A COMPARISON OF THE COMPREHENSIBILITY OF MODIFIED

AND UNMODIFIED READING MATERIALS FOR ESL

By Ronald L. Brown

INTRODUCTION

Reading instruction in ESL classes often depends on materials
that have been modified to facilitate readability. The assumption
is that through the control of vocabulary and sentence structure
in reading materials, an ESL student will develop adequate compre-
hension skills by progressing through increased stages of diffi-
culty. However, text modification, commonly called "simplifica-
tion", affects not only the linguistic elements of the text, but
frequently the content (Honeyfield, 1977).

For example, Pearl Buck's novel, The Good Earth, opens with
these paragraphs:

> It was Wang Lung's marriage day. At first, opening
> his eyes in the blackness of the curtains about his bed,
> he could not think why the dawn seemed different from any
> other. The house was still except for the faint, gasping
> cough of his old father, whose room was opposite to his
> own across the middle room. Every morning the old man's
> cough was the first sound to be heard. Wang Lung usually
> lay listening to it and moved only when he heard it
> approach nearer and when he heard the door of his
> father's room squeak upon its wooden hinge.
> But this morning he did not wait. He sprang up and
> pushed aside the curtains of his bed. It was a dark,
> ruddy dawn, and through a small square hole of a window
> where the tattered paper fluttered, a glimpse of bronze
> sky gleamed. He went to the hole and tore the paper
> away.

The Oxford University Press version has modified these two
paragraphs to the following four sentences which are not so much a
modification of the original text as they are a retelling of the

story in simple sentences:

It was Wang Lung's wedding day. At first, when he woke up, he could not think way it was different from any other day. The he remembered and jumped quickly out of bed. He looked out of a small hole in the wall of the house and heard the soft wind.

Research has shown that NS reading is not a precise application of skills centered on a sequence of words, spelling patterns, or sentence structure. Information from a text is _processed_ by the reader's _schemata_, knowledge already stored in memory, and becomes a part of the reader's knowledge store. During the reading process, the reader organizes information from the text in relation to schemata and refers to this knowledge to predict outcomes and either confirm or reject these predictions. This interaction of new information with previously learned knowledge is comprehension, (Carroll, 1970; Goodman, 1970, 1973; Adams and Collins; Chang, 1983; Freebody and Anderson, 1983; Anderson and Pearson, 1984; McConkie, 1984; Mason, 1984; Roehler and Duffy, 1984). The amount of relevant information that is already known by the reader affects the extent of comprehension of new information from the text.

Research in NNS reading indicates that processing information in reading is relevant to ESL students (Gatbonton and Tucker, 1971; Tucker, Hamayan, and Genesee, 1976; Cziko 1977; Gaies, 1977; Clarke and Silberstein, 1978; Clarke, 1980; Carrell, 1981, 1984; Adams, 1982; Hudson, 1982; Johnson, 1981, 1982; Blau, 1982; Brown, 1985). These studies support the contention that the amount of

comprehensible information available to the reader is more essential for comprehension than extensive modification of vocabulary and sentence structure.

Furthermore, Long (1981, 1983) questions the effectiveness of modified input in facilitating SLA. Although his research has been concerned with SLA in general, Long's observations can be applied to ESL reading comprehension. Long accepts the argument that if linguistic adjustments promote comprehension, and if comprehension promotes language acquisition, then, at least indirectly, linguistic adjustment promotes language acquisition. However, his research shows that input modification, modifying forms such as vocabulary or sentence length, is less important for comprehension than interaction modification, expanding functions such as redundancy, expansion, or clarification. Long concludes that SLA can be facilitated with either modified input and modified interaction, or with unmodified input and modified interaction, but not without modified interaction.

Dealing with the reading comprehension of ESL students, Blau (1982) challenges the assumption shorter sentence length yields better reading comprehension and concludes that this method possibly impedes comprehension.

The evidence supports the view that modifying linguistic complexity and content does not necessarily improve reading comprehension. However, modifying interaction in a text by extensive redundancy, definition, and clarification while retaining the

content may facilitate comprehension.

PURPOSE OF THE STUDY

ESL students who have moved into regular academic programs frequently need additional instruction in reading because of a continued inability to comprehend classroom materials. Recognizing that an ESL program must use some form of modified materials to compensate for student weaknesses, focus should be on ways of accelerating the complexity of input while retaining comprehensibility.

Hypotheses

It is hypothesized that:

(1) the subjects will perform better with a modified

input text and modified interactional structure

text than with a native speaker text.

This hypothesis asserts that native speaker materials offer the least amount of information with the least redundancy at the highest level of linguistic complexity. In short, the subjects must attempt to comprehend the material with a minimum of available information.

(2) the subjects will perform better with a modified

interactional structure text than with a modified

input text.

This hypothesis asserts that comprehension is less dependent on linguistic structure than with the level of information made available to the reader and the frequency with which the reader

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encounters the information. Thus, the text remains at a high level of linguistic competence, but by developing interactional structures, such as redundancy or definition, the reader is offered more opportunity to process information and has more opportunity for successful comprehension.

METHOD

Subjects

The subjects were thirty ESL students attending an independent school in Taiwan. The school offers an American based curriculum for the international community. Almost fifty percent of the student body are non-American, with a large number of Chinese and Japanese attending.

The subjects ranged from the 9th to the 11th grade. They were divided into three groups of ten students each. Each group consisted of two 9th grade, six 10th grade, and two 11th grade students. Group 1 consisted of three Cantonese speakers, three Japanese, two Indonesians, and two Koreans. Group 2 consisted of one Cantonese speaker, three Japanese, one Indonesians, three Koreans, and two Mandarin speakers. Group 3 consisted of three Cantonese speakers, three Japanese, one Indonesian, two Koreans, and one Thai.

Measures

Students whose native language is not English are tested for English proficiency before placement into the regular academic

program.   Students are placed into either the regular program or ESL by their performance on the following standardized tests:

1. Gates-MacGinitie Reading Test, Level D

2. Davis Diagnostic Test for Students of ESL

3. Test of Ability to Subordinate

Students must meet the minimum requirements on two out of three tests for placement at any level within the ESL program. Thus, the students who participated in the study are homogeneous at their level of English reading ability.

To verify the equivalence of the subjects' reading levels, the reading scores of each group were analyzed (See Table 1). These figures indicate that there was no significant difference among the reading levels of the three groups.

<Table 1 about here>

Instrument

The instrument consisted of three texts based on the life of Benito Mussolini and a twenty item multiple choice test. The first text was called the Native Speaker Text (NS), and consisted of 2002 words in ninety sentences. The average sentence length was twenty-two words. The second text, called the Modified Input Text (MI), was modified in both sentence structure and vocabulary. The text had 3002 words in 361 sentences with an average sentence length of eight words. The third text, called the Modified Interactional Structure Text (MIS), retained the native speaker level of difficulty in both sentence structure and vocabulary, but

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elaborated through redundancy and explanation. This text had 3299 words in 130 sentences with an average sentence length of twenty-five words.

The Dale-Chall Readability Formula was applied to each of the samples for a general measure of readability. This formula measures sentence length and vocabulary complexity to arrive at a readability estimate. The results indicated that the NS text was at the 10th grade level of readability, the MI text was at the 5th grade level, and the MIS text was at the 9th grade level, possibly because of the inclusion of more sentences and additional vocabulary. In the MI text, the sentence structure and vocabulary complexity were reduced. For example, this selection from the NS text:

> During the summer of 1939, Mussolini endeavored to persuade Hitler to avoid war, but in September the Fuhrer ordered his armies into Poland, thus initiating the Second World War.

is modified in the MI text to read:

> Mussolini did not want war in 1939. He tried to keep Hitler out of war. But Hitler did go to war. He started the war in September, 1939. He sent his army into a country called Poland. This started World War II.

With the MIS text, the vocabulary and syntax complexity were retained, but information was supplied through redundancy, clarification, and explanation. For example, the NS text describes Mussolini's dismissal and arrest in one sentence:

> On July 25, Mussolini was arrested and Badoglio was installed as Prime Minister.

The MIS text retains the structure of the NS text, but clarifies through by elaboration:

On July 25, 1943 Mussolini was arrested and put into jail, and Badoglio was installed into office as the Prime Minister. The Prime Minister and leader of Italy was no longer Mussolini, but rather Pietro Badoglio.

A twenty item multiple-choice test was used for each of the texts. Each item consisted of a stem and five possible responses. The test stressed recognition rather than inference.

The subjects were surveyed on their familiarity with Mussolini and Italian Fascism, and all indicated no knowledge of the topic. In addition, the test was administered without the text to ten native speaking 10th grade students to insure that no item in the test could be answered without the text.

To establish the instrument's reliability at the 10th grade level, the NS text and test were administered to a group of fifty-five native speaking students from the school. Ten students each from 8th, 9th, and 11th grades, and twenty-five students from the 10th grade were used for this measure. The combined scores resulted in a mean of 16 with a standard deviation of 3.4. The Kuder-Richardson reliabililty was .75.

Procedures

In late April, the three groups were given the texts and the tests. Fifty minutes were allotted to complete both the reading of the text and responses to the test. The subjects were informed that the text could be used while answering the questions and

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were encouraged to make educated guesses if necessary, but not to randomly mark answers. No questions concerning the content, pronunciation, or definitions were allowed.

Results

Student performance with the NS text was significantly lower than with either the MI or MIS texts. However, the difference in scores between the two modified texts was not significantly wide. When an ANOVA was calculated, a significant F ratio was obtained (See Table 2).

<Table 2 about here>

The results support hypothesis 1, that the level of comprehension would be lowest on the NS text, but do not support hypothesis 2. However, it is encouraging that the scores on the MIS text, which was written at the 9th grade level, are almost identical to the scores on the MI text, written at the 5th grade level.

Replication Study

As the method of controlling for reading levels among the three groups interfered with the randomness of selection, a replication study was performed in December with a different sample of thirty students.

The hypotheses tested in the replication were the same as those in the first study. The method was almost identical to the first study. The only differences were as follows. First, several 8th grade students participated as the number of students

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in grades 9-11 were insufficient for an adequate sample. The sample consisted of one 11th grade, ten 10th grade, nine 9th grade, and ten 8th grade students. The average reading levels of this group were therefore lower than in the first study. Second, students for each group were selected randomly and no attempt was made for balance by reading level, grade, or native language. Group 1 consisted of five Mandarin speakers, three Japanese, one German, and one Korean. Group 2 consisted of four Mandarin speakers, four Japanese, and two Cantonese speakers. Group 3 consisted of five Mandarin speakers, three Japanese, one Korean, and one Tagalog speaker.

As with the original study, the reading scores of each group were analyzed to verify the equivalence of the subjects' reading levels (See Table 3). These figures indicate that there was no significant difference among the reading levels of the three groups. All other aspects of the two studies were identical.

Results

Results are shown in Table 4. Although the raw scores were lower than with the first study, probably due to the lower average grade level and reading proficiency of the replication group, the results confirmed the findings of the first study.

<Table 4 about here>

DISCUSSION

The hypothesis that ESL students would perform better with

modified materials than with native speaker materials has been supported. In addition, item analysis of the test items showed a consistency of correct responses for items in which the information was stated directly within the text. This consistency was found throughout the three texts. For example, item 8 was correctly answered by all the subjects in the first study, twenty-six subjects in the replication (See appendix 1 for sample items and sources of answers from the text).

Although the item may be poor in that the correct response is too obvious, it does confirm that students were able to recognize information presented in a clear and explicit manner.

Item 1 was more discriminating. The correct response was clear to readers of both the MI and the MIS texts, but not to the NS text readers. Similarly, item 13 was discriminating to subjects who read the NS and MI texts. The readers of the NS text were for the most part baffled by the item, as were most of the readers of the MI text in both studies. Yet, in both studies, the MIS text readers performed well. It is possible that the cue of "seven years" given in both the question and the MIS text provided the necessary information for students in this group to recognize the correct response.

One reason hypothesis 2 was not supported may be from the design of the instrument. The test was constructed so that each question had a definite parallel response in each text. The hypothesis that the MIS text would be more comprehensible had

been based on the assumption that the MI text would reduce the amount of information because of a reduction in vocabulary and sentence complexity. While this may have been so, each test item so closely matched information across the three texts that the effect of reduced content may have been neutralized.

One encouraging observation, however, is that the subjects who used the MIS text scored almost as high as the those who read the MI text. Consideration should be given to the fact that the MIS text was written not only at a higher readability level than the MI text, but was also much longer. Thus, the subjects using this text were under a greater time restraint and had less opportunity to discover and verify information.

CONCLUSION

The study supports the theory that facilitating opportunity for processing text information through redundancy and explanation improves the comprehensibility of ESL reading materials. Text comprehensibility for both NS and NNS readers seems dependent on the presence of cues that are interpreted in the context of both the reader's previous knowledge and the availability of comprehensible information within the text.

The results also support Long's conclusion that modification of interaction facilitates comprehension. The strong performance by the MIS text readers suggests an option for the development of ESL reading materials for the upper levels of language instruc-

tion.   If comprehensibility is possible with a complex text that
is closer to native speaker materials, instruction with this type
of material may more adequately facilitate the transition to
regular academic reading.

Further research is needed to discover if comparable find-
ings would occur with recall and inferential tasks.   The present
study was directed primarily toward simple recognition, but the
ability to recall and, more importantly, to draw conclusions and
inferences also need to be addressed.

APPENDIX 1

SAMPLE ITEMS AND TEXT SOURCES FOR ANSWERS

ITEM 1

TEXT SOURCE

Native Speaker

The Italian government showed little inclination toward price control, believing that the problem would evaporate as soon as the adjustment to peace had been completed.

Modified Input

The government did not do much about prices. They said that the problem will just go away.

Modified Interactional Structure

The Italian government showed little inclination toward price controls, not wanting to control the cost of things, and believed the problem of high prices and unemployment would evaporate as soon as the adjustment to peace had been completed.

QUESTION	RESPONSES					
	FIRST STUDY			REPLICATION		
	NS	MI	MIS	NS	MI	MIS
In 1919, the Italian government believed economic problems would						
*a. go away in a short time	2	10	10	3	6	8
b. be solved by the Duce	1	0	0	0	0	0
c. continue with rising prices and unemployment	5	0	0	5	4	2
d. cause strikes and more unemployment	0	0	0	0	0	0
e. be solved with strong price controls	2	0	0	2	0	0

ITEM 8

TEXT SOURCE

Native Speaker

On July 25, Mussolini was arrested . . .

Modified Input

So Mussolini was put into jail on July 25, 1943.

Modified Interactional Structure

On July 25, 1943, Mussolini was arrested and put into jail . . .

QUESTION	RESPONSES					
	FIRST STUDY			REPLICATION		
	NS	MI	MIS	NS	MI	MIS
Mussolini was arrested on						
a. June 30, 1942	0	0	0	0	0	1
*b. July 25, 1943	10	10	10	9	9	8
c. April 27, 1945	0	0	0	1	1	1
d. April 30, 1945	0	0	0	0	0	0
e. May 5, 1945	0	0	0	0	0	0

ITEM 13

TEXT SOURCE

Native Speaker

The years from 1923 to 1930 were marked by much fanfare, but
with little substantial accomplishment.

Modified Input

The Fascists said many things from 1923 to 1930. They said
that they did many things. This was not really true. They
did not do very many things.

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Modified Interactional Structure

The seven years from 1923 to 1930 were marked by much fan-
fare and publicity, but with little substantial accomplish-
ment or real success.

QUESTION	FIRST STUDY			REPLICATION		
	NS	MI	MIS	NS	MI	MIS
During the first seven years of rule, the Fascists						
a. made progress in many areas	1	2	0	5	1	0
b. were successful in building a better Italy	3	1	2	1	3	3
c. were very unpopular in Italy	1	1	0	0	1	0
d. decided to attack Ethiopia to gain territory	3	1	0	3	4	1
*e. gained very little in real achievement or success	2	5	8	1	1	6

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SAMPLES FROM THREE TEXTS

TEXT 1: NATIVE SPEAKER TEXT

The events and personalities of the Nazi era in Germany are well known. Strange, however, is the neglect of Benito Mussolini, the Duce of Fascist Italy who provided the inspiration for the rise of Hitler's Third Reich, and who was ultimately dragged into oblivion by his loyalty to the Fuhrer. Even those who are familiar with Mussolini usually regard him as a rather comical figure. Yet at one time it was Mussolini who was the master, and Hitler the adoring follower. No one wept when Hitler was destroyed, yet Mussolini's fate prompted even the Indian leader Mahatma Gandhi to comment, "Poor Mussolini."

Benito Mussolini was born the eldest of three children in 1883 in the east-central region of Italy called Romagna. This area was renowned for its antagonism toward the church and state, in particular the king, and Mussolini was brought up as an anti-monarchial and anti-clerical socialist in the Italian tradition. At that time the socialists favored removal of the king and the establishment of a republic. Mussolini's father, by trade an impoverished blacksmith, despised all who were wealthy and idle. His mother, by contrast, was a devout Catholic who earned extra income for the family by teaching in an elementary school.

At an early age Mussolini rebelled against authority. His mother had saved an adequate sum necessary to enroll him in a nearby Catholic boarding school, but because he paid the minimum

rate of tuition, Mussolini was forced to sit at a segregated table during meals, and was served leftovers scraped from the plates of the more privileged students. Mussolini soon reacted to this humiliation, first by assaulting a teacher, then by attacking a wealthy student. He was expelled from the school by the second year.

MODIFIED INPUT TEXT

Most people know what happened in Nazi Germany, and they also know about the people in Nazi Germany. But many people do not know about Benito Mussolini. Mussolini was a leader in Italy. He called himself "Duce". "Duce" is an Italian word, and it means "leader". Hitler used many of Mussolini's ideas. Hitler called himself "Fuhrer", and this word also means "leader".

Mussolini joined Hitler in World War II. Both Hitler and Mussolini lost the war, and they were both killed at the end of the war. Some people do know about Mussolini. But they often think that he was just a funny man. Once Mussolini was the leader, and Hitler was his follower. Hitler was killed, and no one was sorry. Mussolini was also killed, and some people were sorry. Mahatma Gandhi was a leader in India. Somebody told Gandhi that Mussolini died. Gandhi just said, "Poor Mussolini".

Benito Mussolini was born in 1883. He was the oldest child. There were two other children in his family. He was born in east-central Italy. This place is called Romagna. The people in Romagna did not like the Catholic Church. They did not like the

leaders of Italy. The leader of Italy was a king. Mussolini also did not like the Catholic Church nor the king. He became a SOCIALIST. Many people in Italy were socialists. The socialists were against the king. They wanted a republic in Italy.

Mussolini's father was a BLACKSMITH. A blacksmith makes things out of metal. Mussolini's father was poor. He hated rich people. He also hated people who did not work.

Mussolini's mother was different. She was a good Catholic, and she worked in a school. She was a teacher of small children. She made extra money for her family.

Mussolini did not like to obey people. He was still a young boy, but he did not obey his teachers. Mussolini's mother saved some money, so Mussolini was able to go to a boy's school. The school was near his town. It was a Catholic school, and the boys lived at the school. Mussolini was able to pay only a little money to the school. He did not pay for the best food, so he sat at a different table. The rich boys did not eat all of their food. So Mussolini ate it. He was very unhappy about this. One time he hit a teacher.

Later he hit one of the rich boys. The school did not let him come back to school. Mussolini studied at that school for one year.

MODIFIED INTERACTIONAL STRUCTURE TEXT

The events and happenings, and the personalities of the leaders of the Nazi era in Germany are well known by most people. How-

ever, it is strange that Benito Mussolini has been neglected. Mussolini was the "Duce", the leader who provided Hitler (who called himself the "Fuhrer") with the inspiration and ideas to rise to power in Germany. Mussolini became so loyal to Hitler that he was dragged into oblivion and destruction along with the Fuhrer during World War II.

Both the German Fuhrer and the Italian Duce were destroyed at the end of the war. However, even those who are familiar with Mussolini regard and think of him as a rather comical figure and a funny man. Yet at one time Mussolini was the master and teacher, and Hitler was the follower who adored and learned from the Duce. No one wept when Hitler was destroyed; no one wanted to cry at all. But Mussolini's fate and final end prompted a different response. Even Mahatma Gandhi, who was a leader in India, commented: "Poor Mussolini."

Benito Mussolini, who was the eldest of three children, was born in 1883 in the east-central region of Italy, an area that is called Romagna. East-central Italy and Romagna were renowned and famous for antag-onism and hatred against the state, in particular the king of Italy who lived in Rome, and for a dislike of the Catholic Church. Because Mussolini was born and raised in Romagna, he was brought up to be antimon-archial (against the king) and anticlerical (against the Catholic Church). Mussolini became a socialist in the Italian tradition. The socialists at that time favored the removal of the king, and the establishment

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of a republic.

Mussolini's father was by trade a poor and impover-ished blacksmith who despised and hated all people who were wealthy and did not need to work. His mother, by contrast, was a devout and sincere Catholic, loyal to the Catholic Church. She earned an extra income of money for the family by teaching the small children at a nearby elementary school.

Mussolini rebelled against authority at an early age, when he still a young boy. His mother had saved an adequate sum of money that was necessary to enroll him as a student in a nearby Catholic boarding school. Mussolini paid the minimum rate of tuition money to the school, so during meals he was forced to sit at a segregated table, away from the other students who paid more money. He was served the leftover food that was scraped from the plates of the more privileged and rich students who could pay the extra fees of money. Mussolini felt ashamed, and soon reacted to this embarrassing humiliation. First, he assaulted and hit a teacher, and then he attacked a wealthy student. The school expelled him by the second year, and he was not allowed to return to that school.

APPENDIX 3

TEST QUESTIONS USED WITH THE STUDY

1. In 1919 the Italian government believed that economic
   problems would
   a. go away in a short time
   b. be solved by the Duce
   c. continue with rising prices and unemployment
   d. cause strikes and more unemployment
   e. be solved with strong price controls

2. At the peace meetings, the Italian diplomats wanted
   a. territory on the eastern Adriatic coast
   b. a new border with Austria
   c. a solution to the problem of jobs
   d. a border with the country of Yugoslavia
   e. the area called Dalmatia

3. Mussolini took complete power in Italy in
   a. 1919   c. 1926   e. 1935
   b. 1922   d. 1930

4. Mussolini's fame as a "Man of Action" was due to
   a. his leadership in World War II
   b. his ability to drive racing cars
   c. stories that were not true
   d. his leadership of the Blackshirts
   e. his meetings with other leaders

5. Ethiopia was a problem for Italy because
   a. an army of 25,000 men were kept there
   b. the Ethiopian army defeated the Italian army
   c. it cost too much to support
   d. Mussolini wanted territory in Europe
   e. Hitler would not support the Duce

6. Early in the war, Mussolini proved that he was
   a. a man of action
   b. a man who was sure of himself
   c. certain of victory
   d. an poor leader
   e. sorry to have attacked France

7. The king decided to remove Mussolini from office
   because
   a. the Germans took most of Italy
   b. the Italian army was beaten by France
   c. Fascists removed Mussolini as the leader
   d. he did want Mussolini to get into the war
   e. Italian cities were being bombed

8. Mussolini was arrested on
   a. June 30, 1942   c. April 27, 1945   e. May 5, 1945
   b. July 25, 1943   d. April 30, 1945

9. Mussolini was killed on
   a. April 21, 1944
   b. April 24, 1944
   c. April 26, 1945
   d. April 28, 1945
   e. April 30, 1945

10. One of the problems faced by Italy after World War I was
    a. the failure to get a final border with Austria
    b. a rise in popularity for the socialists
    c. a quick adjustment to peace
    d. a rise in unemployment
    e. the creation of Yugoslavia on the eastern Adriatic

11. Mussolini was in jail for three .... for begging.
    a. hours   c. weeks   e. years
    b. days   d. months

12. In 1926, by Mussolini's order, the Fascist Party
    a. became the largest party in the parliament
    b. lost some of its power to Mussolini
    c. was elected over all other parties
    d. chose Mussolini to be the "Duce"
    e. abolished all opposition to Mussolini

13. During the first seven years of rule, the Fascists
    a. made progress in many areas
    b. were successful in building a better Italy
    c. were very unpopular in Italy
    d. decided to attack Ethiopia to gain territory
    e. gained very little in real achievement or progress

14. Mussolini tried to show that he was a "Man of Action" by
    a. working as a farmer
    b. driving racing cars
    c. learning how to do many different things
    d. saying alot, but doing little
    e. making the lives of the people better

15. Mussolini said he started the "March on Rome" because
    a. the problems were too much for the king
    b. there was danger from the communists
    c. he wanted to be a "Man of Action"
    d. the peace settlement gained little for Italy
    e. he wanted to start the new Roman Empire

16. Mussolini tried to make Italy a power by
    a. forming the Italian Social Republic
    b. doing much with foreign policy
    c. taking territory for Italy without using the army
    d. helping Hitler take over Austria and Czechoslovakia
    e. going to war with France in 1941

17. After Hitler sent his armies into Poland, Mussolini
    a. tried to keep Hitler from going to war
    b. joined the war by attacking Austria
    c. knew that Hitler was the real power in the Axis Pact
    d. let Hitler send the German army into southern Italy
    e. tried to stay out of the war

18. Mussolini moved to Switzerland in order to
    a. find a teaching job
    b. work for international socialism
    c. find a different job
    d. start a socialist newspaper
    e. escape from the king if necessary

19. From the article, it seems that Mahatma Gandhi
    a. admired Mussolini and Hitler
    b. was happy that Hitler had died
    c. agreed with the ideas of Fascism
    d. understood and liked Fascism
    e. believe Mussolini's end was unfortunate

20. Before 1922, Mussolini mostly worked as a
    a. soldier in the Italian army
    b. newspaper editor
    c. socialist leader in Austria and Switzerland
    d. teacher in an elementary school
    e. politician in Milan

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TABLE 1

ANALYSIS OF READING SCORES OF THE SUBJECTS

(Test used: Gates-MacGinitie Reading Test, Level D)

Grade Levels

Group 1	Group 2	Group 3
8.3	8.2	8.3
7.0	6.8	6.8
6.7	6.5	6.7
6.5	6.5	6.5
6.2	6.4	6.3
5.6	5.9	5.7
4.8	4.9	4.7
4.1	4.1	4.1
3.9	3.7	3.8
3.5	3.5	3.4

	X	$\bar{X}$	SD
Group 1	10	5.66	1.55
Group 2	10	5.65	1.53
Group 3	10	5.63	1.57

ANOVA FOR READING SCORES OF THE THREE GROUPS

Source of Variance	d.f	MS	F
Between	2	2.33	9.63
Within	27	2.42	

TABLE 2

SUMMARY OF SCORES ON THE MULTIPLE CHOICE TEST
ON THE THREE TEXTS

K = 20

Text	N	$\overline{X}$	SD
Native Speaker (NS)	10	8.6	3.2
Modified Input (MS)	10	14.3	2.3
Modified Interactional Structure (MIS)	10	13.5	2.5

ANOVA - TEST RESULTS

Source of Variance	d.f.	MS	F
Between	2	95.2	11.8*
Within	27	8.04	

*p < .01

TABLE 3

ANALYSIS OF READING SCORES OF THE SUBJECTS
IN REPLICATION STUDY

(Test used: Gates-MacGinitie Reading Test, Level D)

Grade Levels

Group 1	Group 2	Group 3
5.8	6.5	6.5
5.6	5.1	6.1
4.9	4.6	5.4
4.7	4.6	4.7
4.6	4.1	4.7
4.6	3.8	4.5
4.2	3.7	3.9
3.9	3.7	3.9
3.8	3.3	3.9
3.5	3.2	3.2

	N	$\bar{X}$	SD
Group 1	10	4.56	.75
Group 2	10	4.26	.99
Group 3	10	4.76	1.04

ANOVA FOR READING SCORES OF THE THREE GROUPS
IN THE REPLICATION STUDY

Source of Variance	d.f	MS	F
Between	2	.47	.53
Within	27	.88	

TABLE 4

SUMMARY OF SCORES OF THE REPLICATION GROUP
ON THE MULTIPLE CHOICE TEST ON THE THREE TEXTS

K = 20

Text	N	$\bar{X}$	SD
Native Speaker (NS)	10	7.5	2.27
Modified Input (MS)	10	10.2	1.87
Modified Interactional Structure (MIS)	10	10.3	3.02

ANOVA - REPLICATION TEST RESULTS

Source of Variance	d.f.	MS	F
Between	2	25.2	4.25*
Within	27	5.9	

*$p < .05$