A COMPARATIVE STUDY OF ENGLISH SECOND LANGUAGE READING COMPREHENSION OF A RELIGION-BASED ASSESSMENT IN TWO DIFFERENT LOCATIONAL CONTEXTS

By

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A Comparative Study of English Second Language Reading Comprehension of a Religion-Based Assessment in Two Different Locational Contexts

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ABSTRACT

A Comparative Study of English Second Language Reading Comprehension of a Religion-Based

Assessment in Two Different Locational Contexts

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This study examined two different educational locations which had distinct environments. Both locations were part of the same religious (Christian) denomination and both were in higher education settings. The monolingual context was on campuses of universities and a seminary located in central United States. The multilingual context was a regional seminary campus located in Asia. All of the participants were second language users of English.

Two main instruments were administered. One was a C-Test adapted from Babii et al to independently assess the proficiency level of the participants apart from the measures that might have been used for their admission to the various institutions they were attending. The second instrument was a reading comprehension test patterned after the TOEFL but using texts that were compatible with a religious education setting. The two instruments showed a strong correlation with a Pearson r = .748

The results of this study indicate that there is no significant difference between the reading comprehension scores of students studying in a multicultural educational context and students studying in a monolingual educational context. The main predictor of reading

comprehension scores was the students' level of proficiency. A lesser predictor was whether

they were graduate students or undergraduate students. Additionally, the country or area of

origin seemed to have a small measure of predictability for the reading comprehension scores.

DEDICATION

To my children,

Beth, Kara, and Benjamin,

in memory of their father

ACKNOWLEDGEMENTS

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Chapter I. Introduction

More and more of the world's population are using English as a lingua franca (ELF) for many purposes. By the term "lingua franca" Seidlhofer (Seidlhofer, 2005) refers to the use of English as a contact language for communication between persons for whom it is not at native language or culture, but is chosen as the language of communication since neither of them share the other's native language and culture. Crystal (Crystal, 2003) indicated that no more than one in four users of English worldwide was a native speaker of the language. This precipitates a growing need for education to meet this demand.

While many seek entrance to universities and other institutions of higher education in locations where English is the common language spoken, others are opting for other English Medium institutions that are becoming more and more common in locations around the world. In either case, part of the admissions process for students whose first language is not English, is to prove English language proficiency by some standard means.   In many cases this means an acceptable score on some internationally recognized exam such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Claims are made for the validity of the TOEFL for the purposes of admissions decisions at English medium universities. (Carol A Chapelle, Chapelle, Enright, & Jamieson, 2011).

Background of the problem—Assessment

When considering the subject of assessment in second language, the baseline work that is constantly referenced is by Bachman and Palmer. They assert that usefulness is the primary

characteristic of an assessment instrument. They indicate that usefulness is the summation of six

other qualities, namely: reliability, construct validity, authenticity, interactiveness, impact, and

practicality. They have three guiding principles for the implementation of these qualities. These

are: 1) "It is the overall usefulness of the test that is to be maximized, rather than the individual

qualities that affect usefulness." 2) "The individual test qualities cannot be evaluated

independently, but must be evaluated in terms of their combined effect on the overall usefulness

of the test." 3) "Test usefulness and appropriate balance among the different qualities cannot be

prescribed in general, but must be determined for each specific testing situation." (Bachman,

1996)

Alderson and Banerjee published a review article on language testing and assessment in

which they synthesized published literature through 2000. They build upon Bachman's theory

and model. The view is that language ability is multi-componential, so the test methods should

reflect the target language use. In addition to the Bachman model, others such as McNamara

contributed the idea of the social dimension of language proficiency. Much of the review

discusses the validity of the assessment instruments. They concluded that with a variety of

different perspectives that can be used to show that an instrument is valid, the evidence is

accumulated and in a sense is never complete. (J. Charles Alderson & Banerjee, 2002)

Alderson and Bachman, in the preface to Dan Douglas' book, state that "a language test

aims to elicit a person's language behavior, and to provide for a means of describing and judging

that behavior." (Douglas, 2000). Douglas's theoretical framework consists of putting emphasis

on the concept of strategic competence which mediates between other facts (internal, external;

cognitive and physical) in language for specific purposes (LSP) testing. (page 87, (Douglas,

2000). He goes on to define specific purpose language test as one that uses content and methods

that are derived from analyzing a specific purpose target language use situation so that there is authenticity in task and test-taker's language ability interacting with content.

In a qualitative study done as part of the researcher's coursework, it became evident that that concept of reading comprehension is perceived differently by various people, and that fluency and interaction with the author to make text meaning are not necessarily equated. (Gruver, 2013). This small study was with graduate students at the university but who had done their undergraduate studies in their home countries in their first language before coming to the United States for graduate studies. This prompted the researcher to look into what reading and reading comprehension actually are.

Reading assessments begin with an understanding of the construct of reading and/or reading comprehension. This is a complex construct so the assessment of reading comprehension will also reflect this complexity. According to Grabe, general frameworks can be categorized in various ways. Commonly these include norm-reference and criterion-reference tests, formative and summative assessments, formal and informal assessments, and proficiency, achievement, placement, and diagnostic assessments. (Grabe, 2009). The main type of assessment pertinent to this research is that of assessment of proficiency. This of necessity involves assessment of reading comprehension.

A listing of major component abilities for reading comprehension by Grabe include the following: fluency and reading speed, automaticity and rapid word recognition, search processes, vocabulary knowledge, morphological knowledge, syntactic knowledge, text structure awareness and discourse organization, main idea comprehension, recall of relevant details, inferences about text information, strategic processing abilities, summarization abilities, synthesis skills, and evaluation and critical reading skills. (pg. 357 (Grabe, 2009). Of these

skills, fluency and reading speed have been used with monolingual persons with a degree of reliability. (Fuchs, Fuchs, Hosp, & Jenkins, 2001; Jenkins, Fuchs, Van Den Broek, Espin, & Deno, 2003; Katzir et al., 2006; LaBerge & Samuels, 1974). But other research shows that this is not necessarily a skill that transfers from first language (L1) to second language (L2). In a study by Quirk and Beem with ELLs, they found a significant gap between reading comprehension scores and reading fluency scores. (Quirk & Beem, 2012). Crosson and Lesaux concur with the findings by Quirk and Beem, and added that while decoding skills did not explain much of the discrepancy between fluency and reading comprehension, text fluency was closer. They conclude that oral language competencies have covariance with reading comprehension. (Crosson & Lesaux, 2010)

Proficiency is a term used to describe language use. Language Testing International regards language proficiency as a person's ability to use language in a variety of linguistic real world settings. The American Council on the Teaching of Foreign Languages (ACTFL) guidelines are a standard that has been generally adopted as defining what various levels of second language proficiency are. (International, 2016).

The internationally recognized language proficiency tests such as the Test of English as a Foreign Language (TOEFL) are based on components of what abilities the test takers can exhibit by their responses to multiple choice questions. The reading portion of this test incorporates texts with questions about vocabulary as well as general comprehension. These instruments are constantly being evaluated and updated. Chapelle et al have meticulously outlined the processes of updating the TEOFL and arguing for its validity for the purposes for which it is designed. They assert that their volume demonstrates the validity of the TOEFL score interpretation as an

indicator of academic English proficiency and score use for admissions decisions at English-medium universities. (C.A. Chapelle, Enright, & Jamieson, 2011).

Background of the problem—What is Reading?

In teaching language, particularly a second language, it is typical to discuss the discreet skills involved. In the past generally four skills have been identified—Listening, Speaking, Reading, and Writing. In general these have been subdivided into receptive skills (listening and reading) and productive skills (speaking and writing). While these may be addressed as discrete skills, they are integrated into the whole of the language that someone knows or is learning.

For purposes of this research, the skill of reading will be examined. What is reading? What are its subskills? And how can reading comprehension be defined? According to Eskey, "Reading is the process of acquiring information from a written or printed text. . .To read a text successfully is to know the meaning of the text. . . and being able to relate it to what is already known to construct a meaning for the text as a whole." (Eskey, 2002).(page 6). Alderson asserts that meaning is created in the interaction between a reader and a text(J Charles Alderson, 2000). Kintsch calls reading "active problem solving."(Kintsch, 2005)(page 126). Widdowson: the process of getting linguistic information via print" Urquart and Weir define reading as " the process of receiving and interpreting information encoded in language form via the medium of print."(Urquhart & Weir, 2014). Bernhardt gives The definition provided by the Program for International Student Assessment (PISA) (Organisation for Economic Co-operation and Development [OECD], 2006) "Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to

participate in society."(Elizabeth Buchter Bernhardt, 2011). "Reading is the process of acquiring information from a written or printed text"(Eskey, 2002). A dictionary definition of reading indicates it as an act of "taking in"; as one of "understanding"; and as one of interpretation. The definition is consistent with that of the RAND Reading Study Group Report (2002) who define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.(Elizabeth Buchter Bernhardt, 2011)(location 536)

Goodman offers this definition of reading: "Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses. More simply stated, reading is a psycholinguistic guessing game."(Goodman, 1967)

Many of the investigations into reading regard it as a process with its various components. Those who study the process of reading have categorized it in three basic ways. The bottom up approach begins with the concept of basic literacy and learning the sound/symbol association and proceeding through the learning of vocabulary, syntax, morphology, and semantics. This approach often assumes the learning of reading after the individual is already fluent in aural language skills—as would generally be the case with first language beginning reading. "Common sense suggests that a reader builds up meaning by working through a text left to right (in the case of English), converting letters into words, words into phrases, phrases into sentences. Such a process would require the reader to see everything on the page very clearly in a step-by-step process—similar to doing a math problem. But the reading process is not really like that (common sense also tells us that the world is flat).(Eskey, 2002)(page 5).

Those who work with the teaching of second language have argued that aural fluency may not be the basis upon which one learns to read. They advocate the top down approach to concepts and ideas being the primary encounter with text and then applying the decoding skills as they work through the text. This top-down approach to reading is not just a matter of decoding a text, but rather the reader comes to the text with an expectation of finding meaning, and engages whole chunks of text with a process of predicting, integrating it with prior knowledge, and confirming meaning.(Eskey, 2002). Smith adds that reading can never be separated from the intentions and interests of the readers or the consequences it has for them. . . nor can it be separated from thinking and writing.(Smith, 2004)(page 178).

Another aspect that contributes to the top-down concept of the process of reading is that of discourse and schema theory. One of the major insights of schema theory lies in drawing attention to the constructive nature of the reading process and to the critical role of the reader and the interaction between the text and the reader's background knowledge.(Nassaji & Nassaji, 2007)

A third group argues for an integrated approach to studying reading. Nearly every explanation of the reading process now involves some type of integrated approach incorporating the bottom-up (decoding) skills along with the top-down skills (schema, background knowledge, and reading purpose). The RAND Reading Study Group report has become the base line of reference for most integrated theories of reading and reading comprehension. They define the term *reading comprehension* as" the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." The three elements of this process are the reader, the text, and the activity or purpose for reading.(Snow, 2002).

From the perspective of literature and reading comes the Transactional Theory of Louise Rosenblatt. She puts reading on a continuum of efferent on one hand and aesthetic on the other. The efferent stance designates the kind of reading in which attention is centered predominantly on what is to be extracted and retained after the reading event. In the aesthetic kind of reading, the reader adopts an attitude of readiness to focus attention on what is being lived through during the reading event.(Louise M Rosenblatt, 1968, 1994b) Those who have brought her ideas into L2 reading have termed it Reader Response Theory. This is built on the assumption that a text's meaning is not set but constructed through the interaction between content and structure of the author's message and the experience and prior knowledge of the reader.(Case, Ndura, & Righettini, 2005; Kadir, Maasum, & Vengadasamy, 2012)

From a psycholinguistic perspective, various integrated models have been proposed. These models generally indicate an interaction between the "bottom-up" processes of decoding and the "top-down" processes of reasoning and problem solving. (Elizabeth Buchter Bernhardt, 2011; Perfetti, 1999). There is discussion of whether these processes are simultaneous (Elizabeth Buchter Bernhardt, 1991) or whether they follow in a particular pattern. Perfetti (page 197): " Reading comprehension processes build on the identification of words, rapidly extracting context-sensitive meanings, assembling strings of morphemes into syntactic structures (parsing), building basic meaning units (propositions), integrating basic meaning units within and across sentences, and inferring additional information required to build a general (non-linguistic) representation of the content of a text."(Perfetti, 1999) The main point of the interactive models of reading is that reading involves the continuous integration of the available information from both inside and outside the text in order to construct a coherent representation of the text.

Most of what has been researched in the processes of reading has focused particularly on the processes of reading in one's first language (L1). When persons read or learn to read in a second language (L2), all the information and skills that are available as L1 readers does not go away. They are still present as the task of reading in the second language is approached. Because of this some hypotheses have been proposed to address this phenomenon.

In the integrated model group are those who advocate for a threshold hypothesis of proficiency before the top down schemata or ideas and concepts can be interacted with. This hypothesis propounded by Alderson states that "The Linguistic Threshold Hypothesis (LTH) looks at academic skills such as English Second Language Reading (ESLR) from the perspective of the L2 language development. According to the LTH, ESLR demands a critical level of L2 development, and regardless of L1 proficiency, until this threshold is reached, the individual will inevitably have weak ESLR skills.(August, 2006; Clarke, 1980)

Others have studied the product of reading looking at such things as proficiency, fluency, vocabulary, and comprehension.

Hoover's simple view of reading is that it has two components. It is decoding and linguistic comprehension. His theory stated as an equation is R (reading) = D (decoding) x L (linguistic comprehension). Both D and L are computed from 0 (null) to +1. As long as each component is above zero, progress is being made.(Hoover & Gough, 1990). Stanovich argues for a compensatory processing model that states that a deficit in any particular process will result in a greater reliance on other knowledge sources regardless of their level in the processing hierarchy. (Stanovich, 1980)

Another hypothesis related to the learning to read in a second language is called the Linguistic Interdependence Hypothesis (LIH) and has been proposed by such persons as

Bernhart, Cummins, and Snow. This hypothesis claims that academic skills such as English second language reading are heavily influenced by the transfer of L1 skills. The LIH presumes that cognitive abilities developed in the L1 (those skills underlying academic language pursuits such as reading and writing) can easily be transferred to the L2(August, 2006; Elizabeth Buchter Bernhardt, 2011; Elizabeth B Bernhardt & Kamil, 1995; James Cummins, 1979; Jim Cummins, 1999).

To this point the definition of reading in general has been discussed, and this mostly from the perspective of it being a set of processes. It is also discussed as being a product. Some of these products include fluency and proficiency. Those who study first language reading have maintained that fluency is a mark of advanced reading. But for second language readers, increased proficiency is a better indicator of progress in reading. More proficient readers use metacognitive skills more effectively than less proficient readers. Alderson includes such skills as skimming, adjusting reading rate, recognizing what is more important in the text, previewing, using context, formulating questions about information, and monitoring cognition including understanding or lack thereof. (J Charles Alderson, 2000).

Background of the Problem--What is proficiency?

Droop discusses oral language proficiency as divided into three components: vocabulary knowledge, morphosyntactic knowledge, and oral text comprehension, and includes reading comprehension along with oral text comprehension. She uses various assessments, but does not define "comprehension."(Droop & Verhoeven, 2003). For many researchers proficiency was measured by vocabulary knowledge and grammatical judgment.(Geva, Yaghoub Zadeh, Geva, & Yaghoub Zadeh, 2006; Jiang & Jiang, 2011)

While the construct of proficiency encompasses all the aspects of language use, Canale and Swain have identified four subcategories of communicative competence: linguistic (grammatical), discourse, socio-linguistic, and strategic competence. In this model, linguistic competence refers to the mastery of lexical items and of the syntax of a language and is only one aspect of the competence required for appropriate L2 use. Segalowitz operationalized proficiency for his study as efficiency of lexical access in an animacy judgment task, as reflected in the coefficient of variability of response time adjusted for first-language performance on the same task.(Segalowitz & Frenkiel-Fishman, 2005)

More specifically related to this research is the concept of reading comprehension. The RAND Reading Study Group defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They point out that three elements are involved: the reader, the text, and the activity or purpose for reading and these three elements are situated within a sociocultural context. It is the interaction of reader and text that determines whether reading comprehension will be successful or not. (Snow, 2002). Gaskins asserts that reading comprehension requires the reader to take charge of the text, task, and context (Gaskins, 2003).

Defining the construct of reading comprehension is difficult to do apart from either process or product or both. According to Frank Smith comprehension cannot be measured at all because it does not have dimension or weight nor is it incremental. He believes that it is not dichotomous with uncertainty or ignorance, nor is it the accumulation of certain pieces of information. His definition of reading comprehension is "the condition of relating whatever we are attending to in the world around us to the knowledge, intentions, and expectations we already have in our head. . . We comprehend when we can make sense of our experience."(Smith,

2004)(page 60). Koda says that "comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.(Koda, 2005)

So in the absence of quantifying reading comprehension as a measurable construct, it is rather measured in terms of skills and processes or in terms of products. "The *products* of comprehension are indicators of what the reader knows and understands after reading is completed, whereas the *processes* of comprehension are those cognitive activities by which the reader arrives at those products."(Rapp, Broek, McMaster, Kendeou, & Espin, 2007).

Grabe defines reading comprehension in terms of component skills that underlie and support it. His list of component skills are divided into two levels—Lower-level processes which correspond to many of the components of the "bottom-up" processes of decoding, including word recognition, syntactic parsing, meaning or semantic encoding. Higher-level processes, corresponding more with the "top-down" processes, include text model formation, situation – model building, inferencing, executive control processing, and strategic processing. (Grabe, 2009). Others provide similar lists of processes that can be measured. (J Charles Alderson, 2000; Hedgcock, 2009; Kintsch, 1998; Perfetti, 1999)

Proficiency and achievement tests seek more to assess products of reading rather than processes.(J Charles Alderson, 2000)(page 20). Koda says that "successful comprehension depends on both linguistic knowledge and the skill to utilize the knowledge for text meaning construction."(Koda, 2005). So what is assessed is such things as reading fluency, reading speed, eye movements to indicate vocabulary knowledge, sociocultural knowledge and understanding.

Need for the Study

Because of the different contexts of learning, the two groups of international students in institutions of higher education in the Church of the Nazarene make a good choice for a comparative study. The international students in the universities in the United States are similar to international students in any U.S. university. They have left their home countries to come to Krachu's inner circle(Kachru, 1992) country to seek their university degree. Those who have opted for an English Medium (EM) institution in one of the outer circle countries have a different context or environment from those who attend universities in the "inner circle" countries. While the medium of instruction in both cases is English, the surrounding environment is different. Those in "inner circle" countries tend to be in classes with a majority of classmates who are English first language speakers/users. Those in the "outer circle' contexts are often in classes with classmates who are mostly L2 users of English. While there may be a minority of L1 users in the class (including the instructor who may or may not be an L1 speaker), the majority of the class is made up of L2 users where there may be a number of "overlapping communities" present. Overlapping communities are described by Gao in reference to his work with an EM university in Hong Kong as having participants that could not be considered a coherent and homogenous community.(Gao, 2010). He was building on the ideas of social capital as described by Bourdieu (1986).(Bourdieu, 1986)

This idea of overlapping communities fits the context/environment of the students at the Nazarene seminary in the Philippines. While all of them are there to pursue Christian ministry related degrees, and all of them are using English to accomplish that, they come from as many as twenty different nationalities and language groups. When they are not in classes, they tend to find others of their language group to discuss with. Even most those that are Filipino who are

studying at the seminary in Manila have come to the Capital region from outlying provinces where their L1 is other than English or Tagalog.

It is these two groups that I wish to do a comparative study with in this research. The pursuit of common Christian ministry degrees, the use of English as the medium of study, and the fact that nearly all of them are studying abroad, leaves their type of context more clearly as a/the difference that will be evidenced in their demonstration of English reading ability.

The focus of this research project is to understand more completely what is involved in reading comprehension for English Language Learners (ELLs). The work on English for Specific Purposes (ESP) and content familiarity indicate that a proficiency test that takes these into consideration should more accurately yield scores that predict how ready the persons are to do academic study in their chosen area. Based on the interactive concept of reading comprehension where the reader is an active participant in the making of meaning from text, this research will also probe the readers' perceptions of the text and test questions. Since the text is written by an L1 person and the text questions are designed by another L1 person, I am interested in whether the test designer has taken into account the thinking of the L2 test taker. Figure 1 below is a conceptual framework for this aspect of the research. In the design, the test taker must interact not only with the text author, but also with the test writer in order to "correctly" answer the comprehension questions. This research should shed light on ways that the role of test writer might improve to better communicate with the test takers.

Figure 1: Reading Comprehension and the L2 Learner/Test Taker
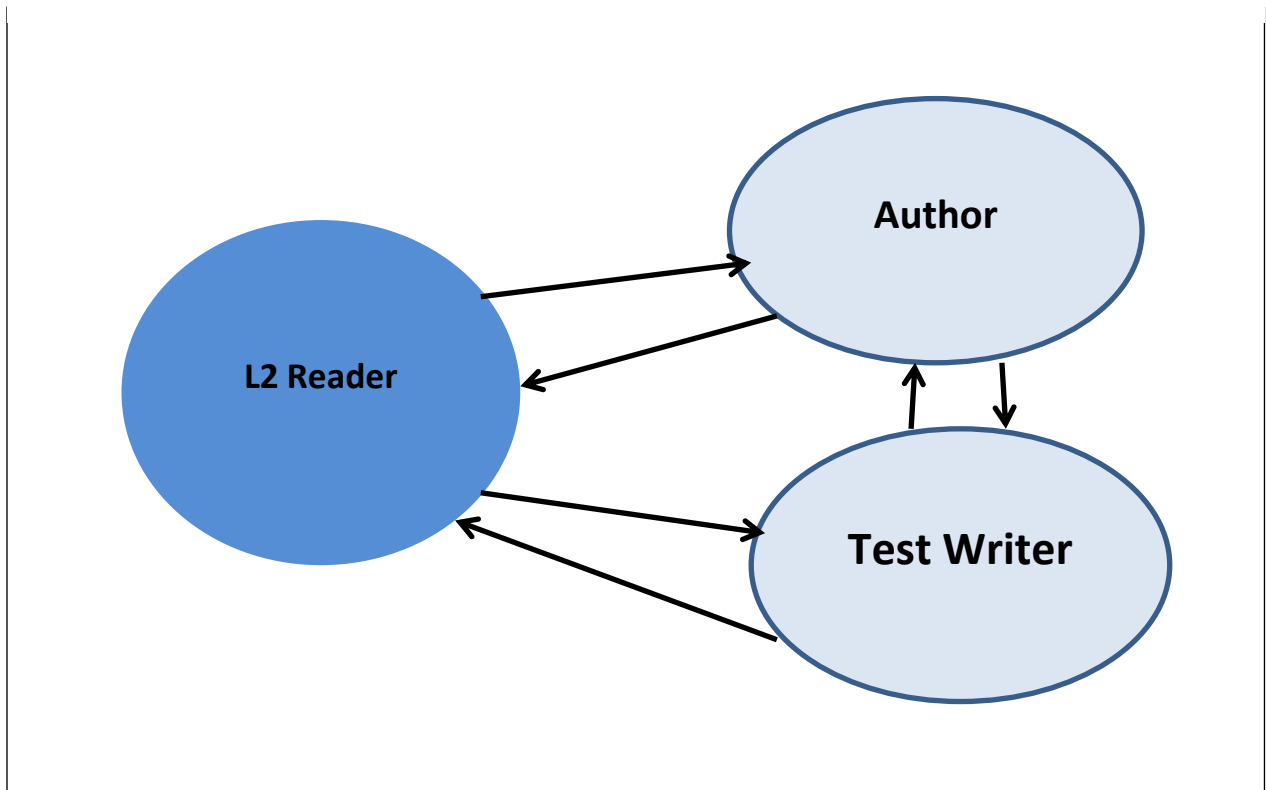
Conceptual framework for reading comprehension and assessment of comprehension.

Research Questions

1. Does the total language use context of the English language learner (ELL) affect their responses on a reading comprehension test

2. Does the proficiency level of ELLs correlate with their scores on the reading comprehension section of the APNTS English Proficiency Exam?

3. What are ELLs interview-based perceptions of the texts they have to process in order to demonstrate their proficiency in English?

Definition of Terms

English Language Learner: While a number of labels are used to identify second language learners, this study will use the term English Language Learner to refer to those who are not first language English speakers who are learning and using English for a variety of purposes. Specifically in this research ELLs are using English as a second language for academic purposes.

English Medium institution: It is generally understood that when students study abroad in the United States or another English language country, that they will be studying in English. In addition to the universities and other institutions in these countries, there are also universities and institutions that use the English language as the medium of instruction even though they are located in countries where another language is the native language of the country.

Inner Circle: The countries such as United States, United Kingdom, Australia, Canada, and New Zealand where English is spoken as the main language.

Outer Circle: The countries of the world where the institutionalized non-native varieties of English are used in multilingual and multicultural contexts. These countries are primarily post-colonial countries that have continued to use indigenized English along with their native languages. These countries include India, Singapore, the Philippines, Malaysia, Hong Kong, Kenya, Nigeria, and Bangladesh.

Expanding Circle: The countries of the world where English is used as a foreign language for international communication. Countries in this category include China, Japan, Korea, Indonesia, Chile, Turkey, Thailand.(*The Other tongue : English across cultures*, 1982)

L2 Voices: For purposes of this research, this term refers to those who speak English as a second language and are giving their insights, understanding, and perspectives on the topic (in this case, reading comprehension).

Summary

This section has given background information regarding concepts of reading and assessment. The next chapter will explore literature regarding areas pertinent to this research. It will explore the area of English for Specific Purposes (ESP) as well as the idea of content familiarity. It will also probe the work that has been done in the area of English for Theological purposes and present research on alternative proficiency assessments—particularly the cloze test and C-Tests. Finally, it will review studies that have compared contexts of academic use of English.

Chapter II.   Literature Review

The background of the problem has reviewed literature regarding definitions of reading and reading comprehension. Additionally, it has considered some basic literature related to assessment. This chapter will look at literature related to contentment familiarity, English for Specific Purposes (ESP) with an emphasis on English for theological purposes, alternative forms of proficiency assessment, and comparative contexts and learning environments.

Content Familiarity

When learning a new language, one does not learn everything at once. In general, according to Gardner and others there is some type of motivation. This motivation may be instrumental (for a particular purpose such as education or improving one's possibilities) or it may be integrative (as when one is assimilating into a culture such as a marriage or permanent immigration). (Jim Cummins, 1999; Gardner, 2007) The motivation for language learning will provide the impetus for the content that is learned. One's previous interests from the L1 will also influence the topics of interest for the learner. From this idea has come the discussion about whether language in general should be assessed or should one assess the language of interest. English for specific purposes (ESP) addresses this issue.

One of the studies that demonstrates that content familiarity is a factor in the outcome of the assessments is a study done by Chen and Donin. They compared Mandarin L1 English L2 university students who were divided between engineering majors and biology majors. They tested them with biology content and reported that when they were of the same proficiency level, the biology majors scored higher on their test than did the engineering majors. (Chen & Donin, 1997). Others have found similar results. (J Charles Alderson & Urquhart, 1985; Barry & Lazarte,

1995; Clapham, 1996). Another study of the types of texts in the reading section of the Test of English as a Foreign Language exam (TOEFL) indicated that those with background knowledge in either humanities/social sciences or biological/physical sciences scored better on the texts and questions that pertained to their background knowledge. (Hale, 1988).

Pulido did a study regarding gains in vocabulary in a test/retest design. She included an instrument to determine the amount of topic familiarity with the texts used. Her research showed that there was a possible effect of topic familiarity on the amount of intake gains in vocabulary from the first test to the retest. However, the greater the level of comprehension, the greater the lexical gain regardless of how familiar the topic was to the reader. (Pulido, 2007)

Leeser examined the interaction of working memory and topic familiarity with a group of Spanish L2 learners. Topic familiarity emerged as a stronger predictor than working memory for comprehension of texts.(Leeser, 2007)

English for Specific Purposes

The origins of English for Specific Purposes (ESP) have been documented by Tom Hutchinson and Alan Waters. They trace five main phases of development and suggest that other phases are emerging and will emerge. The early work was centered in register analysis and focused on language forms that language learners would need in specific settings. From this focus on the sentence level, it was determined that a wider focus was needed. Thus the second phase they discuss is the rhetorical or discourse analysis phase. It looked at settings and contexts with a view to understanding how meaning was achieved in these settings. Their third phase reflects the shift to communicative approaches to English language teaching with a thorough explanation of needs analysis or "target situation analysis" as described by a number of practitioners. (Chambers, 1980; Munby, 1981). The fourth stage of ESP development, they say, has been an attempt to look below the surface of the language and study the thinking processes that underpin the language. This idea

builds upon the idea that underlying all language use are common reasoning and interpreting processes. (J Charles Alderson & Urquhart, 1985). The main thrust of the work by Hutchinson and Waters is what they term the "fifth stage of ESP development" which focuses on a learning centered approach. They make a distinction between "language use" and "language learning." By language use they are referring to lexical knowledge including grammar and other linguistic features. By language learning they are referring to processes and learning theories.(Hutchinson & Waters, 1987).

Peter Strevens has put forward a widely accepted extended definition of what ESP is. He says that ESP needs to distinguish between four absolute characteristics and two variable characteristics. His absolute characteristics for ESP include English language teaching which is designed to meet the specified needs of the learner, is related to content such as particular disciplines, occupations and activities, is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and an analysis of this discourse, and is in contrast with "General English." The variable characteristics are that the language may be restricted as to the language skills to be learned and it may not be taught according to any pre-ordained methodology.(Johns & Dudley-Evans, 1991). So the two essential components of ESP are needs assessment and discourse analysis.

Around the world many people who are not L1 speakers of English are using English to communicate with others who also are not L1 speakers of English. This lingua franca use of English has been estimated to constitute about three fourths of all face-to-face communication in English (Graddol, 2006). According to Anna Mauranen, whose work is on English as a linguafranca in academia (ELFA), the use of English in this manner often is used when L1 speakers are present. The EFLA project is corpus based research on academic use of English as a lingua franca with an emphasis on spoken communication.(Mauranen, 2011).

Hyland and Bondi did a study of a corpus of more than 3.5 million words in academic research and writing across four disciplines. The four disciplines they studied were biology, electrical engineering, applied linguistics, and business studies. Specifically, four-word bundles were compared across the disciplines and the results were that while there was some overlap, each discipline tended to express their material in certain patterns, with electrical engineering being the least like the other disciplines. (Hyland & Bondi, 2006).

ESP does have some prominent distinguishing features that many involved in ESP would agree upon. Needs assessment, content-based teaching methods, and content-area informed instructors are considered essential to the practice of ESP teaching. Needs assessment is the foundation upon which all the rest of ESP decisions are made. This needs assessment has evolved from lexical examination to sociocultural contexts and from prescribed by research to discovered by learner and instructors and other community members. (Belcher, 2006). The choosing of content is basically learner centered, and methodology looks like Content-Based Instruction (CBI). CBI is committed to both language learning and content learning objectives. (Stoller, 2004). Wesche and Skehan say that CBI seems particularly relevant for learners who are preparing for full-time study through their second language.(Kaplan, 2010).

The question has been raised about who should teach the ESP course. Should it be the language teacher who has some exposure to the discipline? Should it be co-teaching with a discipline professional? The ideal it would seem would be for the teacher to be a language teacher who is also a trained professional in the discipline. This is almost never the possible solution. Some have cautioned that a pseudo-professional may be worse than having no discipline knowledge at all since they might speak with an authority that they really do not have. Dudley-Evans suggests that a learner-centered approach be used with instructors learning the discipline along with the students and participating in the exercises to discover the discourse domains. (Dudley-Evans, 1997).

Starfield discusses perspectives of critical ESP and indicates that a central concept is that language needs to be understood within the contexts in which it is to be used. (Paltridge & Starfield, 2012). The idea of community has been central to ESP, but often in the sense that it is a homogeneous community without conflict or disagreement on values and norms. (Hyland & Hamp-Lyons, 2002; Swales & John, 1990). This translates into novices being socialized into the community as they seek full membership. But others argue that any context needs to be understood in its sociohistorical and political context and is shaped by the power relations in wider society. (Canagarajah, 2002).

Genre discourse analysis has grown out of Swales work especially involved with moves. The basic moves in this process are: 1) establishing a territory, 2) establishing a niche, and 3) occupying the niche. (Swales & John, 1990). Beyond this early work, corpus studies have been carried out in a number of ESP disciplines. (Vijay K Bhatia, 2008; Vijay K. Bhatia & Bhatia, 2008; Conrad & Mauranen, 2003).

ESP for Theology

While English for Specific Purposes has been evolving over a considerable time, the area of English for theological purposes has received far less attention. Because of the growing number of academic institutions that are preparing professional ministers for various Christian denominations and organization, more and more students are coming to these institutions to study in English. While some have works in their own languages, the language of Christian theology is largely English or has been translated into English.

I have found four works that are specifically related to ESP for theology. Two of them are research and two of them are practical applications.

Cheri Pierson's ethnographic case study of the Emmanuel Bible Institute in Oradea, Romania, explored the contributions of adult Christian and English-language education to a society in transformation. While much of the focus of this work was on transformation of society, one specific component was the use of English for theology. She concludes that theological content should be integrated with basic English instruction to increase the effectiveness of the overall English language program. (Pierson, 1999)

The other research work in English for theology was done by Michael Lessard-Clouston. He explored the lexical environments in theology lectures in an introduction to theology course in an institution in Canada. His work used the General Service List (GSL) and the University Word List (UWL) word lists along with a specially identified list of one hundred specialized theological vocabulary items (Lessard-Clouston, 2009)with the corpus from the theological lectures. He concluded that there is indeed a specialized vocabulary for theology, with some of it being items that have a specialized meaning within the discipline. (Lessard-Clouston, 2005).

The other two works are basically application of the principles of genre analysis. Susan Deng-Brewster built upon the work of Swales and analyzed one genre within the Salvation Army tradition—the expository sermon. The sermon is analyzed in terms of structure, field, tenor, and mode. She created a curriculum and lesson plans for students in an ESP program as fulfilling requirements for a master's degree in TESOL. (Deng-Brewster, 1999).

The work of Iris Devadason was at a seminary in Bangalore, India. While it was work for those studying theology, it had the additional focus of helping students prepare to write theses. She based her work on Swales "moves" and Hoey's "pattern of text analysis." She concluded that when given these tools, the students were able to apply what they learned in the English class and produced much more acceptable theses. (Devadason, 2008).

Assessments

As described in the background of the problem section in the previous chapter, the Test of English as a Foreign Language (TOEFL) exam has been researched and updated over the past fifty years. It is considered valid for its proscribed use of serving as an indicator of English proficiency for admission to English medium universities. (Carol A Chapelle et al., 2011)

Other tests of language proficiency have been developed and researched. One such type of test is the Cloze tests. This is based on reduced redundancy theory which developed out of Gestalt psychology which says that we interpret what we see by what we expect to see. (Wagemans et al., 2012). Since text has more than one means of conveying its ideas, if part of it is missing, the reader will fill in the missing part based on what they expect to see from the context. (Khodadady, 2012). A cloze test is generally comprised of at least two paragraphs where a rational deletion procedure or a grammatical or discourse function procedure is used to omit words from the text. Examinees will then fill in the blanks with appropriate words. These tests can be scored with an exact word scoring method or by an appropriate word scoring method. (Brown, 2004).

One of the arguments against the use of the Cloze test is that the words omitted may carry varying functional loads and thus not be equal in their contribution to the scores attained. (Bardovi-Harlig, 1999; Klein-Braley, 1985). For this reason Klein-Braley developed the C-Test. This test is similar in concept to the Cloze test, but rather than omitting every nth word (n=5 to 10), only part of every second word is eliminated. The first and last lines of the text are left intact so that a context is given for the reader. Advantages of the C-test include the fact that a more representative sample of words are presented, more items are possible, scoring is objective and quick, native speakers find it easy while it is challenging for second language learners, and more variety of text is possible. (Sattarpour & Ajideh). Research has been done comparing the C-test to other measures of

language proficiency showing good correlation.(Dörnyei & Katona, 1992; Eckes & Grotjahn, 2006; Katona & Dörnyei, 1993).

Comparative Contexts

The concepts discussed thus far in this literature review have to do with the background information necessary to continue with the research questions: defining reading and comprehension, content familiarity, English for specific purposes, and assessment. Now we turn to studies that have been done that relate the specific questions of this research proposal. What difference does context make in the development of reading ability?

Groundwork in the comparison of contexts has been done by Freed. She compared three contexts of second language learners (French as a foreign language). These contexts are those who take regular academic language classes, those who take an intensive immersion course in their home country, and those that study abroad in their second language.(Freed, Segalowitz, & Dewey, 2004). In this research they were interested in the concept of oral language fluency. They compared the three contexts as well as time-on-task features. They were interested in what differences they would find in overall language fluency as well as how the gains in language fluency correlated with time-on-task features of the various programs. The measurement instrument used both before the semester began and at the end of the semester was an Oral Proficiency Interview (OPI). Their unexpected finding was that those in the intensive immersion context actually made the greatest gains in oral fluency. This was at least partly explained by the output of research reports that were required of them. This study did not address skills other than oral skills. This study differs from an earlier study by Freed that compared study abroad students with those who took regular French courses at home. In that study the judges were French native speakers who judged the speaking of the students. They found that the study abroad students were more "fluent",

used more complex structures, stumbled and self-corrected more, spoke with a faster rate, and spoke with more words. However, the overall conclusion in that study was that the context was not the variable that made the difference but rather individual differences in the students themselves.(Freed, 1995)

Along with the idea of individual differences at the core of language learning, Gao did an inquiry into mainland Chinese students seeking to improve their linguistic competence in English through an English medium university in Hong Kong. Student narratives were examined and the conclusions reached were that within this university there were complex overlapping communities that students needed to negotiate, and their personal objectives were often undermined by micro-political forces of these communities. By identifying allies within these communities, students were able to realign their objectives with the sociological setting to pursue their personal objectives.(Gao, 2010)

Other studies that compared contexts generally looked at "at home" vs "study abroad" programs. And in general the main focus of attention was given to spoken language. Many of these were foreign language studies where the students who were studied were English first language students. (Guntermann, 1995; Huebner, 1995; Lafford, 2006; Martinsen, Baker, Dewey, Bown, & Johnson, 2010; O'Donnell, 2004). Serrano et al compared Spanish speakers who traveled from Spain to the UK with another group who did an intensive at home study. They concluded that "the study abroad context was more beneficial for the improvement of oral lexical richness while the learners in the at home context were slightly better in their receptive knowledge of grammar."(Serrano, Llanes, & Tragant, 2016)

The previously mentioned studies mostly looked at the improvement in speaking fluency using the OPI as the measure for progress. Huebner's study used traditional measures of global proficiency: the ETS Japanese Proficiency Test and ACTFL's Oral Proficiency Interview as well as a narrative retelling. So as related to the current research project, it looked at gains in reading

comprehension along with other measures. This particular study looked at true beginners of Japanese language as the L2 in two contexts—one an intensive course at home and the other a structured study abroad context. The study abroad group showed a higher level of gain in reading comprehension, but with a wider standard deviation, thus a wider variety of performance than the at home group.(Huebner, 1995).

A study that focused primarily on the development of reading comprehension in the L2 in a comparison of contexts was done by Dewey. This study paired a group of students in an intensive immersion program for Japanese language study in the U.S. with a group in a similar course program in a study abroad context in a city in Japan. Because previous studies had shown no significant difference in the gain in reading comprehension in these contexts, three measures were used in this research to assure accuracy. What was found was that while the free recall and vocabulary measures showed no significant difference in the contexts, and the self-assessment measure did show significant difference. The study abroad group felt more confident in their reading ability.(Dewey, 2004)

While most of this work has been done with English first language subjects, the principles of second language acquisition are applicable to those who are English language learners. Research reflecting a double study abroad comparison such as the one proposed in this study—with one context in the inner circle and one in the outer circle of English language context—was not found.

The next chapter will outline the methodologies, subjects, instruments and procedures to be followed for the proposed research into L2 voices in reading comprehension.

Chapter III. Methodology

Reading has traditionally been considered a "receptive skill" in the language learning context. Indeed it is a means of receiving information from others. But there is much more to reading than receiving. One can only take in what one is ready to receive. Reading involves the text and being able to decode it as well as connect its components with lexical items one is familiar with. But there is more. As the RAND Reading Study Group (RRSG) pointed out, the three main components of reading involve the text, the reader, and the activity or purpose for reading.(*Rethinking reading comprehension*, 2003) All three components need to be intertwined for comprehension to take place.

Reading text is similar to reading music. David Greene of NPR's Morning Edition interviewed the band Yo La Tengo. One of the things that Ira Kaplan, speaking as representative for the band, said was:

> "When we record a record, we don't think about how we're going to play the songs live. We just record the song the way we want it to sound. And then when we're done, we try to figure out how we can possibly play it live. And in doing that, the songs take on a life of their own. . . So we're always tinkering with the songs and love the idea of approaching them from a different angle." And Greene responded that it is "Almost like a song is always kind of an unfinished piece of art that you keep working on." (Greene, 2015) (see transcript on www.npr.org/2015/08/23)

It is similar with the reading of text. The text itself is incomplete until the reader interacts with it. And every reading produces something different in the comprehension of the text. The level of skill ability of the reader along with their background knowledge and the purpose for which they are reading combine to form this phenomenon. It is important to come to terms with the author, but one can only do that when one is fully engaged in the text.

English for Specific Purposes (ESP) focuses on the need to concentrate language learning in the content area of interest/need for the learner. This involves the decoding of the language

and having vocabulary and lexical understanding enough to make sense of what is given in the text. Clarke's short circuit hypothesis and Alderson's threshold hypothesis have established that there is a level of proficiency necessary before one can benefit from the content familiarity idea.(J Charles Alderson, 2000; Clarke, 1980) Additionally, Ridgway has proposed an upper threshold beyond which advanced ELLs do not need the benefit from the role of content familiarity.(Ridgway, 1997) Therefore, since the participants are enrolled in religious institutions, the use of a reading test that uses content from the area of theology and Christian education in the process of this current research will provide the benefit of content familiarity especially for those who are between the two thresholds described.

The purpose of the current research is to address the reading comprehension of those ELLs that fall between the two thresholds and their thinking processes for arriving at answers that they perceive to be acceptable.

Research Questions

The questions this research seeks to address involve the deeper comprehension of the target language used in written text and second language users' ability to effectively interact with the text. The following are the questions of the research:

1 Does the total language use context of the English language learner (ELL) affect their responses on a reading comprehension test?

1 Does the proficiency level of ELLs correlate with their scores on the reading comprehension section of the APNTS English Proficiency Exam?

1 What are the ELLs interview-based perceptions of the texts they have to process in order to demonstrate their proficiency in English?

Null Hypotheses

The research questions for this study can be stated in null form. Particularly for questions

one and two, the null form helps to give clarity for answering whether there is significance to the

findings.

*Hypothesis 1***:** There is no difference in the reading comprehension scores of ELLs in the

locational contexts addressed.

Hypothesis 2: There is no correlation between the proficiency level of ELLs and their

scores on the reading comprehension section of the APNTS English Proficiency Exam?

Research Design

To answer the research questions in this study, the researcher used a mixed methods

approach. The first two questions can best be answered through quantitative methods of research.

This involved collecting demographic information on each participant as to their age, gender,

marital status, country of origin, length of time in their current location, first language, other

languages, literacy in each language, academic background including current status, major

course, biblical courses taken. Besides the demographic information, two tests were

administered. One test was a multiple choice reading comprehension test. The other one was a

C-Test to determine their level of language proficiency. The C-Test is a test similar to the Cloze

test that is constructed on the principle of reduced redundancy by omitting elements of text and

expecting subjects to supply what is missing. In the case of the C-Test it omits half of every

other word. The improvement over the Cloze test is that it more equally elicits information

about all parts of syntax and lexicon. The scores on these tests were be correlated using the

Pearson r. An analysis of variance based on the demographics collected was also conducted.

The third question of this study is answered through the qualitative portion of the

research which involved interviews with selected participants in both groups. The participants

were purposefully selected from those who scored at least in the middle level of proficiency.

Care was also be taken to balance the national origin of the selected participants. Eleven

participants were chosen, and all eleven interviewees are from different countries of origin.

These participants had the opportunity to describe their thinking processes and strategies in

answering various questions. The questions on the comprehension test where the participant's

answer varied from the standard expected answer were especially probed. The interviews were

audio-recorded and later transcribed for detailed analysis. The purpose of using a qualitative

component to this research was to be able to understand situations in their uniqueness as part of

the particular contexts that inform the participants of this study. The researcher sought to

understand the participants perspectives regarding the testing event.(Merriam, 2009)

Participants

The participants for this research are students in various Nazarene denominational

institutions around the world. The Church of the Nazarene has fifty-two institutions of higher

education around the world. Most of the ones located outside of inner circle countries (USA,

Canada, Australia, and United Kingdom) are conducted in the national language of their location,

but several exceptions exist. A couple of these are in Africa and one is in Europe, as well as the

graduate level seminary located in the Philippines. For purposes of this study, the Asia-Pacific

regional seminary located in the Philippines was chosen as one context. It is an English medium

(EM) institution that is located in an "outer circle" country (Kachru, 1990). The students who attend this institution are from a wide variety of countries throughout Asia and the Pacific. These include China, Taiwan, Japan, South Korea, India, Papua New Guinea, Myanmar, and others. About half of the students are from various provinces in the Philippines. Even though these Filipino students have been receiving schooling in English for many years, their native languages are not English. Many of them speak English as a third or even fourth language. While they speak their first language, some of them do not read or write it. Rather they are literate in Pilipino, (an expanded version of Tagalog), which is the national language along with English. As they have progressed through school, they have also learned English, so their proficiency levels vary. This context is the multi-cultural context with overlapping communities within it as described by Norton and Toohey where the classroom community and the living and or working community are different including different languages. (Norton & Toohey, 2001) While functioning in an English medium academic institution, they also live in local communities. In the case of students from China or Korea, there are enough of them to discuss together in their own languages outside of the classroom. This institution was chosen because the researcher worked in this institution for many years and had the responsibility for the English language program there. This facilitated securing permission to gather data as well as enlist the support of current faculty and administrative personnel.

The other context, the study abroad immersion group, was taken from various Nazarene Universities throughout the United States. The researcher has met with the Commissioner of the International Board of Education of the Church of the Nazarene and secured permission to contact representatives from the various Nazarene Universities in the U.S. He has also given the researcher information regarding the number of international students in each of these

institutions. With his permission and contact information, the researcher contacted the various

institutions to seek their cooperation for this project. The three institutions in the U.S. that were

selected were Nazarene Theological Seminary, and two Nazarene Universities in the central part

of the U.S.   The main reason for choosing these participants is that their content interest should

parallel that of the students in the seminary in Manila. This should allow the participants'

context to be the main variable in the data that was collected. In each of the institutions that have

been contacted, the researcher has been put in contact with appropriate persons with whom to

pursue this project. In the seminary the researcher worked with the Academic Dean and the

Registrar to make contact with the international students. Each of the universities had particular

requirements including approval by their own institutional research boards. The researcher

traveled to each of these institutions and personally administered the research instruments.

While the researcher worked for more than thirteen years in the multilingual context

being tapped for participants for this research, none of the current students in that institution have

ever been students of the researcher. Therefore, the relationship with the participants was that of

the researcher being an outside person. While the researcher had collegial relationships with

many of the professors in that institution, it was only a secondary relationship to the participants.

In the monolingual context, again none of the participants had ever been students of the

researcher. The faculty and staff who recommended these participants to the researcher were not

present during the data gathering sessions.

Instruments

Four instruments were used to gather data for this research. These include the reading section of the APNTS (Asia-Pacific Nazarene Theological Seminary) English Exam, a demographics questionnaire, a C-Test and guided interview questions.

The Reading Test is the reading comprehension section of the APNTS proficiency exam. This exam is patterned after the TOEFL test using text that is content appropriate for theological and Christian education. The researcher along with collaboration from colleagues both at the seminary and with English colleagues in other English medium seminaries in The Philippines, prepared this instrument. Care was taken to ask the same types of questions that are asked on the Paper Based TOEFL (PBT) using the content related to theology, biblical studies and religious education. These questions include main idea, reference, vocabulary in context, finding facts, and making inferences. Thus the text has content familiarity while the same types of questions are asked as are asked on the TOEFL. This exam had been used in a number of settings in the Philippine theological education context (APNTS and sister schools in the area), over a number of administrations, and the data were collected and processed. This was done as part of the researcher's doctoral program. Data from 327 participants were used in this process. To determine the reliability of the test, the Cronbach alpha was calculated and found to be .88 on the reading comprehension portion of the exam. Because of this, the researcher feels confident in using this instrument for the current research.

The C-Test has been demonstrated to be a good measure of proficiency. (Dörnyei & Katona, 1992; Eckes & Grotjahn, 2006) The C-test follows the pattern established by Klein-Braley. This includes text both at the beginning and end of the selection to provide context, then eliminates half of every other word of the text for examinees to reconstruct. (Klein-Braley, 1997) Exact reconstruction will be expected. The C-test for this research is one that has been used in

research by Babaii prepared on neutral topics. (Babaii & Ansary, 2001). The researcher secured permission from Babaii to use this instrument in the current research. (See Appendix). The purpose for using the C-Test along with the reading comprehension test is to establish language proficiency level with a common instrument for all participants rather than relying on whatever instrument was used for their admission into the institution where they are studying.

Demographic information was solicited from each participant. This included language leaning background including native language and level of proficiency, second and other languages, nationality, gender, major field of study, age, educational background, and history of English study. This information gives the researcher information about what content familiarity and English prior studies the participants have.

Eleven participants were chosen for follow-up interviews. Each of these eleven participants was from a different country of origin. The interviews focused on the text that was read in the reading comprehension test. The questions encouraged the participants to tell their story of the process they used in understanding the text. How did they process finding the main idea of the text? What was the process they went through to make sense of the text as well as the questions? The questions solicited information regarding the process the participants followed to arrive at the answers selected in the reading comprehension test. Where there was a discrepancy between the answer selected and the answer deemed to be the correct answer by the test writer, participants were asked to explain their process of arriving at their answer. . One of the areas of interest in the interviews is whether the difficulties encountered by the participants lies within the text itself or whether it might lie with the questions that are used to elicit responses. As the interviews progressed, follow-up questions were asked to clarify information that the participants

gave. The interviews also expanded to their perceptions in general of what constitutes

comprehension in their reading as well as to their perceived relationship with the author.

Data Analysis

To answer question one, the scores on the reading comprehension test were computed.

The demographic data was coded and all data was entered into SPSS. The scores on the

proficiency measure were also calculated and were coded as to low, middle, or high. These were

entered into the SPSS program as well. Because there are two contexts in this study and three

proficiency levels, the data was analyzed by proficiency group comparing the two contexts. An

analysis of variance (ANOVA) was done to determine if the context differential is statistically

significant at the .05 level. Additionally linear multiple regression was run to analyze the

demographic data in relationship to the context and the proficiency level. In order to prepare the

data for analysis in linear regression using SPSS, each demographic variable was subdivided into

dummy variable so significance would be recognizable.

To answer question two, the scores on the reading comprehension test and the scores on

the proficiency measure (C-Test) were correlated using the Pearson r to determine if there is a

relationship between these two measures.

To answer question three, the interviews were conducted, recorded and transcribed by the

researcher. The research question was used to guide the analysis. Analysis was done

simultaneously with data collection so the focus of the study could be narrowed as it proceeded.

The information was segmented and coded according to themes and patterns that emerged. The

data were divided into units and coded. These units produced information relevant to the study

and were heuristic in nature. These units of information stimulated the researcher to think

beyond that particular bit of information and then were categorized and classed (Merriam, 2009).

To make meaning out of the data, comparisons were made and categories examined for recurring

regularities. This follows the constant comparative method of data analysis developed by Glaser

and Strauss as a means of evolving grounded theory. Grounded theory consists of categories and

properties with hypotheses that are the conceptual links between and among the categories and

properties. (Glaser, 1967). By using the grounded theory model, the researcher did not begin

with presuppositions; rather concepts and themes were found as they presented themselves

throughout the data. This allowed for seeing things and connecting ideas that had not been

hypothesized *a priori*.

Limitations of the Study

This study is limited in scope. Only the discrete skill of reading comprehension is being

examined. It is also limited to one particular religious denomination which exists in the two

contexts described above.

Another limitation of the study is that it is confined to whatever international students are

in attendance at the particular institutions at the time of the data gathering. This included the fact

that approximately half of the participants were either from the Philippines or from Korea.

The levels of proficiency were limited to the groups available for data gathering. Thus

the groups are not evenly distributed, particularly with the low level proficiency group being

smaller than the number of the participants in the middle and high proficiency groups.

The participants were also limited by those who were willing and/or able to participate as

participation was voluntary for all of the participants in the monolingual context while some of

the participants in the multilingual context were required to take the reading comprehension test as part of the admissions process at Asia-Pacific Nazarene Theological Seminary.

Conclusion

Chapter IV will report the findings of the calculations of data both from the quantitative material and the qualitative interviews. Chapter V will then summarize the information pertinent to this research and make recommendations for further research.

Chapter IV. RESULTS

This chapter presents the findings of the investigation into the reading comprehension of selected second language users in two contexts. The first context is the multilingual context of a Nazarene campus setting in Asia where English is the medium of instruction, but where many languages are spoken on the campus. The second context is Nazarene university campuses in the United States where instruction is in English and English is also the predominate language spoken on the campus.

The questions this research seeks to address involve the deeper comprehension of the target language used in written text and second language users' ability to effectively interact with the text. The following are the questions.

1   Does the total language use context of the English language learner (ELL) affect their responses on a reading comprehension test?

2.   Does the proficiency level of ELLs correlate with their scores on the reading comprehension section of the APNTS English Proficiency Exam?

3.   What are the ELLs interview-based perceptions of the texts they have to process in order to demonstrate their proficiency in English?

Null Hypotheses

The research questions for this study can be stated in null form. Particularly for questions one and two, the null form helps to give clarity for answering whether there is significance to the findings.

Null Hypothesis 1: There is no difference in the reading comprehension scores ELLs in various locational contexts.

Null Hypothesis 2: There is no correlation between the proficiency level of ELLs and their scores on the reading comprehension section of the APNTS English Proficiency Exam?

This chapter is organized into three sections corresponding with the research questions of this study. Section (A) addresses research question two. This question is discussed before research question number one because the findings of it are pertinent to the understanding of the findings of question one. This section looks at the correlation of the English language learners (ELL) proficiency scores as related to their reading comprehension scores. Section (B) addresses the findings related to research question one: Does the total language use context of the English language learner (ELL) affect their responses on a reading comprehension test? Section (C) looks at the interview based perceptions of selected participants. This section is divided into two parts. Part (1) looks at the participants perceptions of the processes used in test taking and assignments. Part (2) reports the selected participants interview based perceptions of reading comprehension in general.

A. Analysis of the Correlation of Proficiency and Reading Comprehension

Using SPSS the correlation between the Asia-Pacific Nazarene Theological Seminary (APNTS) Reading Comprehension test and the C-Test developed by Babaii et al which was adapted for use in this study, was run. Table 1 below indicates that a significant correlation exists between these two instruments, $r = .748$, $p < .05$.

With this strong correlation between these two instruments, the researcher felt confident in proceeding with the use of the C-Test as the measure for proficiency.

Table 1 Correlation between C-Test and Reading Comprehension Test

Correlations		APNTS Reading Comprehension Test	C-Test Scores
APNTS Reading Comprehension Test	Pearson Correlation	1	.748[**]
	Sig. (2-tailed)		.000
	N	144	144
C-Test Scores	Pearson Correlation	.748[**]	1
	Sig. (2-tailed)	.000	
	N	144	144
**. Correlation is significant at the 0.01 level (2-tailed).			

The scores on the C-Test were subdivided into a low group, a medium group, and a high group. Two way analysis of variance was conducted on the influence of the two independent variables (context and proficiency) the scores on the APNTS Reading Comprehension test. Proficiency included three levels (low, medium, and high), and context consisted of two levels (monolingual and multilingual). Proficiency was statistically significant at the $p < .05$ significance level. The main effect for proficiency yielded an F ratio of ($F(2, 138) = 66.368$, $p < .05$). The context (group) showed no statistical significance ($F(1, 138)$, $F = .656$, $p < .05$ level. Thus it can be concluded that for these data the context is not a predictive factor while level of proficiency is definitely a predictor of the score on the reading comprehension test.

Table 2: Factorial Analysis of Reading Scores based on Context and Proficiency

Tests of Between-Subjects Effects					
Dependent Variable: APNTS Reading Comprehension Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3497.097[a]	5	699.419	27.015	.000
Intercept	237352.757	1	237352.757	9167.597	.000
Context	16.993	1	16.993	.656	.419
ProficiencyLevel	3436.583	2	1718.292	66.368	.000
Group * ProficiencyLevel	6.093	2	3.047	.118	.889
Error	3572.875	138	25.890		
Total	385500.000	144			
Corrected Total	7069.972	143			
a. R Squared = .495 (Adjusted R Squared = .476)					

B. Analysis of Context and Reading Comprehension

The central question of this study is whether there is any statistically significant difference between the multilingual study context and the monolingual study context. The multilingual context in this study is a regional theological seminary in the Philippines where students come to study from many different countries particularly from the Asia-Pacific region, but also from literally around the world. The monolingual context in this study consists of Nazarene schools located in the United States. The multilingual context had 80 participants while the monolingual context had 64 participants.

The table below indicates that the mean for the monolingual group was 51.41 with a standard deviation of 7.09. The mean for the multilingual group was 51.15 with a standard deviation of 7.02. A one-way analysis of variance was run for these two groups. There was no statistically significant difference between the groups. The ANOVA revealed an (F (1, 143) =

.047, p = .829). Therefore, the null hypothesis that there is no statistically significant difference between the multilingual context and the monolingual context is confirmed.

Table 3: Descriptive Statistics by Context

Group Statistics					
	Educational Context	N	Mean	Std. Deviation	Std. Error Mean
APNTS Reading	Monolingual Group	64	51.4063	7.09285	.88661
Comprehension Test	Multilingual Group	80	51.1500	7.02455	.78537

Table 4: Analysis of Variance by Context

ANOVA					
APNTS Reading Comprehension Test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.335	1	2.335	.047	.829
Within Groups	7067.638	142	49.772		
Total	7069.972	143			

Additionally, with a univariate analysis of variance in SPSS, the independent variables of context and proficiency were run with a factorial analysis. The plot in Figure 2 below indicates very little difference in the reading comprehension scores for the high and medium proficiency groups, while the low group has more difference between the monolingual group and the multilingual group. A comparable subgroup was part of the low proficiency group in both contexts. Both smaller groups were from the same university in Korea and both were just completing their short-term English language immersion program in their respective contexts. Because of this, a summary independent samples T-test was run to compare their means on the reading comprehension test. The results of the Levene's Test for equality of variances are F (25) = 4.57l and p = .042. with p < .05 indicates significance. While the number of participants

in these groups is small, this sample might indicate that for those with low proficiency levels, the multilingual context produced greater results.

Figure 2: Effects of Proficiency on Reading Comprehension Scores by Context
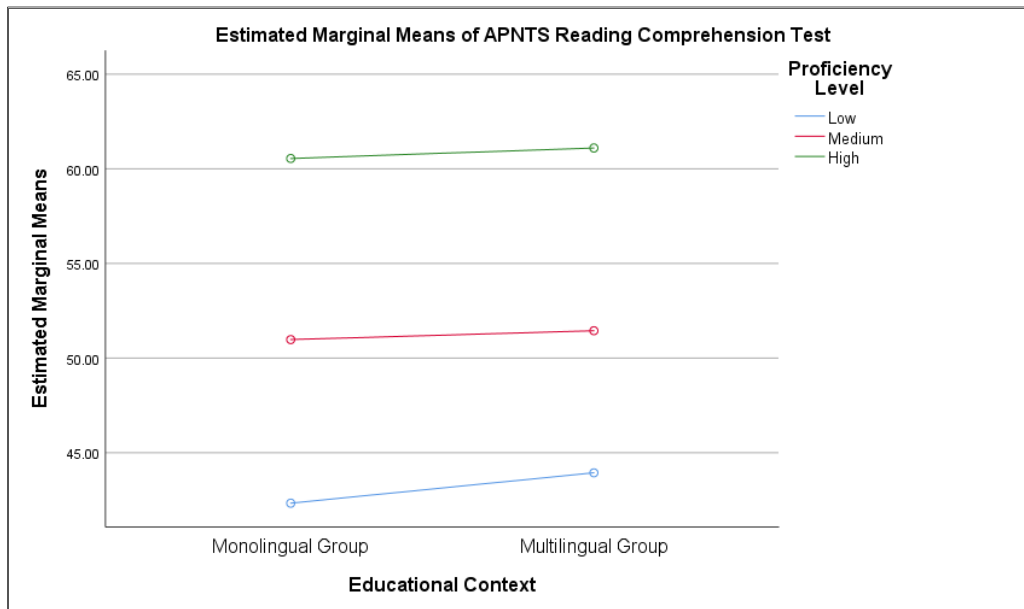
Table 5: Descriptive Information for KNU/APNTS and KNU/MNU Groups

Group Statistics					
	Institution of Study	N	Mean	Std. Deviation	Std. Error Mean
APNTS Reading	KNU-AEP-APNTS	15	45.4667	4.71876	1.21838
Comprehension Test	KNU-MNU-English Camp	12	43.2500	2.30119	.66430

Table 6: Levene's Test for KNU'APNTS and KNU/MNU Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
APNTS Reading Comprehension Test	Equal variances assumed	4.571	.042	1.488	25	.149	2.21667	1.48993	-.85191	5.28524
	Equal variances not assumed			1.597	21.179	.125	2.21667	1.38771	-.66775	5.10108

Independent Samples Test

Table 7: Analysis of Variance for Sub-groups KNU/APNTS and KNU/MNU

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	52.829	.578		91.423	.000	51.687	53.971			
	KNUMNUCamp	-9.579	1.895	-.378	-5.056	.000	-13.325	-5.834	-.345	-.392	-.376
	Short term English	-7.362	1.714	-.321	-4.295	.000	-10.751	-3.974	-.282	-.340	-.319

Coefficients[a]

a. Dependent Variable: APNTS Reading Comprehension Test

Demographic data was collected from each of the participants in this research. Those items were coded so they could be run with SPSS linear regression. The categories that were examined were: Gender, level of study (graduate or undergraduate), current age, time in environment, beginning ELL age, religious affiliation, field of study, and home country area. The analysis of variance indicates significance with ($F_{(29, 115)} = 490.878$, $p < .005$)

Table 8: ANOVA from Linear Regression on Demographic Data

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	382410.729	29	13186.577	490.878	.000[c]
	Residual	3089.271	115	26.863		
	Total	385500.000[d]	144			
a. Dependent Variable: APNTS Reading Comprehension Test						
b. Linear Regression through the Origin						
c. Predictors: Graduate Level Study, Religion Catholic, Study Arts, Religion Other or None, Home African Countries, Home North American Countries, Current Age 40 and above, ELL age Adult, Study Communication, Study Social Sciences, ELL age High School, Home European Countries, ELL age Pre school, Study Education, Study Sciences, Home Middle East Countries, Home Hispanic Countries, Current Age 30 to 39, Religion Other Protestant, ELL age Middle School, Home Island Countries, Time less than one year, Current Age 25 to 29, Gender_Male, Home South Asian Countries, Study Business, Time 1 to 4 years, Home Asian Countries, Female						
d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.						

Upon examining the coefficients table (See Appendix C Table C 1) for the linear regression calculations for the demographic variables, only some of the variables were statistically significant. These were Current age, Time in the environment, Level of study, and Home country area. These variables were each examined separately using factorial analysis of variance to determine which items within the variable were significant.

Level of Study

Level of study (graduate or undergraduate) was examined using factorial two-way ANOVA for level of study and context using the APNTS Reading Comprehension Test score as the dependent variable. The between-subjects effects indicate that interaction of context and study level are not significant ($F_{(1,140)} = .736$, $p < .p5$). However, the level of study is a significant predictor of the reading comprehension test score ($F_{(1, 140)} = 42.395$, $p < .05$).

Table 9: Two-Way Factorial ANOVA for Context and Level of Study

Tests of Between-Subjects Effects					
Dependent Variable: APNTS Reading Comprehension Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1968.832[a]	3	656.277	18.011	.000
Intercept	266849.603	1	266849.603	7323.646	.000
Context	286.259	1	286.259	7.856	.006
Level	1544.741	1	1544.741	42.395	.000
Context * Level	26.817	1	26.817	.736	.392
Error	5101.140	140	36.437		
Total	385500.000	144			
Corrected Total	7069.972	143			
a. R Squared = .278 (Adjusted R Squared = .263)					

Current Age

The overall linear regression for demographic variables seemed to indicate that current age was a factor in predicting the scores on the reading comprehension test. However, when a plot of age and educational context was computed, it appeared that only those over forty years of age had a wide discrepancy. When the data was gathered, the older subjects in the multilingual context were mainly undergraduates and the older subjects in the monolingual context were graduate students. Factorial two-way ANOVA was run for current age and level of study. When run together, current age is not significant (F (3, 136) = .366, p < .05) but level of study is significant (F (1, 136) = 15.80), p < .05.

Figure 3: Plot of Current Age with Educational Context

Estimated Marginal Means of APNTS Reading Comprehension Test
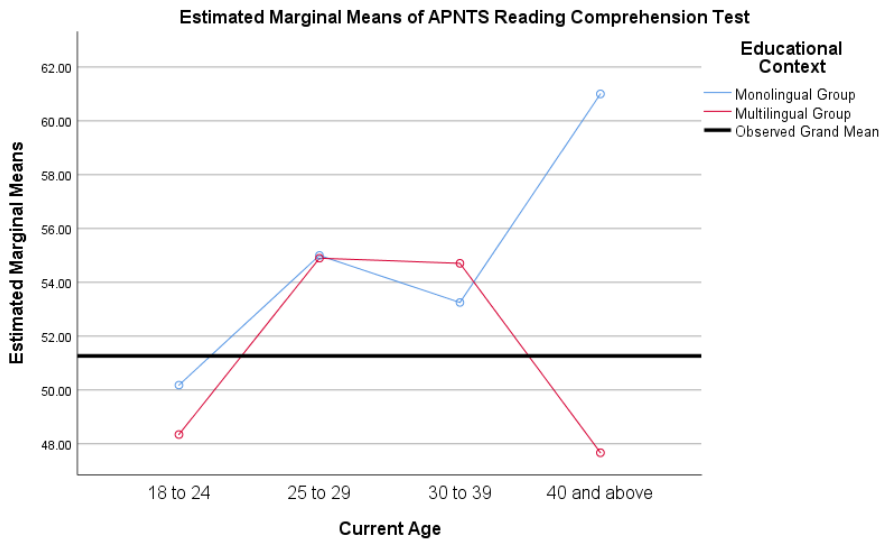
Table 10: Two-way Factorial ANOVA for Current Age, Level of Study, and Context

Tests of Between-Subjects Effects								
Dependent Variable: APNTS Reading Comprehension Test								
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	1633.408[a]	7	233.344	5.837	.000	.231	40.861	.999
Intercept	164088.573	1	164088.573	4104.807	.000	.968	4104.807	1.000
Level	631.561	1	631.561	15.799	.000	.104	15.799	.977
Age	43.857	3	14.619	.366	.778	.008	1.097	.120
Level * Age	74.092	3	24.697	.618	.605	.013	1.853	.176
Error	5436.564	136	39.975					
Total	385500.000	144						
Corrected Total	7069.972	143						
a. R Squared = .231 (Adjusted R Squared = .191)								
b. Computed using alpha = .05								

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Time in Environment

The length of time the participants had spent in the environment was categorized into three groups. These were a) less than one year; b) one to four years; c) five or more years. The two-way factorial ANOVA was conducted to determine the significance of this variable. The between-subjects effects report indicated that time was a significant predictor ($F (2, 138) = 15.09$, $p < .05$) as well as the interaction of context and time in the environment ($F (2, 138) = 6.612$ where $F_{critical}$ is 3.06. Context alone, as has been demonstrated above, is not statistically significant ($F (1, 138) = .023$, $p < .05$).

Table 11: Factorial Two-way ANOVA for Context and Time in the Environment

Tests of Between-Subjects Effects					
Dependent Variable: APNTS Reading Comprehension Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1494.396[a]	5	298.879	7.398	.000
Intercept	344075.733	1	344075.733	8516.151	.000
Context	.927	1	.927	.023	.880
Time	1219.328	2	609.664	15.090	.000
Context * Time	534.313	2	267.157	6.612	.002
Error	5575.576	138	40.403		
Total	385500.000	144			
Corrected Total	7069.972	143			
a. R Squared = .211 (Adjusted R Squared = .183)					

Because of the seeming discrepancy of an interaction effect of context and time in the environment, calculations for main effects were conducted. This involved splitting the context and running separate analysis of variance calculations for each context—monolingual and multilingual. The results indicate that there is significance for the time spent in the environment for the monolingual context group but not for the multilingual context group. For the

monolingual group (F (2, 63) = 22.728, p < .050 where $F_{critical}$ = 3.14. For the multilingual group it was not significant (F(2, 79) = 1.421, p < .05) where $F_{critical}$ = 3.11.

Table 12: Main Effeacts ANOVA for Monolingual context and Time in Environment

ANOVA[a]					
APNTS Reading Comprehension Test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1353.333	2	676.667	22.728	.000
Within Groups	1816.104	61	29.772		
Total	3169.438	63			
a. Educational Context = Monolingual Group					

Table 13: Main Effects ANOVA for Multilingual Context and Time in Environment

ANOVA[a]					
APNTS Reading Comprehension Test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.728	2	69.364	1.421	.248
Within Groups	3759.472	77	48.824		
Total	3898.200	79			
a. Educational Context = Multilingual Group					

Home Country or Area

Participants in this study are from thirty-three different countries. While some countries like the Philippines and South Korea have multiple representatives, other countries have only one or two. In order to establish a basis for comparison, the countries were grouped together by world area. These groupings are as follows: a) Asian countries; b) South Asian Countries; c) African countries; d) Middle Eastern Countries; e) Island countries; f) North American countries; g) European countries; and h) Hispanic Countries.

Two-way Factorial ANOVA was processed to determine if home country was a significant predictor of outcome score on the reading comprehension test. This analysis was

carried out using the eight groups of home country and the two contexts of the study namely the monolingual context and the multilingual context. As can be seen in Table 14 below, the interaction affect between context and home country is not statistically significant. ($F (4, 131) = .915$, $p < .05$) where $F_{critical} = 2.44$. However, the home continent (country) is a significant predictor of reading comprehension test outcome. ($F (7, 131) = 3.325$, $p < .p5$) where $F_{critical} = 2/08$. This indicates that no matter which educational context the student is in, it is the home country that helps to predict the outcome on the reading comprehension test and not the study environment.

Table 14: Factorial Two-Way ANOVA for Context and Country of Origin

Tests of Between-Subjects Effects						
Dependent Variable: APNTS Reading Comprehension Test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1272.059ª	12	106.005	2.395	.008	.180
Intercept	115051.882	1	115051.882	2599.521	.000	.952
Context	.522	1	.522	.012	.914	.000
Home_Continent	1030.040	7	147.149	3.325	.003	.151
Context * Home_Continent	161.919	4	40.480	.915	.458	.027
Error	5797.913	131	44.259			
Total	385500.000	144				
Corrected Total	7069.972	143				
a. R Squared = .180 (Adjusted R Squared = .105)						

Additionally, a linear regression was processed to determine which home locations were significant. Upon examining the coefficients for the country of origin data in table 15 below, it is evident that only two areas are significant in this study. These are Asian countries and Middle Eastern countries. The Middle East countries coincide with the religious affiliation of the participants. These participants are Muslim. The Asian countries includes twenty five

participants who were short time language learners in both environments and scored in the low

and lower medium proficiency level.

Table 15: Coefficients from Two-Way Factorial ANOVA for Country of Origin

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	52.550	1.047		50.193	.000	50.480	54.620
	Home Asian Countries	-5.199	1.510	-.324	-3.442	.001	-8.185	-2.212
	Home South Asian Countries	-.994	1.879	-.047	-.529	.598	-4.711	2.722
	Home African Countries	2.950	4.798	.049	.615	.540	-6.538	12.438
	Home Middle East Countries	-6.350	3.141	-.166	-2.022	.045	-12.561	-.139
	Home North American Countries	2.723	2.254	.103	1.208	.229	-1.735	7.181
	Home European Countries	-.133	2.179	-.005	-.061	.951	-4.443	4.177
	Home Hispanic Countries	1.187	1.845	.057	.643	.521	-2.462	4.835
a. Dependent Variable: APNTS Reading Comprehension Test								

Because the Middle East countries are significant in predicting the outcome on the

APNTS Reading Comprehension Test, it seemed expedient to examine the religious affiliation of

the participants to see if significance appears there similar to the way that the study level could

override the age significance of the participants. First Religious Affiliation was analyzed with

Context as independent variables in a two-Way Factorial ANOVA. As can be seen in Table 16

below, religious affiliation is statistically significant ($F (3, 136) = 5.1$, $p < .05$, $F_{critical} = 2.66$).

Then because the countries of origin might coincide with the religious affiliation, a factorial

Two-way ANOVA was processed. As can be seen in Table 17 below, the only statistically significant result for predicting the outcome on the reading comprehension test in this study is the country of origin. (F $(7, 123) = 2.553$, $p < .05$) where $F_{critical} = 2.08$. Religious affiliation is not significant. (F $(3, 123) = 1.682$, $p < .05$) where $F_{critical} = 2.68$.

Table 16: Factorial Two-Way ANOVA for Religious Affiliation and Context

Tests of Between-Subjects Effects					
Dependent Variable: APNTS Reading Comprehension Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1125.153[a]	7	160.736	3.677	.001
Intercept	190691.364	1	190691.364	4362.458	.000
Context	22.486	1	22.486	.514	.474
Religion	668.732	3	222.911	5.100	.002
Context * Religion	546.878	3	182.293	4.170	.007
Error	5944.819	136	43.712		
Total	385500.000	144			
Corrected Total	7069.972	143			
a. R Squared = .159 (Adjusted R Squared = .116)					

Table 17: Two-Way Factorial ANOVA for Religious Affiliation and Country of Origin

Tests of Between-Subjects Effects					
Dependent Variable: APNTS Reading Comprehension Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2106.605[a]	20	105.330	2.610	.001
Intercept	134141.463	1	134141.463	3324.235	.000
Religion	203.662	3	67.887	1.682	.174
Home_Continent	721.050	7	103.007	2.553	.017
Religion * Home_Continent	691.239	10	69.124	1.713	.085
Error	4963.367	123	40.353		
Total	385500.000	144			
Corrected Total	7069.972	143			
a. R Squared = .298 (Adjusted R Squared = .184)					

While these demographic factors are interesting to probe, it still remains that the overarching question for this portion of the research was whether the educational context was significant in predicting the outcomes on the APNTS Reading Comprehension Test that is central to this study. The answer is that the null hypothesis is confirmed and that there is no significant difference in how the educational context predicts the reading comprehension scores.

C. Interview Based Perceptions of Selected Participants.

This section of the results seeks to answer research question three: *What are the ELLs interview-based perceptions of the texts they have to process in order to demonstrate their proficiency in English?*

Eleven participants were selected for the interviews for this part of the research. Criteria were purposeful for this selection. The participants needed to be persons who had participated in the quantitative section of the data collection. These participants needed to have at least medium level of proficiency. They were also chosen because they represented different countries of origin. Additionally, convenience was part of the selection process, as interview participants were available particularly in the multilingual context because the researcher spent a month in that location. Most of these participants were graduate students and had religious affiliation of either Nazarene or other protestant. Demographic information on these interviewees is in Appendix C, Table C 5.

The interviews were conducted one-on-one and were audio recorded. Following the interview, each recording was transcribed by the researcher. All interviews were processed through the transcription procedure multiple times to insure accuracy.

All participants were queried concerning the reading comprehension test they had taken. Their

process of reading and choosing answers was probed. All participants were asked about finding

the main idea in a passage since that was a question asked of every passage in the test.

Additional questions were asked as follow-up to the information they shared. Beyond probing

the processes used in answering the test questions, participants were asked about their reading

for general assignments, their interaction with the author, and how reading has made a difference

in their thinking.

Reading for the Test

As participants approached the task of completing the reading comprehension test, some

began by looking first at the questions and possible answers before reading the text upon which

those questions were based. Others began the process with reading the text of the passage and

then proceeding to the questions. This did not seem to make a difference in terms of outcome

score. It seemed to be a matter of preference. Participant #145 indicated that by reading the

questions first he actually found some questions that he could answer without reading the text.

Some of this came from general knowledge of the content and some came from vocabulary

knowledge.

Occasionally some of the participants indicated that they "guessed" at the answers for the

questions. But in general they had a plan for coming up with the "right" answer. Two of the

participants specifically indicated that they expected there to be some type of "trick" to finding

the answer. Participant #260 indicated that he had taken the TOEFL exam before and "*knew that*

I had to be careful with sentence and words so it's not just merely reading, but since I might

need that word that I wasn't recognizing, I had to read twice or three times the sentence so I can

really get the meaning of the word." Participant #103 said that he expected "tricky" questions.

"I understand the text but when it comes to the form of the questions, sometimes it doesn't relate with this text, and it gives something like I understand it."

Main Idea

Because each passage had a question about identifying the main idea of the text, all participants were asked how they approached that task. Most of the participants indicated that they expected the main idea to be in the first paragraph of the text and probably the first or second sentence of that paragraph. Several mentioned looking also at the last sentence of the paragraph. Participant #104 confirmed the main idea differently from the others. He said, "Because I'm come from a story . . . an oral society, probably and example or illustration where explains more. . . cuz if there is an abstract idea, I won't really get it. If the person who is trying to explain and write something and he includes an illustration in there, it can . . . I tend to learn from that. That helps me. It gives me a mental picture of what I'm trying to learn."

Process

Most of the participants indicated that when they were unsure of an answer, they would use some form of "process of elimination." Participant #123 reported "Mostly there are four answers, and two of them are exactly wrong. It worries me to confuse, so I'm choosing the wrong one first, and then I erase it and then I try to choose between two that I read again briefly and I find it." This participant also indicated that she would search the text passage for words that were used in the question and possible answers.

Several participants mentioned that they got so involved in the reading of the test passage, that they lost track of the questions they were answering. This was particularly evident with Participant #134. The main topic of one of the most difficult passages has a connection with his undergraduate field of study so while others struggled with the density of the text, he

related to it and found it easier than some of the other texts. Participant #103 was from the culture of the topic in another one of the readings. He was confused by the question because he was identifying with one of the characters in the reading and added a conversation that he supposed had taken place before the conversation in the text took place. It had to do with his home country and culture and the dominant religion of that country.

Sometimes the confusion in finding the answer for the questions was in the wording of the text rather than the wording of the question. One such example was a question about location where the text used two prepositions (*He sent to Jerusalem for seventy men who knew both Hebrew and Greek*.) Several participants read it that the persons were sent to Jerusalem rather than brought from Jerusalem to his location. Participant #127 said "I couldn't find where were they from. . . the king just choose and sent them to Jerusalem." By way of contrast, Participant #145 used the similarity of prepositions to choose the answer. He said ". . . so I choose letter C. It has upon in the sentence line 16 there is "on" and 'upon' is similar so I thought maybe that is the same."

For participants whose first language has cognates with English, this was one of the ways they used to make meaning out of the text. Participant #134 said, "*When I read in English, for example, I try to find words similar to Spanish. For example, some words in English is like Spanish and . . . uh . . . writing is similar, but the means is different, and I confuse . . .*" For others a partial knowledge of some vocabulary hindered their response. For Participant #138 it was his understanding of *chief* which was used in the text as being a leader rather than being the main or principal idea being conveyed. Participant #145 found the similarity of homophones *very* and *vary* to create confusion in his understanding of a question asking if something was the same.

Another problem mentioned in understanding the text was that some of it contained English expressions that they were not familiar with. Participant #238 talked about the expression *take it for granted*. He said "So for me take it for granted means like . . . kind of push it off or . . . um . . . don't take the idea as what it is, so I would put *D* on that . . . um . . . disbelieve the idea." The texts had been carefully chosen so as not to contain idiomatic expressions, so this was the only participant that mentioned difficulty with expressions such as this from the test.

Test or Assignment vs. General Reading

Participants in general indicated that reading for the test and their reading in general were quite different processes. For the test it involved matching up the possible answers with the words, phrases, and ideas they found in the text. If things were unclear to them, they would go back to the text in search of possible answers and then through a process of elimination would determine the best answer for the question. When all else failed, they would just make a guess. Time constraints were also a factor in the taking of the test.

When reading apart from what they experienced in taking the test, they all indicated that they would use resources other than the text to help them with understanding what they were reading. This was true particularly if what they were reading was for an assignment. (All of those interviewed were current students of their institutions). Most of the interviewees indicated that they would consult dictionaries for vocabulary that was unfamiliar to them. Nearly all of them said that their preferred dictionary was an English/English dictionary rather than their national language/English dictionary. As Participant #104 explained, "I would rather have . . . it explained in English. That would . . . uh . . . be more clearer and it gives some extra

illustrations. For explaining it in [native language], the words sometimes explanations are limited. They tend to repeat the same thing over and over again." Participant #138 said "*First I check English into English, so I can find the synonyms, and if I not satisfied . . . the meaning, then I go for my native dictionary to find the main idea in the meaning*." Participant #123 indicated that she used both types of dictionaries, but the national language/English dictionary "*give a little different term, and sometimes its wrong in the terms. . . and sometimes professors ask me to explain it. They are wondering how did you find this word like this, and I always saying this is mentioned from National Language/English dictionary*."

Other resources that the interviewees mentioned were finding the summary section of the assigned reading, or asking Google to find a summary of problematic passages or ideas. Participant #127 seemed a little embarrassed to mention using Google to find the information because she realized that general information might not be trustworthy. However it gave her some basic understanding from which to proceed. She indicated that she would print out material rather than read it on the screen. *"I print it out because for me concentration is very important. Screens are very good, but maybe because of my eyes or . . . because of my nature of study, I like to be hands on. . . . and I write it down in notes."*

Many of the interviewees talked about finding things in their reading that related to them. Participant # 145 said "If one sentence calls my attention, I think of this one . . . if it is related to me, because I need to read. It can call me. It can help me to remember something to think about something that is meaning."

Participant #103 talked about reading being a conversation with the author. "Because for me I understand the text the way I look at the author what he is trying to talk to *me*. You don't

talk to the reader . . . talk to *me*." This seemed to validate the ideas of Rosenblatt and others who describe reading comprehension as transactional and integrative.(Elizabeth Buchter Bernhardt, 2011; Louise M Rosenblatt, 1994a)

Each of the interviewees indicated that they interacted with the author as they read. Some indicated that they did not always agree with the author. Participant #138 said " When I read something, I never accept anything absolute. Like, if ever I have read something . . . in the book, I always remember in my mind that this is part . . . these are the findings of writers' personal experiences. If ever it matches with my experiences or with me, so, ok . . . yeah . . . that's very good." Participant #238 summarized the relationship with the author as indicating it is an evolving process.

> "Before I would definitely put the author like up here (gesturing) . . . above . . . and I would like come down without . . . um . . . like obviously the author has put more research and work into it, so I just kind of look at it like this person knows what he is talking about; he's put work into it, so I want to just kind of draw out and learn from what this person has concluded. . . but more now I think I kind of try to put myself into equal playing fields . . . equal levels with the author to kind of see . . . um . . . the way that he sees them, and to see how that applies in my own life. . . there's definitely a place for both of those things."

Participant #123 talked about her experience of disagreeing with the author and actually confronting the author. She said "Because uh . . . the front, . . . most of the front page they mention about who is the author, the author's history something . . . and then they mention their email online so I ask them through email why you wrote like this."

Some of the interviewees talked about comparing what they read with some type of standard. Because many of them were religion majors, they would use a biblical or theological

standard to measure what they read. Participant #134 talked about how he would determine

which author to believe.

> He said,: "some years ago, I . . . when I read I don't disagree with the author. But
> when I write my thesis in the University, I learned to disagree with the author
> because I . . . I have to read . . . this one says one and this is another things, and
> when I . . .   for example I choose a topic, and I try to read some authors . . . and I
> try to choose one idea I like for my knowledge . . . my thought about something . .
> . I have a line . . . So when I read I . . . I according to the author when I . . . uh . .
> . so like me in general . . . when I read [my subject area] [one author]. . . and then
> I read about . . . um . . . [another author] and the author is against [first author]. .
> .So I changed my mind. Because . . . For example in that case I changed my mind
> because the second author . . . is writing now and [the first author] write his book
> in 90 years, and that author used anothers words. . . .   It is another term. And
> when I read that . . . that author against, because he is a new word, and other
> social science talk about that . . .the word and another author . . ."

Participant #138 talked about how he measured what an author said.

> "When I read something, I never accept anything absolute. Like, if ever I have
> read something . . . in the book, I always remember in my mind that this is the
> part . . . these are the findings of writers' personal experiences. If ever it matches
> with my experiences or with me, so, ok . . . yeah . . . that's very good.   If it
> doesn't match me . . . uh . . . If someone has written . . . uh . . . in America, in
> Africa or maybe in other continents, my culture is different. The nations and the
> people . . . their psychology is different. So I need to . . . uh . . . I'm not able to
> deny whatever he has found . . . whatever he has written . . . but I will choose . . .
> what can be applicable in my country, in my people, in my traditions, so that I can
> make them understand very easy and very well."

Several other interviewees talked about how things that they had read had caused them to

change their minds. Some of these were quite remarkable stories of great changes in direction of

thought. One of the most fascinating was what Participant #123 and the new direction her

studies took after reading John Dewey. "Before I'm studying in fine arts and now here . . .at

[current institution] I'm studying about the education for Christian. So . . . uh---
I'm mostly thinking that how I have to teach art to connect with Christian view.
And . . . so I found John . . . uh . . . Dewey's book that experience something (I
forgot the two people) and who he mentioned about art education. So . . . before I
think that art education should be only the hands-on skill. That is all we need.
But John Dewey taught in that book that we have to know . . . not only hands-on
skills, we also we have to know the knowledge of the history or . . . like yeah . . .
knowledge also not only hands-on skills. So . . . now I'm working on a thesis
about that one. And then most of the art education, I don't know about the other
country, but for especially in [native culture] art education system is only for the
hands skill. So . . . uh . . . that's why, before I think also hands-on skill is the
most important thing in the art education system, but now when I read his book,
and I'm agree with him and I'm trying to teach that way also."

In general the interviewees in this research project talked about how they related
to text. Some text that was more familiar was easier to read. Difficult test would need to
be read many times to be sure they understood what it said before they interpreted it for
their own purposes.

This chapter has reported the results of the various measures that were used to
answer the research questions. Statistical analyses were computed to answer research
questions one and two. The Pearson r was calculated to determine whether there was a
relationship between the C-Test results that were used to measure proficiency and the
Reading Comprehension Test that was used for the other statistical comparisons. The
comparisons of the two educational contexts, the monolingual context of the U.S.
institutions and the multilingual context of the institution in Asia, were computed using
SPSS. The analyses that were used were descriptives, frequencies, linear regression,
univariate general linear model, comparing means using independent-samples T Test,
ANOVA, Two-Way Factorial ANOVA, and tests for main effects. To answer the third
research question regarding ELLs perceptions of processing texts for reading

comprehension, the interviews with eleven selected participants were transcribed, coded and reported in the various categories of their replies.

The next chapter will summarize the findings of this research. After summarizing the findings, conclusions will be enumerated. Following this, the researcher will address recommendations for future research and some general pedagogical implications for English Language Teaching (ELT) professionals.

Chapter V. Conclusions

Summary

This chapter provides a summary of the study, conclusions, recommendations for future research, and pedagogical implications for administrators and teachers.

Research Question *1: Does the total language use context of the English language learner (ELL) affect their responses on a reading comprehension test?* The null form of this hypothesis states: *There is no difference in the reading comprehension scores for ELLs in various locational contexts.*

The instrument that was used to measure reading comprehension was the Asia-Pacific Nazarene Theological Seminary (APNTS) Reading Comprehension section of the APNTS English Exam. This exam is patterned after the Test of English as a Foreign Language (TOEFL), but texts used in theological and religious education were substituted for the general subject matter of the TOEFL texts. Similar questions were asked in multiple choice format. The 144 participants were divided into two groups. The monolingual context group were students in institutions in the United States while the multilingual context group were students in a regional institution in Asia. All the institutions in this study were part of the same religious denomination. The regression analysis run with SPSS revealed the mean for the monolingual group was 51.41 with a standard deviation of 7.09. The mean for the multilingual group was 51.15 with a standard deviation of 7.02. The ANOVA revealed an ($F_{(1, 143)} = .047$, p= .829 with a $p < .05$ level). Thus there is no statistically significant difference between the monolingual context and the multilingual context and the null hypothesis is confirmed.

Beyond the initial analysis of the reading comprehension scores contrasted by the independent variables of context, a two-way factorial analysis of variance of the means of the context and level of proficiency was conducted. This revealed that the medium and high levels of proficiency for both contexts were not statistically significant, but the low level of proficiency differed between the two contexts. Two subgroups, one in each context, were examined separately. These were undergraduate students from the same Asian University who had spent several weeks in studying English. One group traveled to the monolingual context and the other group traveled to the multilingual context. The demographics of these groups was so similar that it hinted that context was the main variable for any difference between the groups. An independent samples T-test was run with the results that the Levene's test for equality of variance are $(F (25) = 4.571, p = < .05)$. This indicates a significant difference between these two sub-groups.

The rest of the demographic variables that were collected were analyzed using SPSS linear regression. Most of these variables showed no significance in predicting reading comprehension scores in either context. Two variables that seemed to be significant were level of study (graduate or undergraduate) and current age. However when these were analyzed together, only the level of study was statistically significant. The factorial two-way ANOVE revealed significance with $(F(1, 140) = 42.395, p < .05)$.

Another independent demographic variable that showed significance was the amount of time the subjects had spent in the environment. This was significant for the monolingual context $(F(2, 63) = 22.728, p < .05)$, but not for the multilingual context $(F(2m 79) = 1,421m p < .05)$.

The independent variables of country of origin and religious affiliation were examined both separately and together with the context. In examining them together, only country of origin is statistically significant (F (7, 123) = 2.553, p < .05) where $F_{critical}$ = 2.08. This seems to be because the religious affiliation of the Middle East countries is other than Christian, and would seem to indicate a lack of content familiarity even though they are attending a Christian University and would have been required to take some religion courses. This seems to agree with other research that investigated content familiarity (Alptekin & Ercetin, 2011; Chen & Donin, 1997)

To summarize then the results of the statistical data related to research question one, including examination of the demographic data collected, it is concluded that the null hypothesis for research question is confirmed that there is no difference in the reading comprehension scores for ELLs in the locational contexts that were examined in this study.

Research question 2: Does the proficiency level of ELLs correlate with their scores on the reading comprehension section of the APNTS English Proficiency Exam? And the null hypothesis states: *There is no correlation between the proficiency level of ELLs and their scores on the reading comprehension section of the APNTS English Proficiency Exam?*

To study this question, a C-Test was administered to all of the participants. According to other researchers (Babaii & Ansary, 2001; Hood, 1990; Klein-Braley & Raatz, 1984) the C-Test has been used to successfully predict proficiency. This research used the C-Test developed by Babaii and Ansary with a couple of adjustments as the measure of proficiency. The research question is asking how this test correlates with the reading comprehension measure. Using SPSS, the Pearson *r* was calculated. The Pearson r for the correlation of these two instruments is r =

.748, p < .05. This indicates a high level of correlation between the two instruments.   The C-

Test scores were divided into a high group, a medium group and a low group. A two-way

factorial analysis of variance was conducted with the dependent variable being the reading

comprehension test and the two independent variables being the educational context and the

level of proficiency. This calculation confirmed that proficiency is a strong predictor of reading

comprehension scores (F (2, 138) F = 66.368) p < .05) ($F_{critical}$ = 3.06). Educational context is not

a significant predictor of reading comprehension test scores with (F (1, 138) = .656, p < .p5)

($F_{critical}$ = 3.90).

With the Pearson r of .748, correlating the reading comprehension test and the

proficiency instrument, the null hypothesis for research question 2 is rejected since this indicates

a strong correlation between the two instruments used in this study. Additionally, there is

confidence that the C-Test does indeed give a measure of proficiency in the English language.

Research Question 3: *What are the ELLs interview-based perceptions of the texts they have to*

process in order to demonstrate their proficiency in English?

Eleven participants were selected to interview to provide input for research question

three. These participants were each from a different country of origin. They all had at least

medium level of proficiency. The main discussion with these interviewees was regarding the

reading comprehension test they had already taken. Most of them expressed the idea that reading

to answer questions on a test is not the same as other types of reading. The test taking was more

trying to match the multiple choice answers with the text they had read. This became more of a

process of elimination rather than seeking to understand what the author was saying in the text.

In general the respondents indicated that finding the main idea of a passage involved looking at the first paragraph and the first sentence. They confirmed the main idea by looking at the end of the passage to see if there was a concluding sentence. One participant differed from the others. He acknowledged that he had been taught that a topic sentence should give the main idea. However for him, because he was from an oral storytelling culture, the illustrations and examples used in the passage gave him a clearer idea of the main idea of the passage.

While the difficulty in answering the questions came mainly from the questions themselves as they hunted for answers in the text, some difficulties came in the text itself. Quoted speech was a problem particularly for one participant. Several found the understanding of prepositions confusing especially when more than one preposition was used in combination in a particular text.

Participants whose first language has cognates with English made use of that fact to help them find meaning in the text. They also found that not all apparent cognates were relating to the same meaning as the English word they were seeking to understand. This was also a problem where homophones of the text brought confusion even when the first language was not one with English cognates.

More than vocabulary cognates, participants talked about their background knowledge. If they had some familiarity with the subject matter in the text, the reading was much easier. The passages in the test were of varying degrees of difficulty as perceived by the researcher. However, content familiarity rather than degree of difficulty seemed to be the key to the test takers' understanding of the passages.

In addition to talking about their perceptions of the test taking experience, participants also discussed their reading in general. A component that was not available to them during the test taking task was outside resources. All of the participants interviewed indicated that they relied on these outside resources when reading particularly for their course assignments. These interviewees mostly relied on English/English dictionaries. They found their native language/English dictionaries to be too elementary and did not provide enough information such as examples and synonyms that could aid in their understanding. Additionally, they would consult the internet for summaries of concepts that they were finding difficult to understand. Then they could go back to read the assigned texts.

In their reading, they brought their background experiences and previous understanding with them to the texts they were reading. Sometimes when this involved research with a variety of authors whose perspectives differed from one another, they indicated that they had to resolve the differences for themselves. This might involve determining if what they were reading was the author's cultural experience and could be left with the author, or if it was a matter of shaping the reader as they evaluated the varying texts. Thy all seemed in agreement that various members of a class could read the same article and not reach the same conclusions. They said that class discussions helped them get a wider view of texts. Several related stories of how the reading they had done had caused them to change their minds about their own views. Part of this change of mind was in how they perceived the author of the texts as authority in the field of study they were pursuing.

In general, the perceptions of the interviewees indicated that they did not come to the reading experience as a "blank slate," but rather interacted with the author and the text. This

seems to concur with the transactional reading theory of Rosenblatt. (Kadir et al., 2012; Louise M. Rosenblatt, 1988; Louise M Rosenblatt, 1994b)

Conclusions

The main findings of this study are summarized as follows:

1. The statistical data have indicated that the null hypothesis of question one cannot be rejected. There was found to be no statistically significant difference in the reading comprehension scores for the participants in the monolingual educational context and the participants in the multilingual educational context.

2. The low proficiency groups in the two contexts were limited in number. However, there seems to be a generalization that context does make a difference at the low levels of proficiency. In this case, the low level proficiency participants who were in the multilingual context scored significantly better than those in the monolingual context. A caveat needs to be given that due to the small numbers, one must use caution in making this generalization.

3. The null hypothesis of research question two is rejected. There is a strong correlation between the C-Test results and the reading comprehension test scores. Thus the C-Test is a good indicator of the proficiency level of English language learners.

4. While a strong correlation exists between the C-Test scores and the reading comprehension scores, with a Pearson r of .748, when the total variance is considered $r^2 =$ .559. This would mean that forty-four percent of the reading comprehension score is due to other factors besides their level of proficiency.

5. Factors that were examined in this research that also seemed to show significance in the reading comprehension scores included whether the participant was a graduate student or an undergraduate student. The country of origin was found to have significance. This may have also been related to the religious affiliation of the participants. For example the Middle Eastern countries showed significance and those participating from that area were also Muslims.

6. Test takers do not perceive the reading in a comprehension test such as the one used in this study or other similar tests to be the same as reading they do when they have other resources available to help in their comprehension.

7. Content familiarity was perceived to have a greater impact on the reading comprehension of these participants than did the level of difficulty of the reading passage. This would confirm the findings of others (Chen & Donin, 1997; Hammadou, 1991; Leeser & Leeser, 2007; McNeil & McNeil, 2011)

8. For these participants, the purpose of reading was to increase their knowledge and understanding to prepare them to be contributors to their own professions and callings. This entailed not only understanding what the authors were saying in the text, but also their interaction with the text and processing of it for those purposes. Thus this study would support the theories of reading and interaction and transactional theory. (Kadir et al., 2012; Louise M. Rosenblatt, 1988; Snow, 2002; Wilhelm, 2008)

Recommendations for future research

1. This research focused on reading comprehension of students in two locational contexts, namely a monolingual context and a multilingual context. While it confirmed the null

hypothesis that there is no statistically significant difference in the two examined contexts for reading comprehension, other research might be conducted to determine whether this is also true for other discrete language skills such as writing, listening, and speaking. Some other research suggests that there might be a difference based on language environment. (Altman, 2008; Saito & Shintani, 2015)

2. This study did not address the major fields of study of the participants. There were not enough participants to break down the research further. More research might be conducted to determine if those who are studying religion indeed scored better than those of other major fields.

3. If a retired Test of English as a Foreign Language (TOEFL) could be utilized, more research could be conducted to determine whether the theological content of the reading comprehension test used in this study correlates with the more general topics of texts in the TOEFL. It should be noted that when the APNTS Reading Comprehension test was constructed, care was taken to follow the pattern of questions used in TOEFL exams. The questions were based on main idea, facts, context, reference, and inference. Biblical and theological content were not tested.

4. The two sub-groups of low level proficiency ELLs did indicate the possibility of a significant difference based on the context. While the groups were homogeneous in nature coming from the same university, speaking the same home language, and all being undergraduate students, the small sample size would suggest that further research needs to be done to determine if the effects found in this study is generalizable.

5. The current study focused on reading comprehension. It is very possible that those who were at the low proficiency level were not focused on reading skills. The purpose of their study abroad experience may well have been to engage in communicative skills in the language. This idea has been probed in other studies and might well need to be addressed with this population (the two sub-groups in each of the contexts). (Ryu Yang, 2001)

6. The current study was conducted within the confines of a religious denomination. Future study might include expanding this to other types of institutions and/or specialized groups which could apply to the study of language for specific purposes.

Applications for English Language Teaching (ELT) Professionals.

1. Many times it is thought that the inner circle English language countries are the best place for ELLs to study. In terms of reading comprehension skills as demonstrated through the current research, this might not always be the case. The participants in this study showed no statistically significant difference in their reading comprehension skills based on the locational context of their study.(Kachru, 1990; Seidlhofer, 2005)

2. Particularly for classroom assessment the C-Test could provide a good indication of language proficiency without having to subject students to a several hour ordeal with a competency exam. This type of test has been shown to be a reliable source of determining proficiency in general. The nature of the C-Test may not give as detailed an indication of the discrete skills of language proficiency as do such tests as the TOEFL or tests patterned after the TOEFL such as the APNTS Reading Comprehension Test.

3. The difficulty that many of the students expressed with the understanding of locational and directional prepositions, teachers might want to review these concepts with especially middle level proficiency students.

4. Since different cultures and languages have different ways of showing relationships between actions and nouns, ELT professionals should learn as much about the nature of the L1 of their students in order to help address these idiosyncrasies.

5. Common English expressions and idiomatic phrases are difficult for ELLs. These should be kept to a minimum in the assessment process unless that is what the test is supposed to be assessing.

6. When teaching material that is new to the students, care needs to be given to scaffold the material in a way that will maximize the background information that the student has as they come to the new material. Student perspective indicated that repetition helped to make content familiar.

7. The expectation expressed by a number of interviewees that the multiple-choice questions would be "tricky" and have obscure answers suggests that test preparation needs to construct questions that are straight forward and clear in eliciting answers.

8. The perception of the participants interviewed in this research was that their reading of a text may not be the same as their classmates. This is important for ELT professionals to understand as they guide students understand what the author is expressing as well as understand the way the students are interacting with the author.

In the present study the reading comprehension of English languages learners and second language users has been examined. The focus of the study was to examine whether there is any significant difference between educational contexts as to their reading comprehension skills. This study compared students in a multilingual educational context with students in a monolingual educational context. All of the participants of this study were students in the same denominational schools. It was hoped that the main variable would be the context in which they were studying.

The results of this study indicate that there is no significant difference between the reading comprehension scores of students studying in a multicultural educational context and students studying in a monolingual educational context. This would seem to indicate that in terms of reading comprehension the multilingual location affords as reliable an environment as does the monolingual environment.

The main predictor of reading comprehension scores was the students' level of proficiency. A lesser predictor was whether they were graduate students or undergraduate students. Additionally, the country or area of origin seemed to have a small measure of prediction for the reading comprehension scores.

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Appendices

Appendix A: Approvals and Consent

       Part I. Approval Letter Mid-America Nazarene University

       Part II. Approval Letter Southern Nazarene University

       Part III. Babaii C-Test Permission

       Part IV. Recruitment Letter

       Part V. Consent Form

Appendix B. : Instrumentation

       Part I. C-Test

       Part II. APNTS Reading Comprehension Test

       Part III. Demographic Sheet

       Part IV. Interview Questions

Appendix C. Tables and Figures

Appendix A: Approvals and Consent

Part I. Approval Letter from Mid-America Nazarene University

Hi, Bev- I received the message from Nancy Damron about your study. Your IRB approval from KU will suffice to protect study participants. Please send me a copy of your signed IRB approval that was conducted for your study so that I can have it for our records. Also, please note that approval to actually collect data from individuals at the institutional level from our campus comes from the Provost. I have included a sample letter from another doctoral student (with the author's consent) who has collected data from MNU students. Please draft a letter in similar form and send it to Dr. Mary Jones and wait for her approval prior to initiating contact with MNU employees or students. Do not hesitate to contact me with further questions.

Best wishes to you as you work toward completion of your doctoral work.

Best,

Brent Moore, PhD, LPC, SATP
Assistant Professor
Counselor Education Department
office: 816.407.3076 | fax: 816.407.3079
_____
MidAmerica Nazarene University - Liberty Site
105 N. Stewart Ct., Suite 210 Liberty, MO 64068

www.mnu.edu

Southern Nazarene University

CHARACTER | CULTURE | CHRIST

Institutional Review Board

Dear Beverly:

The Institutional Review Board (IRB) reviewed your research request submitted October 6th, 2016. The IRB at Southern Nazarene University **has approved** your project as presented. Any changes made to this project must again be presented to the IRB for approval prior to performing research.

Please note that the IRB must be notified in writing once the research is complete. You may contact the IRB at (405) 491-6686 with any questions or visit our web site at www.snu.edu/irb. Best wishes for success with your research project.

Sincerely,

Dennis C. Williams, Ph.D.

IRB Chair

Southern Nazarene University Bethany, OK 73008

Institutional Review Board 6729
N.W. 39th Expressway Bethany, OK
73008 Library – 3rd Floor 405 . 491 .
6686 - sveitch @ mail.snu.edu

Part III. Babaii C-Test Permission

Re: C-test

Esmat Babaii (ebabaii@gmail.com)To:you Details
Dear Ms. Gruver,

Thanks for your e-mail. Please feel to use to any C-test battery I
have used in this and other studies I have done on the C-test.
Fortunately, they all enjoy high reliability and concurrent validity
indices.

Good luck with your research

Best
Esmat

On 3/15/17, BevGruver@aol.com <BevGruver@aol.com> wrote:
>
> March 15, 2017
>
> Esmat Babaii and Haasan Ansary:
>
> Greetings from Kansas. I am a Ph.D. candidate at the University of Kansas
>
> working on a comparative study of reading comprehension between a
> multilingual educational environment and a monolingual educational
> environment. I
> want to use a C-Test as one portion of the comparative data for this
> research.
>
> I found your C-Test in your article, "The C-test: a valid
> operationalization of reduced redundancy principle?" I am seeking
> permission for using
> this as part of my study.
>
> I look forward to hearing from you.
>
> Sincerely,
>
>
> Beverly Gruver
>
> Beverly Gruver
>
>
> Ph.D. Candidate
> University of Kansas
> Lawrence, Kansas
>
> 913-259-9026
> bgruver@ku.edu
>
>--
Esmat Babaii
Associate professor of applied linguistics
Kharazmi University
Tehran, Iran

Part IV. Recruitment Letter

Dear Potential Research Participant:

My name is Beverly Gruver, Assistant Professor Emeritus of Asia-Pacific Nazarene Theological Seminary. . I am working in cooperation with the chairperson of the Religion and Ministry department [insert name] and their representative. They have been recommended to me by Dr. Dan Copp, Commissioner for the International Board of Education of the Church of the Nazarene.

I am working on a research project with the University of Kansas. My research involves the reading comprehension and language proficiency of English Language learners (ELLs), particularly in Nazarene Universities. I am looking for participants who are at least 18 years of age, who speak English as a second language, and who are attending a Nazarene University.

The participation involves the completion of two reading comprehension tests which will take approximately 90 minutes. The tests will be given on your campus during the week of [*insert dates here*] by the researcher. The risks for participating are minimal—no more than any other academic work that you are involved in. The benefits to you will be an opportunity to practice English reading comprehension skills. The benefits in general are that it is hoped that this research will promote understanding of the perceptions of second language users of the reading comprehension process.

Please contact me by e-mail (bgruver@ku.edu) or calling me at 913-259-9026.

Sincerely,

Beverly Gruver

Adult Informed Consent Statement

A Comparative Study of English Second Language Reading Comprehension in Two Different Educational Contexts

INTRODUCTION

The Department of Curriculum & Teaching of the School of Education at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY

The purpose of this study is to compare the reading comprehension of English Language Learners (ELLs) and their perspectives regarding the actual reading processes used in reading comprehension activities and to add to the collective research knowledge now available. In addition, it will be used to fulfill research requirements for the Ph.D. Program at the University of Kansas.

PROCEDURES

You will be asked to contribute to this study through completing two reading assessment instruments which will take approximately 90 minutes. It will take place on the campus where you are studying and be administered by the researcher.

 Selected participants will also be asked to participate by being interviewed by the researcher. This interview will take up to a half hour. The interview will be digitally recorded and later transcribed. All the instruments and documents in this research will be kept in locked files in the possession of the researcher. Coded information will be password protected in secure digital files. This information will be kept for the duration of this project and then shredded.

RISKS

It is not anticipated that you will experience any discomfort or harm from participation in this study.

BENEFITS

Although participation in this study will not directly benefit you, we believe that the information you provide will be useful in contributing to the voices of multicompetent L2 users regarding their perceptions of the reading comprehension process.

PAYMENT TO PARTICIPANTS
There is no payment to you for participating in this study.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. Only my professor and I will have access to the transcripts of the interview.

 Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

Individual information from the instruments in this study will not be shared with your institution unless you specifically indicate permission for the researcher to do this. It is a separate signature line at the end of this document.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

 You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: *Beverly Gruver, bgruver@ku.edu,*

If you cancel permission to use your information, the researcher will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

> *I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.*

_____   _____
    Type/Print Participant's Name   Date

_____
    Participant's Signature

> *I agree to allow the data from the instruments in this research to be shared with my institution.*

_____
    Participant's Signature

Researcher Contact Information

Beverly Gruver	Paul L. Markham, Ph.D.
Principal Investigator	Faculty Advisor
1814 East Cedar Street	Curriculum and Teaching
Olathe, KS 66062	440 JRP
913-259-9026	University of Kansas
bgruver@ku.edu	School of Education
School of Education	Lawrence, KS 66045
Curriculum & Teaching	785-864-9677
University of Kansas	pmarkham@ku.edu
Lawrence, KS 66045	

Appendix B. Instrumentation

Part I. C-Test

The C-Test

Directions: The following tests have been developed by removing the second half of every second word in the text. You are to reconstruct the texts. The number of dashes represents the number of deleted letters.

Example:

> My name is Tom. I'm t_ _   oldest ch_ _ _   in m_ family. I ha_ _   a sister a_ _
> two brot_ _ _ _.

Your job is to complete the text as:

"My name is Tom. I'm the oldest child in my family. I have a sister and two brothers."

A Slip of the Tongue

On a variety show presented by P. and U. Bird Seed Company, a funny thing happened. It ca_ _ from t_ _ advertiser a_ the begi_ _ _ _ _ of t_ _ program. H_ seemed extr_ _ _ _ _ nervous a_ _ fro so_ _ minutes st_ _ _ awkwardly bef_ _ _ the micro_ _ _ _ _. As h_ opened h_ _ mouth, ever_ _ _ _ burst o_ _ laughing. W_ all kn_ _ what t_ _ poor man *should* have said, but what he *actually* said was: "This is the Poo and Ee Seed Bird Company. Good ladies, evening and gentlemen!"

The End of the World

One of a multitude of theories about how our world will end is that in a few billion years the sun will burn itself out. First, i_ _ supply o_ hydrogen fu_ _ will gi_ _ out, lea_ _ _ _ it a hu_ _ red st_ _ sending o_ _ 100 ti_ _ _ more ene_ _ _ than i_ does n_ _. The pla_ _ _ _ surrounding t_ _ sun wi_ _ become incre_ _ _ _ _ hot. Ea_ _ _ will he_ _ up, oce_ _ _ will bo_ _, and ultimately life on earth will end. The cooling sun will then become a tiny, weak star.

A 50 Percent Thief

Sam Benton, the local butcher, had lost his wallet while taking his savings to the post office. Sam w_ _ sure th_ _ the wal_ _ _ must ha_ _ been fo_ _ _ by o_ _ of t_ _ villagers, b_ _ it w_ _ not retu_ _ _ _ to h_ _. Three mon_ _ _ passed, a_ _ then o_ _ morning, h_ found h_ _ wallet out_ _ _ _ his fr_ _ _ door. I_ had be_ _ wrapped up in newspaper and it contained half the money he had lost together with a note which said: "A thief, yes, but only 50 percent a thief!"

Keep the Torch Burning

Olympic Games are the biggest international gathering of any kind in the world. Not on_ _ do th_ _ bring athl_ _ _ _ together, b_ _ they un_ _ _ a world pub_ _ _. Is i_ not a suffi_ _ _ _ _ reason f_ _ continuing th_ _ ? Of cou_ _ _ , a few peo_ _ _ intend t_ use th_ _ as a_ occasion f_ _ propaganda, b_ _ this i_ no rea_ _ _ why t_ _ Games should be cancelled. Why should every harmless activity be spoiled for the majority by the minority?! So, as long as the majority wants it, these Games will continue.

Lock Up Your Cars!

The recent increase in car stealing has alarmed the police, who are looking for what they now believe must be a well-organized gang of professional car thieves. An inter_ _ _ _ _ _ aspect o_ these the_ _ _ is th_ _ nearly a_ _ the mis_ _ _ _ vehicles ha_ _ been ta_ _ _ from loc_ _ _ garages. The pol_ _ _ have ther_ _ _ _ _ assumed th_ _ the ga_ _ find i_ easier t_ break in_ _ garages, wh_ _ _ vehicles a_ _ often le_ _ unlocked a_ night, than into locked cars, parked on the roadside in daytime or at night. They advise car owners to lock up their cars, even when they are kept in locked garages.

READING COMPREHENSION
TIME—55 MINUTES

This section of the test measures your ability to comprehend written materials.

Directions: This section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the one best answer—(A), (B), (C), or (D)—based on what is stated in the passage or what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Read the following passage:

> Pastoral service requires much preparation. As well as knowledge and understanding, a person needs to have some experience of life, spiritual depth, and interpersonal skills. Several areas of knowledge are required for this formation. For example, a candidate may study theology, scripture, psychology, pastoral counseling and spirituality. In addition, a pastoral person needs a high degree of self-awareness, a growing experience in prayer and the spiritual life, and the ability to listen carefully to others. It is clear that to be effective in pastoral service, many years of dedicated prayer, study, and work are needed.

Example 1

What is the main topic of this passage?
 (A) A candidate may study theology.
 (B) Many years of dedicated service are required.
 (C) Pastoral service requires much preparation.
 (D) Listening carefully is important.

The passage mainly discusses the preparation needed for pastoral service. You should fill in the space for answer (C) on your answer sheet.

Example 2

According to the passage, the areas of study include:
 (A) Prayer
 (B) Pastoral Counseling
 (C) Life experience
 (D) Self-Awareness.

The passage states that a candidate may study theology, scripture, psychology, pastoral counseling and spirituality. Therefore, you should fill in the space for (B) on your answer sheet

Are there any questions?

You may begin.

It is essential for a proper understanding of shepherd leadership to notice what happens when there is no leadership or faulty leadership. Again and again we are told that as a result of such conditions the sheep are "scattered" (e.g. Ezekiel 34:5). Without leadership, the sheep become confused, each turns to "his own way," and "wanders off." That is why Zechariah was able to portray the disorder among the disciples that accompanied the death of Christ so vividly   5
 by use of this shepherdly figure when he prophesied: "Smite the shepherd and the sheep will scatter" (Zechariah 13:7). Indeed, the biblical phrase "as sheep without a shepherd" has become proverbial. Yet like most familiar sayings, we take it for granted and we seldom think of what it means. Consider, for a moment, something of its import. Sheep are helpless and prone to scatter; i.e., to break up into separate single units, to become disorganized and to disintegrate   10
as a flock. Unlike "birds of a feather" that "flock together," sheep do not of themselves tend to do so. It is shepherding that produces flocking among sheep. Flocking, or the organization of individual sheep into a definable entity called a flock, is a principal activity of a shepherd. By faithful, personal leadership that involved responsible participation on his part such congregational organization is accomplished. Shepherdly leadership, then, has as one of its chief ends to bring 15bout cohesion and *order.*

Questions:

1. The main idea of this passage is:
   A. Good leadership brings together
      and organizes the group.
   B. Leadership scatters the sheep.
   C. Proverbs and familiar sayings.
   D. It is the nature of sheep to scatter.

2. The word *flocking* (line 12) means:
   A. responsible participation
   B. cutting (shearing) the wool.
   C. wandering away
   D. organizing into a definable entity.

3. What does the quotation from Zechariah in
   lines 6 & 7 mean?
   A. Approve the shepherd and the sheep
      will follow.
   B. Sheep will go in many different
      directions if the shepherd is struck
      down.
   C. The shepherd's job is to scatter the
      sheep.
   D. Sheep don't really need a shepherd.

4. The expression "take it for granted"
   (line 8) means:
   A. consider it important
   B. give permission to remove
   C. accept without thought
   D. disbelieve the idea

5. Which of the following do sheep tend to
   do?
   A. flock together like birds.
   B. look for a shepherd.
   C. scatter and become disorganized.
   D. dislike birds.

6. It can be inferred from this passage that:
   A. A minister does not have to work.
   B. Ministers need to study the Old
      Testament.
   C. A minister should be an organizer and lead
   D. A minister is a prophet.

7. Which of the following words could be
   correctly substituted for the word *chief*
   in line 15?
   A. leader
   B. principal
   C. beginning
   D. inexpensive

8. The word *he* in line 6 refers to whom?
   A. Christ
   B. a sheep
   C. Ezekiel
   D. Zechariah

9. Which of the following is the best meaning
   for the word *prone* used in line 9?
   A. lying down
   B. helplessness
   C. having a natural inclination toward
   D. breaking up

10. Which of the following will sheep **NOT** do
    without leadership?
    A. wander off.
    B. go their own way.
    C. form a flock.
    D. become disorganized

Missionary sources who would communicate to Hindus and Buddhists need to take stock. My experiences with these people lead me to believe that they accept most Christian missionaries as people of goodwill. But more than goodwill is required. The additional prerequisites are integrity and credibility.

In the first place, Hindus and Buddhists expect that those who dispense religion will be well versed in religion. Their own lands are well populated with knowledgeable teachers of religion. Theirs is a long religious tradition. If anyone has the audacity to come half way around the world to teach a new faith, he certainly can be expected to have had the good sense to study carefully, not only the faith he would communicate but also the faith he would supplant.

In the second place, there remains a problem that refuses to go away. It is illustrated in a conversation between D. T. Niles and Billy Graham just before the latter went to India for evangelistic meetings.[5] Graham asked Niles if there was anything he would need to understand in order to minister to the people of India. Niles replied, "Yes--there is one thing which you must be aware of. When you are in India, people will expect to see some sign of austerity in your way of life as part of your credentials in claiming to be a man of God." Graham is said to have answered, "That raises one of the unresolved problems of my conscience." And to that answer Niles responds, "He was right. Indeed, the instinct of our people is right when they insist that anyone whose life is not marked by 'renunciation' has not really faced up to the demands of God on his life."

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Questions:

11. What is the main idea of this passage?
    A. Hindus and Buddhists have a long religious tradition..
    B. Christian missionaries must have integrity and credibility as well as goodwill.
    C. Billy Graham went to India.
    D. How to live in austerity.

12. In India a religious teacher is expected to:
    A. Know D. T. Niles and Billy Graham
    B. Travel extensively.
    C. Have faith and language fluency.
    D. Be well versed in religion.

13. Which is the best meaning for the word
    dispense in line 5?
    A. study
    B. distribute
    C. tradition
    D. populate

14. Who does the word *their* in line 6 refer to?
    A. Hindus and Buddhists
    B. Niles and Graham
    C. Christian missionaries
    D. Indian teachers

15. When did the conversation in paragraph 3 take place?
    A. While Billy Graham was in India.
    B. While Niles was preaching in India.
    C. Before Billy Graham held meetings in India.
    D. After Billy Graham returned from evangelistic meetings in India.

16. The conversation in paragraph 3 was between:
    A. The author and D. T. Niles
    B. A Buddhist and the author
    C. D. T. Niles and a Hindu priest
    D. Billy Graham and D. T. Niles

17. According to paragraph three, what does
     Niles say is an outward sign that one has
    faced up to the demands of God on his life?
     A. Faith
     B. Renunciation and austerity
     C. Unresolved problems
     D. Going to India

18. How many main issues are discussed in the
    passage?
     A. four
     B. three
     C. two
     D. one

19. What did Billy Graham do in India?
     A. Showed signs of prosperity.
     B. Held evangelistic meetings.
     C. Met D. T. Niles
     D. Taught in the university.

20. It can be inferred from the passage that:
     A. A missionary who lacks deep knowledge
          will not be accepted.
     B. The message of an obviously rich
         person will be readily accepted.
     C. Hindus and Buddhists are very different
        from each other.
     D. Living in India is impossible

According to the Old Testament, the spiritual realities of the covenant relationship were expressed in Israel's worship of God, even in the desert. Worship was conducted in a special tent-shrine, often called the 'tabernacle'. But the central focus was a wooden box called 'the ark of the covenant'. Like similar 'holy boxes' in Egypt, it was decorated with religious symbols, and overlaid with gold. Naturally, it needed to be portable, and was   5 equipped with rings so it could be carried shoulder-high on poles.

According to one of the most ancient pieces of poetry in the Old Testament, this portable ark represented in symbol the fact that God was with the escaping slaves (Numbers 10:35-36). Yahweh was not a God who could be depicted as an idol. But the ark was a kind of visible throne for the invisible Yahweh. It was a symbolic reminder of the   10 central events of Mt. Sinai: God was with his people, and He alone was to be their guide. Indeed, the connection with the covenant-making events may have been quite a literal one, for according to some Old Testament passages, the ark itself contained the actual tablets on which the covenant agreement had been set out (I Kings 8:21).

As time passed, the ark assumed even greater importance in the life of the people.   15 The fates of Israel's earliest kings--Saul and David--hinged on their treatment of the ark. Saul despised it--and was rejected. David respected it--and was politically successful. It also came to play an important part in the worship of the temple at Jerusalem. The religious poetry of Psalm 132 suggests that in a covenant renewal ceremony the ark would be paraded through the streets of the city, returning to the temple as a sign of   20 God's renewed and lasting presence with his people. Other psalms also reflect its important position in the ritual of worship at the temple, though they do not always mention it by name. Many scholars believe that when the Old Testament uses the title 'the Lord of hosts', this is really a reference to God's presence as symbolized in the ark. Other terms, such as 'glory' also seem to be used regularly in reference to it (e.g. I Samuel 4:21-22).   25

The Old Testament gives no hint of the ark's ultimate fate. No doubt it was one of the religious objects that later kings of Judah moved in and out of the temple as their religious allegiances changed. But all trace of it disappears after the invasion of Nebuchadnezzar in 586 B.C.

21 The main theme of the passage is----
      A. How kings treated the ark of the
        covenant.
      B. God's renewed and lasting
        presence
      C. The place of the ark of the
        covenant in worship
      D. No one knows where the ark of
        the covenant is today.

22. The ark of the covenant was made of---
      A. Pure gold
      B. Carved stone
      C. Brass
      D. Wood overlaid with gold

23. What was inside the ark of the covenant?
      A. Shoulder-high rings and poles
      B. Tablets of the covenant
        agreement with God.
      C. Religious poetry especially the
        Psalms
      D. A visible throne for the invisible
        Yahweh.

24. The covenant renewal ceremony involved
      A. Touring the city streets with the
        ark and returning it to the temple.
      B. Going back to Mt. Sinai for
        worship.
      C. Putting Yahweh on an invisible
        throne.
      D. Reading religious poetry--
        especially Psalm 132.

25. What happened because King Saul despised the ark of the covenant?
      A. He was politically successful.
      B. He was rejected.
      C. God was a guide to his people.
      D. The ark disappeared permanently.

26. The word *portable* in line 5 and line 8 means--
      A. drinkable
      B. sacred
      C. moveable
      D. stationary

27. What does the word *hinged* mean as it is used in line 16?
     A. Hardware to install a door.
     B. To be held in one position
     C. To be contingent upon.
     D. To be disconnected from.

28. Which is **NOT** used to refer to the ark of the covenant?
     A. Glory
     B. Lord of hosts
     C. Symbol of God's presence
     D. The tabernacle

29. It can be inferred from this passage that--
     A. The Israelites always enjoyed
        God's presence.
     B. Those who respected the ark
        enjoyed God's presence.
     C. The ark was worshiped as an idol.
     D. Nebuchadnezzar preserved the ark
        of the covenant.

30. The word *they* in line 22 refers to:
     A. Kings Saul and David
     B. The tablets of the covenant
        agreement.
     C. The Psalms
     D. The people of God

According to one ancient legend, the Jews of Egypt managed to persuade the Egyptian

king, Ptolemy II Philadelphus to sponsor the project of translating the Old Testament from its

original language into Greek. He sent to Jerusalem for seventy men who knew both Hebrew and

Greek, and locked them up in seventy cells while each one produced his translation. When the

work was finished, to everyone's amazement the seventy men not only expressed the same ideas,   5

but also used the very same Greek words to do so--whereupon Ptolemy was so impressed that he

was immediately convinced of the divine origins of their work! In reality, the work of translating

the Old Testament in Greek was more humdrum than that. The Greek Septuagint version

(the LXX) probably just evolved over many generations. But it certainly seems to have had

some connection with Alexandria, and it became increasingly important not only for the spread   10

of Judaism in the Mediterranean world, but also for the earliest Christian believers, who adopted

it as their own

Questions:

31. The main idea of this passage is:
    A. The Origin of the Greek Septuagint
    B. The Seventy Cells
    C. Ptolemy II Philadelphus's Project.
    D. An Ancient Legend.

32. Which word means most nearly the same
    as the word *convinced* in line 7?
    A. translated
    B. persuaded
    C. antagonized
    D. covered

33. Which is **NOT** true of the legend?
    A. Seventy cells were used.
    B. The translators used the same Greek
       words.
    C. The 70 translators conferred with one
       another.
    D. The 70 translators were from Jerusalem

34. The word *humdrum* (line 8) means:
    A. melodious music
    B. exciting
    C. monotonous
    D. convincing

35. The word *it* in line 9 refers to:
    A. The Greek Septuagint Version
    B. Alexandria
    C. Judaism
    D. The Hebrew Old Testament

36. The word *each* used in line 4 refers to:
    A. Ptolemy
    B. Hebrew and Greek
    C. The 70 translations.
    D. The 70 translators individually.

37. Ptolemy II was:
    A. a Jew
    B. a Greek
    C. a Hebrew
    D. an Egyptian

38. What was the original language of the Old
    Testament?
    A. Greek
    B. Egyptian
    C. Hebrew
    D. Mediterranean

39. According to the passage, which of the
    following is true about the earliest Christian
    believers?
    A. They adopted the Septuagint as their
        own Bible.
    B. They were locked up into 70 cells.
    C. They evolved over many generations.
    D. They persuaded Ptolemy II to sponsor
        the translation project.

40. Which of the following can be inferred
    from the passage?
    A. It took 70 years to complete the translation..
    B. Christians and Jews use the same
        Old Testament
    C. Legends are true stories.
    D. Greek is humdrum

Reductionism, the characteristically modern misjudgment about ministry, attempts to reduce the essence of ministry to a human social function or the philosophical insight or to moral teaching or to psychological counseling or to political change advocacy. These views diminish the pastoral office by failing to see its distinctive self-understanding, its divine commission, its Spirit-led calling, its dependence upon revelation, and its   5 accountability to apostolic faith. The tension is lost between the divine calling and the life of the world by viewing divine calling as being socially determined and dissecting it as a quantifiable object. Reductionism dilutes the ministry of the incarnation to its fleshly side by reducing it to quirks of parenting or social determination.

Indeed there remains something valuable even about this truncated view of   10 ministry, however imbalanced. For it is true that the good pastor functions as philosophical guide and psychological counselor and social change agent and moral mentor at various times. Historically and in the present, such guidance has been sought from pastors by many persons who hunger for the wisdom of historical Christian experience. But when these are disconnected from their historical   15 identity and tradition and from the history of revelation and the capacity of God to address the heart, they easily become too cheaply accommodative to the present culture and lose the finely balanced judgment that tradition has called wisdom.

Admittedly, the pastor is friend to many, even as Jesus was friend to many, expressing through ordinary human relationships the extraordinary love of God. But   20 reductionism makes the mistake of seeing this friendship purely by analogy to human friendship, rather than through the lens of the divine-human friendship. The reductionism that sees ministry only as objectifiable sociological or psychological phenomena is not wrong, it only needs to be placed in a larger context and evaluated in terms of a more basic norm. When the divine and human sides are held together, ministry can be seen   25 more wholly as human response to divine gift, a beautiful amalgam of graced nature and naturally embodied grace.

Questions:

41. The main idea of this passage is:
    A. The pastor is friend to many.
    B. Reducing ministry to a human social
       function gives only one aspect of
       ministry.
    C. Reductionism focuses on what tradition
       has called wisdom.
    D. Reductionism uses the lens of the
       divine-human friendship.

42. The author believes that reductionism sees ministry:
    A. as a Spirit-led calling.
    B. as objectifiable sociological phenomena
    C. as human response to divine gift
    D. through the lense of divine-human
       friendship

43. What sort of guidance have people historically looked for from a pastor?
    A. Social change agent and moral mentor
    B. One who accommodates present culture
    C. Judgment of tradition
    D. Dissecting quantifiables.

44. The essential elements of the pastoral office include:
    A. Divine commission dependent upon revelation.
    B. human social function
    C. Social determinism
    D. Quirks of parenting

45. From the passage it can be inferred that:
    A. Reductionism is completely negative
       and has nothing of value to contribute.
    B. Reductionism emphasized the divine
       aspects of incarnation.
    C. The positive side of reductionism is that
       it focuses on the human side of ministry.
    D. One should avoid reductionism as
       heresy.

46. The word *truncated* in line 10 means:
    A. Cut short
    B. Psychological
    C. Expanded
    D. Historical

47. Which of the following is a synonym for *disconnected* in line 15?
        A. Invalidated
        B. Confused
        C. Fused
        D. Severed

48. The word *its* in line 5 refers to:
        A. Reductionism
        B. Pastoral office
        C. Moral teaching
        D. Views

49. What is a danger of the idea of reductionism?
        A. Pastors becoming a friend to many.
        B. Human response to divine gift
        C. Loss of wisdom.
        D. Hearing a divine calling.

50. The word *analogy* in line 21 means:
        A. Mistake
        B. Amalgam
        C. Contrast
        D. Comparison

Stop!

Part III. Demographic Sheet

Name:_____
            (family name)   (given or first name)

Date of birth: _____
          (day)   (month)   (year)   ☐ check if Lunar Calendar

Education: (Mark highest completed)

    High School   1 2 3 4   Diploma

    College/University   1 2 3 4   Bachelor's Degree

    Graduate School   1 2 3 4   Master's Degree

What is your major field of study: _____

What is your country of origin?_____

How long have you been in this country? (The U.S.) (The Philippines)_____

Languages:

    First or home language:_____ Can read and write?   Yes   No

    Second language: _____ Can read and write?   Yes   No

    Other languages: _____

How long have you been studying English?

    From Elementary School   From Middle School   From High School

    Other (Please specify)_____

Church or religious background:

    ☐ Nazarene   ☐ Presbyterian

    ☐ Free Methodist   ☐ Baptist

    ☐ Wesleyan   ☐ Other (specify)_____

Contact Information:

    e-mail:_____ Phone: _____

Part IV. Interview Questions

Interview Questions

1. How do you go about looking for the main idea of a passage?

2. When you begin reading a new passage, what do you do first? Next?

3. Tell me about finding meaning in the text.

4. What part of the reading is easiest for you?

5. What part of the reading is hardest for you?

6. How do you understand the concept of "inference"?

7. With selected test items ask: [items marked other than the prescribed right answer]

   a. What was your process of deciding on the answer for this question?

   b. Was it the question or was it the text that was harder to understand?

Appendix C. Tables and Figures

Table C 1: Coefficients from Linear Regression of Demograhic Variables

	Coefficients[a]							
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	47.993	4.585		10.467	.000	38.911	57.076
	Current Age 25 to 29	3.478	1.615	.191	2.154	.033	.280	6.677
	Current Age 30 to 39	3.570	1.647	.180	2.168	.032	.308	6.832
	Current Age 40 and above	-.667	1.764	-.029	-.378	.706	-4.160	2.827
	Female	-5.785	4.116	-.413	-1.405	.163	-13.939	2.369
	Time 1 to 4 years	1.880	1.641	.115	1.145	.254	-1.371	5.131
	Time 5 plus years	4.538	1.738	.320	2.611	.010	1.095	7.982
	ELL age Pre school	.549	2.426	.016	.226	.821	-4.256	5.354
	ELL age Middle School	-.235	1.508	-.012	-.156	.876	-3.223	2.752
	ELL age High School	-3.049	1.553	-.137	-1.963	.052	-6.125	.027
	ELL age Adult	-3.701	2.579	-.097	-1.435	.154	-8.810	1.407
	Study Education	-.073	1.740	-.003	-.042	.967	-3.520	3.374
	Study Communication	-.428	2.049	-.016	-.209	.835	-4.488	3.631
	Study Business	-1.798	1.695	-.103	-1.061	.291	-5.155	1.558
	Study Social Sciences	-1.943	1.886	-.082	-1.030	.305	-5.679	1.792
	Study Sciences	2.066	1.727	.106	1.196	.234	-1.356	5.487
	Study Arts	-1.490	5.592	-.018	-.266	.790	-12.566	9.586
	Home Asian Countries	1.249	2.018	.078	.619	.537	-2.748	5.247
	Home South Asian Countries	-3.309	2.391	-.156	-1.383	.169	-8.046	1.428
	Home African Countries	4.718	4.128	.079	1.143	.255	-3.459	12.896
	Home Middle East Countries	-3.862	3.215	-.101	-1.201	.232	-10.229	2.506

	B	Std. Error	Beta	t	Sig.	Lower	Upper
Home North American Countries	8.658	2.145	.328	4.036	.000	4.409	12.907
Home European Countries	5.522	2.375	.218	2.325	.022	.818	10.227
Home Hispanic Countries	8.062	1.943	.389	4.150	.000	4.214	11.911
Religion Other Protestant	1.265	1.381	.073	.916	.362	-1.471	4.001
Religion Catholic	-1.016	2.228	-.035	-.456	.649	-5.429	3.398
Religion Other or None	2.978	1.695	.161	1.757	.082	-.380	6.335
Gender_Male	-4.869	4.229	-.347	-1.151	.252	-13.246	3.509
Graduate Level Study	7.572	1.421	.531	5.330	.000	4.758	10.386

a. Dependent Variable: APNTS Reading Comprehension Test

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Undergraduate	.[b]	.	.	.	.000
	Current Age 18 to 24	.[b]	.	.	.	.000
	Time less than one year	.[b]	.	.	.	.000
	ELL age Elementary School	.[b]	.	.	.	.000
	Study Religion	.[b]	.	.	.	.000
	Home Island Countries	.[b]	.	.	.	.000
	Nazarene_Wesleyan	.[b]	.	.	.	.000

a. Dependent Variable: APNTS Reading Comprehension Test

b. Predictors in the Model: (Constant), Graduate Level Study, Time 5 plus years, ELL age High School, Home African Countries, Gender_Male, Study Arts, Home Middle East Countries, ELL age Adult, Study Social Sciences, Study Communication, Religion Catholic, Home European Countries, ELL age Pre school, Religion Other Protestant, Current Age 40 and above, Current Age 30 to 39, ELL age Middle School, Home North American Countries, Study Sciences, Study Education, Home Hispanic Countries, Current Age 25 to 29, Time 1 to 4 years, Religion Other or None, Study Business, Home South Asian Countries, Home Asian Countries, Female

Table C 2: Frequencies by Country of Origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Country of Origin					
Valid	Philippines	37	25.7	25.7	25.7
	South Korea	33	22.9	22.9	48.6
	United States	10	6.9	6.9	55.6
	Myanmar	10	6.9	6.9	62.5
	India	6	4.2	4.2	66.7
	Spain	5	3.5	3.5	70.1
	Chile	5	3.5	3.5	73.6
	China	3	2.1	2.1	75.7
	Brazil	4	2.8	2.8	78.5
	Guatemala	3	2.1	2.1	80.6
	Peru	3	2.1	2.1	82.6
	Saudi Arabia	3	2.1	2.1	84.7
	France	2	1.4	1.4	86.1
	Germany	2	1.4	1.4	87.5
	Bahrain	1	.7	.7	88.2
	Canada	1	.7	.7	88.9
	Colombia	1	.7	.7	89.6
	Croatia	1	.7	.7	90.3
	Egypt	1	.7	.7	91.0
	Haiti	1	.7	.7	91.7
	Honduras	1	.7	.7	92.4
	Kenya	1	.7	.7	93.1
	Malaysia	1	.7	.7	93.8
	Mexico	2	1.4	1.4	95.1
	Pakistan	1	.7	.7	95.8
	Papua New Guinea	1	.7	.7	96.5
	Portugal	1	.7	.7	97.2
	Sri Lanka	1	.7	.7	97.9
	Sweden	1	.7	.7	98.6
	Vietnam	1	.7	.7	99.3
	Democratic Republic of Congo	1	.7	.7	100.0
	Total	144	100.0	100.0	

Table C 3: Frequencies by First Language

		Frequency	Percent	Valid Percent	Cumulative Percent
	First Language				
Valid	Tagalog	22	15.3	15.3	15.3
	Korean	33	22.9	22.9	38.2
	Spanish	27	18.8	18.8	56.9
	French	2	1.4	1.4	58.3
	Ilocano	8	5.6	5.6	63.9
	Arabic	5	3.5	3.5	67.4
	Portugese	5	3.5	3.5	70.8
	Chinese	4	2.8	2.8	73.6
	Chin	2	1.4	1.4	75.0
	Mizo	3	2.1	2.1	77.1
	Catalan	2	1.4	1.4	78.5
	Cebuano	2	1.4	1.4	79.9
	German	2	1.4	1.4	81.3
	Hilligayon	2	1.4	1.4	82.6
	Ilonggo	2	1.4	1.4	84.0
	Marathi	2	1.4	1.4	85.4
	Pochury	2	1.4	1.4	86.8
	Bicol	1	.7	.7	87.5
	Burmese	2	1.4	1.4	88.9
	Croatian	1	.7	.7	89.6
	Hokkien	1	.7	.7	90.3
	Kadner	1	.7	.7	91.0
	Kuki	1	.7	.7	91.7
	Lhaoro	1	.7	.7	92.4
	Pangasinese	1	.7	.7	93.1
	Pidgin	1	.7	.7	93.8
	Punjabi	1	.7	.7	94.4
	Rawang	1	.7	.7	95.1
	Sinhala	1	.7	.7	95.8
	Swedish	1	.7	.7	96.5
	Swahili	1	.7	.7	97.2
	Telugu	1	.7	.7	97.9
	Vietnamese	1	.7	.7	98.6
	Visayan	1	.7	.7	99.3
	Keley-i	1	.7	.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	144	100.0	100.0	

Table C 4: Frequencies by Institution of Study

Institution of Study					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Asia Pacific Nazarene Theological Seminary	46	31.9	31.9	31.9
	KNU-AEP-APNTS	15	10.4	10.4	42.4
	LAMP-MetroManila	19	13.2	13.2	55.6
	Nazarene Theological Seminary	8	5.6	5.6	61.1
	Mid-America Nazarene University	21	14.6	14.6	75.7
	Southern Nazarene University	23	16.0	16.0	91.7
	KNU-MNU-English Camp	12	8.3	8.3	100.0
	Total	144	100.0	100.0	

Table C 5 Interviewee Demographics

ID	Country	Religion	Age	Level	Gender	ELL Start	Time in Context	Major	Proficiency	Read Score
						Data for Interviewed Participants				
238	Guatemala	Nazarene	19	UG	Male	Elementary	10 years	Religion	High	64
104	Papua New Guinea	Nazarene		Graduate	Male	Middle School	2 years	Religion	High	65
127	Myanmar	Other Protestant	37	Graduate	Female	High School	Less than 1 year	Christian Ed	Medium	55
114	Malaysia	Nazarene	31	Graduate	Female	Elementary	Less than 1 year	Religion/ Eng.	High	65
138	Pakistan	Other Protestant	30	Graduate	Male	Middle School	Less than 1 year	Religion	Medium	55
145	China	Nazarene	26	Graduate	Male	Middle School	3+ years	Religion	Medium	62
103	India	Nazarene	27	Graduate	Male	Elementary	1+ years	Religion	Medium	53
135	Philippines	Nazarene	25	Graduate	Female	Elementary	25 years	Education	Medium	54
260	Portugal	Nazarene	42	Graduate	Male	Middle School	3 years	Religion	Medium	54
134	Peru	Nazarene	24	Graduate	Male	High School	Less than 1 year	Religion/ Soc	Medium	57
122	Korea	Other Protestant	29	Graduate	Female	High School	3 years	Christian Education	Medium	47