descriptive Passage

PARENTS AND TEACHERS

For the most part an Arab parent feels that it is he who makes the decisions in all matters concerning members of his family. He tolerates no direct interference even if offered with the best of intentions in order to help him. Before the social changes mentioned above, however, the traditional Arab parent not only acquiesced to direct interference in his life and the life of his family, but he often acted in accordance with such intervention, which had generally come from a clan or feudal leader. Such intervention is now seen as an affront to his autonomy, and it arouses his opposition.

The parents still see the school as an institution that should be as authoritative and traditional as possible. They maintain that the school must be authoritative as it was in the years before 1948, during the British mandate. The typical expression of such authority is seen in the administering of severe physical punishments, for "herein lies the worth of the school educator." Yet observations in schools showed that many parents viewed the authority of the school as an infringement on their own authority and came to school to complain angrily and even threatened violence when they found out that corporal punishment had been meted out to their children. It is interesting that in conversations the parents expressed themselves in a way that approved of corporal punishment, but in school they exhibited contradictory behavior.

This was also confirmed in talks with the teachers. A claim frequently voiced was that "parents say one thing and do the opposite" in connection with authority and its expressions. "They are merely words. . . . When we do what the parents say, they want and use corporal punishment, they not only don't accept it, but they complain and may even threaten to turn to the police or the courts." An angry parent, whose son had been beaten by one of the teachers, arrived at the school and shouted at the headmaster, "By what right did your teacher strike my son? What is this? Doesn't he have a father to educate him? Your job is only to teach. Leave his upbringing to me. I know how to raise well brought up children and I don't need your help." In the beginning of the school year the same parent had come to the school and asked the same teacher and headmaster "not to spoil" his son.

All this is better understood if it is remembered that, in fact, "to educate the child" was always considered the indisputable function of the traditional school. Such interference in the education of children did not, in former times, result in parental opposition. Furthermore, the teacher was seen by the parents as so authoritative that they used to threaten their children when they misbehaved by saying that they would report them to the teacher. Such threats have disappeared, and apparently the perception of the teacher as "the educating figure" is also fading.

In conclusion, it appears that opposing forces exist in the personality of the parent.[1] He is exposed to the processes of socialization and "patternization" within the traditional-cultural context in which he grew up, then later exposed to the intense and continuous influence of modern values, life styles, and behavior patterns.

From:
"Arab Education In Israel"
by: Sami Kh. Mari
Syracuse Univ. Press
1978, pp. 173-174

Professional-Analytic Passage

EDUCATION AND SOCIAL CHANGE

CHANGE IS probably the most profound yet commonplace characteristic of our time. As it contrasts with prevailing tradition, however, change is most apparent in developing societies and takes place in two forms: *intentional* and *unintentional*. In its intentional form change is introduced by social and political agencies and institutions in developing societies as they aim at modernizing their industry, agriculture, social and health services, and political institutions. In developing societies, represented mostly by new nation-states, intentional change can be easily observed in the offensive and defensive functions of the military institution as a strong token of and extension to nationhood and statehood.

Change may also be unintentional. These subtle, mostly invisible forces of change penetrate deeply into the structure and culture of a society, in spite of the barriers of politics and ethnicity. These forces are found mostly in the framework of human relations on both the interpersonal and intergroup levels. It is also elicited through other means, most important of which are the mass media, especially those which utilize the audio-visual form. When people from a traditional background interact with others from a more developed one, change is bound to take place. While both are affected by such interaction, sociocultural change is more noticeable among the less modernized group.

In its intentional form change is planned and highly publicized. It is usually imposed, or at least forcefully induced, by the social planner. Indeed, change is direct intervention with the cultural values and lifestyles of the communities to which it is introduced. Because of its purpose and planning, this form of change—which may range from technical assistance to family planning—has been repeatedly studied in order to understand its dynamics and to evaluate its impacts.

In its unintentional form change is not only unplanned and not imposed, but also subtle and spontaneous. As such, it takes place without much self-awareness, it simply happens to people. It is this very spontaneity, or the lack of direct intervention from forces of government and social agencies in the lives of people, which makes the unintentional forces of change penetrate gradually yet powerfully into the culture and structure of society. Change which is unintentional has received much less attention from social scientists than intentional change, because of its lack of purpose in terms of predefined objectives, the unspecific nature of such change, and to the fact that, unlike planned change, it takes place at no cost in terms of investments. Nonetheless, a careful investigation of the unintentional forces of change and their impact is expected to reveal more effectiveness of and less resistance to change and its manifestations than has been consistently reported in situations of intentional change.

From:
"Arab Education In Israel"
by: Sami Kh. Mari
Syracuse Univ. Press
1978, pp. 173-174

APPENDIX C

COLLEGE SUPERVISORS' RATING FORM

APPENDIX C

COLLEGE SUPERVISORS' RATING FORM
THE ARABIC FORM

وزارة المعارف والثقافة

دار المعلمين الحكومية العربية بحيفا

اسم الطالب ..... الصف والشعبة .....

تقريـــر عن مشاهدة درس طالـــب

التاريخ ..... الموضوع ..... عنوان الدرس .....

الصف ..... المدرسة ..... المعلمة .....

اسم الفاحص .....

القسم الاول – خطوات الدرس

١ – حـــل الوظيفة البيتية .....

.....

٢ – مراجعة الدرس القديم [طريقة مراجعة الدرس] .....

.....

٣ – تعليم الدرس الجديد (التمهيد ، الربط ، الشرح ، ايجاد مشكلة ، مقارنة او موازنة) .....

.....

.....

.....

.....

٤ – التعميم أو الاجمال .....

.....

٥ – الوظيفة البيتية .....

.....

القسم الثاني

١ – وسائل الايضاح التي استعملها الطالب .....

.....

٢ – استعمال اللوح .....

٣ – جودة اللغة ودقة التعبير .....

٤ – جودة الخط .....

٥ – نموذج تحضير الدرس .....

٦ – تنفيذ التخطيط .....

٧ – دقة المعلومات المعطاة في الدرس .....

القسم الثالث

١ – الجو السائد في الصف

النظام .....

العلاقة مع الطلاب .....

معالجة الفروق الفردية .....

الاصغاء .....

نشاط الطلاب ونجاوبهم .....

٢ – المظهر الخارجي .....

٣ – الشخصية .....

.....

ملاحظات عامة .....

.....

.....

العلامة ..... توقيع الفاحص .....

APPENDIX C

COLLEGE SUPERVISORS' RATING FORM
ENGLISH TRANSLATION

Ministry of Education and Culture
The Arab State Teachers College of Haifa

Student's name_____ 1 2 year, Specialization

A Report of ST Observation Lesson

Date_____ Subject_____ Name of Lesson _____ (Topic)

Grade_____ School_____ Hour_____

Name of Observer_____

I. Part One - Lesson Steps and M. of S.M.

1. Home work _____
2. Reviewing the last lesson (methods)_____
3. The new lesson (Intr., explanation, presenting the problem, comparison)_____
4. Conclusions:_____
5. Assignments:_____

II. Part Two - Verbal Ability

1. Presentation of audi-visual aids_____
2. Use of the blackboard_____
3. Verbal ability - language level and accuracy in expression:
   _____
4. Quality of writing_____
5. Lesson plan_____
6. Application of plan_____
7. Accuracy of given information_____

III. Part Three - Classroom climate

1. Classroom atmosphere:
   (a) discipline_____
   (b) communication and relations with pupil_____
   (c) individualized treatments_____
   (d) attention_____
   (e) pupils responses and activities_____
2. External appearance of the T (dress, voice)_____
3. Personality_____

IV. Global judgment and common remarks_____

Grade:_____ Signature_____

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٢) حبيب الله محمد ـ طريقة الكلوز وتقييم المهارات اللغوية في اللغة العربية ، دارنا ،

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