The Role of Ethnicity in Integrative Tests Performances of Male/ Female Iranian English Learners of Different Language Proficiency Levels

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Abstract

Linguistic/cultural differences of learners' native language with English as a foreign language, gender and English proficiency level are among those numerous variables which affect English learning and its quality in Iranian context. The present study was an attempt to illuminate the effects of these variables on performing integrative approach of general English tests (cloze test and recall task, in particular). Hence, participants who were 162 Persian/Arab English learners (students of Abadan Institute of Technology in Khozestan, a province in which Arabic and Persian ethnicities live together) of both genders and were at different levels of proficiency were categorized into two categories of 82 Persian and 80 Arab English learners, as the basic categories of the study. Then, subjects were exposed to the study's instruments:clozed and recall tasks made out of culture-based texts. The obtained results of an independent samples t-tests implied that Persian English learners performed remarkably better than their Arab peers. This over-performance may be because of linguistic/cultural characteristics of Persian which is more analogous with English (structurally and phonologically speaking) compared with Arabic. With the aid of a three-way ANOVA, gender and language proficiency level were also found to be effective variables for successful performance of integrative

tests. In better words, as students' proficiency level decreases, cultural parameters play more significant roles in their recall task performances. It was also found that, subjects' performances on cloze and recall tasks as two manifestations of integrative tests were highly correlated.

1. Introduction

One's beliefs, world views, abilities and activities should be understood in terms of his or her own culture or ethnicity. This principle was established as *Cultural relativism* in an anthropological research by Franz Boas in the first few decades of the 20th century and later popularized by his students. Boas first articulated the idea in 1887 in the way that "civilization is not something absolute, but ... is relative, and our ideas and conceptions are true only so far as our civilization goes." (p.132). Boas did not actually coin the term 'cultural relativism' himself but it became common among anthropologists after his death in 1942. The first use of the term was in the journal of *Anthropology* 1948.

The concept of 'cultural relativism' seems to be highly related to what Cook (2001) called *cultural schemata*. Cultural schema is generally the background knowledge one has about the topic he is reading and may have an effect on the interpretation of the passage being read. The background knowledge may consist of personal and/or social history, cultural beliefs, attitudes, interests as he stated, "for a reader to make sense of a text a particular piece of background information is required and a person who does not possess the information does not get much out of the text." (p. 12).

Inspired by the unavoidable roles of cross-cultural factors on learning a second or foreign language, the researchers tried to investigate the role of ethnocentricity (cultural schemata) in cloze and recall tasks performances of 162 Persian and Arab English learners at Abadan Institute of Technology (AIT), where one of the reserachers had worked as an English teacher for 3 semesters. Additionally, the effects of gender and different English proficiency levels on learners' performances have

been put under focus in order to study the possible underlying factors for the better performance of the more successful group.

1.1 Objective of the study

Cross-cultural differences seem to cause great variations in test takers' performance on the tests of English as a foreign language (cf. Richards and Renandya (2002), Johnson (1981), Carrel (1987) and Sasaki (2000)). The present study was an attempt to explore the possible effect of cultural schemata —ethnicity or cultural/linguistic differences— in addition to students' gender and language proficiency level on performing integrative realizations of general English tests; cloze test and recall task.

As the traditional approaches of English teaching and testing in an Iranian context which contains various ethnicities might neglect the impact of cross-cultural differences on the interpretation of each course final outcome, this study tends to investigate the impacts of ethnicity (cultural/linguistic differences) of English learners' on theirperformances in an English cloze test (as an integrative achievement test). In addition, written recall task is added to double-check the same effect as another test of reading comprehension. Furthermore, the possible effects of gender and English proficiency level on subjects' performances are investigated. Therefore, this study seeks answers to the following questions:

• Is there any difference between the performance of Persian and Arab English learners —as two different ethnic groups— on cloze test and written recall task?

• Does gender have a significant role on cloze test/written recall task performances of the study's subjects?

• Does language proficiency level play a significant role in cloze test/recall task performances of the study's subjects?

• Is there any relationship between students' performances on a cloze test and written recall task?

2. Review of Literature

2.1 Ethnocentricity

Encyclopedia Americana (2002) defines *Ethnocentrism* as the tendency to look at the world primarily from the perspective of one's own culture. The term was introduced in 1906 by William Graham Sumner, a Yale anti-imperialist professor, in his book *Folkways*. Ethnocentrism often entails the belief that one's own race or ethnic group is the most important and that some or all aspects of its culture are superior to those of other groups. Within this ideology, individuals will judge other groups in relation to their own particular ethnic group or culture, especially with concern to language, behavior, customs, and religion. These ethnic distinctions and sub-divisions serve to define each ethnicity's unique cultural identity.

A person who is born and grown up in a particular culture absorbs the values and behaviors of the culture and develops particular patterns of thought. If the person then experiences other cultures that have different values and behaviors, he finds that the thought patterns of his birth culture and the meanings the birth culture attaches to them are not appropriately defined for the new cultures. However, since a person is accustomed to his/her birth culture it would be difficult for him/ her to have a full understanding of the target culture norms of communications.

The concept of ethnocentricity can be embodied in cultural relativism (Boas, 1887) and cultural schemata (Celce-Murcia, 1995). Cultural schemata are what a learner brings to learning tasks in addition to his plans and strategies which affect his/ her learning process. Nunan (2001) argued that schemata are generally of two types; *formal* and *content*. The former is the knowledge of language and linguistic conventions, including knowledge of how texts are organized, and what main features of particular genres are, while the latter, however, is the knowledge about the content of the passage readers need to have in order to be able to understand it. Such a knowledge needs to be activated by the reader, or the text, if it is to be understood accurately.

Some studies reported that a match between readers' background knowledge and text's content strongly would result in better comprehension while a mismatch makes the readers quite embarrassed (Johnson, 1981; Steffensen & Anderson, 1979). Other studies showed that combination of provision of background knowledge and text's previews in particular, optimizes L2 reading comprehension (Chen & Graves, 1995; Gatbonton & Tucker, 1971; Johnson, 1982).

Cloze test and *recall task* as two types of integrative language tests have been used as the instruments of most research including this study. Language testing has generally followed the trends in language teaching methodology, while language teaching is affected by advances in linguistics and psychology and sociology. This fact has caused test-makers to change their methods, from *discrete-point* tests, which are still in use in many areas, to *integrative* tests (Farhady, Jafarpur & Birjandi, 1994). In 1980s, there was a disagreement in language testing community which led to debate, and to recollection and reinterpretation of evidence, relating to an argument that supported the claim for test use. Some researchers argued that language proficiency was a unitary concept rather than a divisible concept. Oller (1980) put it in this way,

> One hypothesis claims that language skill is separable
> into components related either to linguistically defined
> categories or the traditionally recognized skills…..
> another possibility is that second language ability may
> be a more unitary factor such that once the common
> variance on a variety of language tasks is explained;
> essentially no meaningful unique variance attributable
> to separate components will remain. (p.47)

To Oller (1980) evidence supported the claim that cloze test is the best general language proficiency measures of the single underlying language ability. Talebinezhad and Dastjerdi (2006) stated that:

> Cloze procedure has several advantages over other
> types of reading assessment. Firstly, cloze tests are very

easily created and administered. Secondly, they are based on silent reading which is the predominant and most natural form of reading. Moreover, they can be constructed from materials that teachers use for instructional purposes or from authentic texts and they do not require the writing of specific comprehension questions. (p.7)

Based on a body of studies, (Alderson, 1979; Sciarone & Schoorl, 1989) cloze tests often exhibit the highest degree of consistency; though this consistency may vary considerably depending on the text selected, the deletion starting point and gap rates that are employed. Cloze tests provide excellent overall pictures of proficiency since they reflect the degree to which language skills are used in a meaningful context; also a number of researchers such as Cecilia (2003) have found them to be particularly useful tools for measuring reading comprehension.

Written recall task has also been recommended as a measure of reading comprehension and is generally considered as an integrative test in which several features combine to convey the meaning upon which a response is based. It requires readers to read a passage silently and then to write down everything they can remember from the text. There is evidence that a recall protocol provides data that reflect the nature of the reading process in terms of encoding, restructuring and analyzing information (Nunan, 2001).

Although the written recall task and cloze test are both integrative tests, they differ in the nature of their response modes. According to Savignon (1983) cloze tests entail a discrete-point response mode whereas recalls have a global response mode. Both have proved to be affected by different factors which need to be controlled if one wants to construct valid and reliable tests. Cloze tests may be influenced by the level of the difficulty of a text, the amount of the text on either side of the blank, text redundancy, personal characteristics, cultural schemata, and ethnocentricity. He also contended that recall of the text is affected by

factors such as text structure, memory, and topic of the passage, the conditions under which the test is administered. For example, Johnson (2001) in his study compared readers' performances on the immediate recall task and a translation task in order to explore the effect of memory on readers` recall. The results showed that the requirement of memory in the recall task hinders the test takers' ability to demonstrate fully their comprehension of the reading passage.

Linguistically speaking, Persian and Arabic have basic differences in terms of word order (Persian is SOV (subject-object-verb) but Arabic is VSO (verb-subject-object)) and discoursal construction (referencing in English and Persian is highly dependent on context of language use and interlocutors' background knowledge while Arabic rich affixation plays a noticeable role for referencing) (Carnie, 2002).

In addition to the role of content/formal schemata in EFL reading comprehension, the potential interaction between learners' content knowledge and their language proficiency level also concerns researchers in EFL reading. Carrel (1984) suggested that the non-native readers in her study failed to use background information because they were linguistically bound.

3. Method

3.1 Participoints

The participants were 162 English learners of two ethnicities (Persian and Arab) and of both genders who were at different levels of proficiency at the Abadan Institute of Technology (AIT); intermediate and advanced. Based on an old regulation at the AIT, at the beginning of the semester, the students had passed a placement test and were classified into two groups of intermediate and advanced. Intermediate language learners were passing the first three books of Interchange series (Intro, 1, 2 volumes), while advanced language learners were the students of an intensive English course and had passed all the course books of interchange series (Intro, 1, 2, and 3 volumes) at the time of research conduction. Inspired by *intact group design* (Hatch & Farhady, 1981),

the need for a pre-test which is usually used to figure out pre-existing differences among language learners was satiated.

Firstly, subjects were categorized into two categories of 82 Persian and 80 Arab English learners, as the basic categories of the study. Secondly, each category was classified into two classes of intermediate and advanced including equal number of male and female English learners. In this way, each of the basic categories of the study contained some intermediate and some advanced male and female English learners.

3.2 Procedure

For cloze test administration, the researchers needed to construct two different cloze tests in terms of difficulty, one, for intermediate and one for advanced subjects. The cloze tests were constructed out of culture-based texts (marital traditions and customs, family and role of women in society, in particular) on the basis of rational-ratio method. Then, some modifications were made in terms of wordings of the passage in order to make it more culturally demanding. Care was taken to ensure that there would be similar passages in aspects such as, number of words, the places of all the blanks, and the number of blanks. Both cloze tests consisted of 45 blanks and were derived out of *Michigan Proficiency Exams (MPE)* test bank. Additionally, their reliabilities were confirmed with the aid of reliability analysis of SPSS processor as 87% and 84% respectively (these tests are presented in the appendix). After cloze tests were conducted, participants were asked to write down whatever they remembered from the passage in the target language on a separate piece of paper. This procedure was done after all cloze tests were collected from the participants.

3.3 Scoring procedure

To score the cloze test the *exact word method* was used. The participants were expected to guess the exact word used in the original passage. This type of scoring method was used because it is easier in terms of correction than other methods such as acceptable word method. For

written recall task, first the idea units of the passages were all identified (as a whole there were 66 idea units). Then the recall papers were studied, and then one point was given to each *idea unit* if it was recalled verbatim or in a close paraphrase or correct translation.

In order to obtain a measure of general language proficiency and for making data analysis more concise, the mean of received marks on cloze and recall task was calculated for each subject and considered as subjects' indices of his/her English general proficiency.

4. Data Analysis

4.1 The role of ethnicity (linguistic/cultural differences)

The most reasonable way to concentrate on the effects of linguistic/ cultural differences of learners' native language with English as a foreign language on cloze test and recall task performances of Persian and Arab English learners was to obtain the means of both categories' subjects on two examination types and then compare them. Tables of descriptive statistics (means and standard deviations) are presented in the Appendix.

Table 1. Means of two groups on two examination types

Ethnicity	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
A	14.100	.177	13.750	14.450
P	16.394	.175	16.048	16.740

Regardless of gender and different levels of language proficiency the mean of 82 Persian learners was compared with that of 80 Arab learners, on both cloze test and recall task with the aid of an independent sample t-test. Table 1 shows the general means of two groups (Persian and Arab students) while Table 2 depicts the comparison of these means with the aid of a t-test.

Table 2. The role of linguistic/cultural differences on cloze test and recall task performances of Persian and Arab subjects

Levene's test for equality of variances					
	t	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error**
Equal variances not assumed	-7.860	160	.000	-1.83750	.23379

As it is clear in Table 2, linguistic/cultural characteristics significantly affects the performances of subjects with different first language background (t (158) = -7.860 and the critical "sig." value is less than 0.05 (P = 0.00 < 0.05 even less than 0.01). So, the first research question was answered in the way that there is a statistically significant difference between the performance of Persian and Arab English learners on the cloze test and the written recall task; Persian language learners performed remarkably better than their Arab peers on the study's integrative tests. This difference can be justified based on the linguistic/cultural characteristics of Persian learners' first language.

4.2 The effects of gender and level of language proficiency
Two of the fundamental purposes of the present study were to investigate the roles of gender and level of language proficiency of subjects in successful performance on cloze and recall tasks. Hence, the possible individual and interactional effects of focused variables of the study were statistically examined through a three-way ANOVA.

Table 3. The roles of ethnicity, gender and level of language proficiency on subjects' performances in cloze and recall task

Source	df	Mean square	F	Sig.
Ethnicity	1	212.841	84.913	.000
Gender	1	84.348	33.651	.000

Source	df	Mean square	F	Sig.
Level	1	116.075	48.308	.000
Ethnicity*Gender	1	10.340	4.125	.004
Ethnicity*level	1	2.414	.963	.328
Gender*level	1	.452	.180	.672
Ethnicity*Gender*level	1	.452	.180	.672

Considering Table 3, it was found that there was a statistically meaningful difference between the performances of male and female learners of Persian/Arab subjects of the study (Gender sig. = 0.00 < 0.05). So, gender did have an effect on the success of language learners in performing cloze and recall tasks (females had better performances between Arab and Persian subjects). So, the second research question was answered and gender was shown to be a salient variable for the success in an integrative measurement of general language proficiency based on the obtained results of the study.

Furthermore, another aim of the research was to investigate the effect of different levels of English proficiency on performing cloze and recall tasks. The answer to this question may determine which one of English proficiency levels and cultural familiarity is a more influential factor for successful performance on integrative measurements of language proficiency. As it is discernable in Table 3, (Level sig. = 0.00 < 0.05) there was a significant difference between the performances of intermediate and advanced Persian learners in the way that advanced subjects of both ethnicities and both genders had remarkably better performances than those of intermediates. So, as far as the results of the study implicated, different levels of English proficiency had a determining effect on the success in performing integrative measurements. In better words, as students' proficiency level decreases, the native culture affects their performance on the recall task more significantly.

Additionally, it can be also claimed that there was a meaningful interaction between gender and ethnicity of study's subjects. In other words, these two variables behave mutually or dependently in the quality of the performance of subjects in two manifestations of integrative tests. This suggests that not only is the subject's performance affected by both. Gender and ethnicity but also it is influenced by mutual relationship of these two variables. The degree of this relationship is statistically effective on the performance quality of this study's English learners. Determination of the pattern of this mutual interaction can be achieved through further studies.

4.3 Relationship between cloze test and recall task

As Table 3 reports the correlation between subjects' scores of both ethnicities on cloze and the recall test which is 0.79. This shows that scores of cloze test and recall task both as integrative tests of reading comprehension are highly correlated. Hereby, the fourth question of this research was answered which may also reinforce the reliability of general English proficiency measures of the study.

Table 4. The correlation between cloze test and recall task scores of all subjects

subjects	Cloze test mean	Recall task mean	Correlation (recall*cloze)	Sig. (2-tailed)
N	16.280	15.914	0,790**	,000 162

5. Discussion

Language is never the entity which has been invented or scripted in isolation. It certainly evolves gradually with the continuous development of a culture. A culture being a building made of social behaviors, human emotions, or way of expressing feelings, the language has continually adapted accordingly to accommodate these identified notions and gestures of human activity. Cultures vary in how much meaning is

embedded in the language itself and how much meaning is interpreted from the context in which the communication occurs (Rany, 2008).

This study sought to provide some evidence on the role of ethnicity in integrative English test performances of Iranian English learners, and to explore the kinds of relationship that exist between gender, ethnicity and different proficiency levels. Better performance of the Persian subjects over Arab subjects of the same proficiency level which was determined by the mean-comparison, implies that ethnicity of learners' first languages plays a determining role in performing general language proficiency tests. This can be justified culturally due to the fact that the texts from which cloze passages were made were quite culture-based and linguistically, on the basis of the fact that differences between Persian and English are more negligible compared with the same differences between Arabic and English;

Phonologically speaking, there are more common sounds (phonemes) between Persian and English while phonetic differences between English and Arabic are considerable in terms of quantity and quality of articulation (McCarthy, 1999; Bird & Blackburn, 2006).

Structurally speaking, English is a SVO langauge (subject-verb-object) while Arabic is a VSO langauge (verb-subject-object). They are also strongly different in terms of verb conjugation and the necessary modifications a verb needs to be conjugated for different subjects (14 possible aspects for each verb). Persian and English are again very similar in this respect (both have only 6 aspects for each verb) (Carnie, 2002).

Discursively speaking, referencing in English and Persian is highly dependent on context of language use and interlocutors' background knowledge while Arabic rich affixation plays a noticeable role for referencing (Striade, 1995; Hayes, 1996; Carnie, 2002).

To the researchers' best knowledge, inspired by the results of the present study, Persian learners are culturally more familiar with English cultural atmosphere in comparison with Arab learners. This familiarity is an aid for success in cloze and recall tasks where performances need a

cultural familiarity with the target culture inevitably. Gender is one of the most influential variables in nearly all of social phenomena. Language as a basic social phenomenon is not an exception. In this study like many language teaching and testing approaches, the superiority of females has been delineated. Most of neurolinguistic experimentations relate this female superiority in second or foreign language learning to the more engaging left hemisphere which is believed to have the responsibility of language development, Lange and Crooks (1998).

The study's results imply that advanced learners who can be placed in higher levels of cognitive and psychological readiness seem to establish more meaningful relationships among discourse markers of the cloze text. Compared to intermediates, they seem to have powerful capacities for deriving linguistic patterns from real-life speaking practices. The results revealed that subjects of the study in general (either intermediate or advanced) are more or less affected by cultural schemata but as students' proficiency level decreases, culture affects their performances on the cloze and recall task more saliently.

To sum up, the effect of cultural schemata, gender and proficiency level on cloze test performance and recall task were confirmed while they behave independently (except gender and ethnicity). It was also observed that subjects' performances are significantly correlated on two procedures of integrative evaluation (cloze test and recall task).

6. Conclusion and Implication

Effective English language teaching is much more than simply passing on the mechanics of reading, writing, listening and speaking. Astute schools and teachers are also aware of the multitude of associated issues that come into play in English as a Foreign Language (EFL) classroom. Rany (2008) believed that factors such as "gender, race, class, ethnicity, and sexual orientation can significantly affect the teaching and learning of the English language." (p. 345).

Ferreira (2007) argued that:

> A teacher who is aware of ethnic issues and backgrounds of students can use positive references to ethnic experiences as a means of stimulating greater interest in the learning process. Using examples from students' ethnicity can evoke positive responses and create valuable learning experiences. So, students' ethnicity is, without doubt, an issue in regards to English language teaching and it is certainly a factor in the language acquisition process. (p, 212)

Hence, for EFL teachers, it has become increasingly clear that effective English teaching is enhanced when they have an awareness of ethnic issues associated with the learning group. It is therefore crucial that teachers have an adequate understanding of issues of race/ethnicity.

In search of cultural and ethnic factors contributing to differences in the choice of language learning strategies, Yuan (2007) found that ethnicity did play a significant role in the selection of language learning strategies. Language proficiency influenced learners' use of language learning strategies. More proficient students reported using strategies more often than less proficient students. The types of strategies used by different learners vary due to different factors, such as degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language. Like many other scholars he also found that ethnicity has a strong influence on the language tests' performances of learners of a target language. (Ehrman & Oxford, 1995; Bedell, 1993; Grainger, 1997).

On the basis of the study's results, it would be a necessity for language policy makers, syllabus designers, material developers and in lower degree English teachers in the Iranian context of English teaching and testing which includes various ethnicities, to consider the impacts of learners' cultural orientations in the administration and evaluation processes of English courses.

This study suggests that decision making just based on culture-related English tests (such as reading comprehension, cloze test and recall tasks) results should be avoided when the subjects are of different cultural orientations or ethnicities. This may be more misleading in the case beginners and intermediates that are highly influenced by their native ethnicities in comparison with advanced English learners who would have absorbed the target culture through years of English learning.

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Appendix (1)

(Cloze test used for advanced and intermediate learners)

Petroleum University of Technology (PUT)
General English Exam_ Advanced learners

Name:……………   Student No.:……………..
Allowed time: 60 minutes

Direction: Choose the best answer for each blank and complete the following texts. Then mark them in your answer sheets.

Passage 1

> Women have been marginalized in different (1) ------- and situations. Religion, and to be more specific Catholicism, is a tradition that has (2) ------- men and women but more importantly women (3) -------- as they represent the dichotomy of good and (4) -------. Some authors' heroines are inspired through biblical (5) ------- who will replace the binary system of being for (6) --------- and pluralities in the same woman as part of (7) ------- identities.

1- A)emphasis	B)notions	C) contexts*	D) preparation
2- A)received	B)divided*	C) opened	D) pointed
3- A)themselves*	B)himself	C) herself	D) ourselves
4- A)bad	B)devil	C)better	D)evil*
5- A)people	B)men	C)women	D)characters*
6- A)advantages	B)situations	C)dualities*	D)contexts
7- A)his	B)their*	C)our	D)her

Passage 2

> The ordination of women to the priesthood in the Church of England in 1994 (8) ----- great change. The (9) ------- of the new priests was well documented, and their (10) -------- became the focus of much research in the following (11) ------. One important area of change was the altered dynamics of (12) ------- identity. New roles had opened up for women, (13) ------ new identities had also emerged for men. While women (14) ------ were a new historical emergence, so too were clergy husbands. (15) ------- scholars would consider the historical (16) -------- of masculinities and femininities within the church and will go on to look (17) ------- this in the context of clergy spouses, (18) ------- focusing on men occupying this (19) --------. Some provisional findings,

9- A)show   B)impact*   C)love   D)effect
10- A)suspension   B)degradation   C)function   D)integration*
11- A)days   B)decades   C)years*   D)centuries
12- A)gender*   B)trust   C)faith   D)belief
13- A)and   B)or   C)but*   D)as
14- A)priest*   B)police   C)governor   D)clerks
15- A)No   B)All   C)Every   D)Some*
16- A)constitutions B)successions   C)constructions* D)experience
17- A)after   B)up   C)in   D)at*
18- A)normally   B)immensely   C)really   D)specifically*
19-A)influence   B)role*   C)effect   D)job
20-A)prepared   B)asked   C)considered*   D)wanted

Passage 3

Marriage is a social union or (21) ------- contract between people that create <u>kinship</u>. It is an <u>(22)</u> ------ in which interpersonal relationships, usually intimate and sexual, are (23) -------- in a variety of ways, depending (24) ------- the <u>culture</u> or subculture in which it is found. Such a (25) --------, often formalized via a <u>wedding</u> ceremony, may also be called matrimony. People marry for many (26) --------, including one or more of the following: legal, social, emotional, economical, spiritual, and religious. These might include (27) -------- marriages, family obligations, the legal establishment of a nuclear family unit, the legal (28) ------ of children and public declaration of <u>commitment</u>. The act of (29) -------- usually creates <u>normative</u> or legal obligations between the individuals involved. In some (30) -------- these obligations also extend to certain family members of the married persons. In cultures that allow the (31) ------- of a marriage this is known as <u>divorce</u>. Marriage is usually recognized by the <u>state</u>, a religious authority, or both. It is often viewed as a <u>contract</u>. Civil marriage is the legal (32) ------ of marriage as a governmental institution irrespective of religious affiliation, in (33) ------- with <u>marriage laws</u> of the jurisdiction. If recognized by the state, by the religion(s) to which the parties (34) ------ or by society in general, the act of marriage changes the personal and social (35) ------- of the individuals who enter into it.

21-A)personal   B)legal*   C)essential   D)continual
22-A)fulfillment   B)convention   C)institution*   D)management
23-A)taken   B)given   C)known   D)acknowledged*

24- A)to   B)on*   C)in   D)of
25-A)unity   B)united   C)union*   D)unique
26-A)reasons*   B)pretexts   C)thoughts   D)functions
27-A)arranged*   B)haphazard   C)regular   D)enlarged
28- A)definition   B)protection*   C)function   D)tension
29-A)communion B)marriage*   C)companion   D)community
30-A)places   B)groups   C)societies*   D)families
31-A)exchange   B)solution   C)development D)dissolutions*
32- A)thing   B)entity   C)concept*   D)phenomenon
33-A)accord   B)accordance* C)according   D)accorded
34-A)order   B)guide   C)ask   D)belong*
35-A)status*   B)form   C)shape   D)type

Passage 4

Societies have often placed restrictions (36) ------ marriage to relatives, though the degree of prohibited relationship varies (37) -------. With few exceptions, marriages between parents and children or between full siblings have been considered <u>incest</u> and (38) --------. However, <u>marriages between more distant relatives</u> have been (39) ----- more common, with one estimate being that 80% of all marriages in (40) ------- have been between second cousins or closer. In (41) ------- times this proportion has fallen dramatically, but still more than 10% of all marriages are believed to be (42) ------- first and second cousins. In the United States, such marriages are now highly stigmatized, and (43) ------- ban most or all first-cousin marriage in 30 (44) -------. Specifics vary: in South Korea, historically it was illegal to marry (45) -------- with the same last name.

36-A)of   B)for   C)on*   D)to
37-A)normally   B)widely*   C)inevitably   D)luckily
38-A)forbidden*   B)allowed   C)adored   D)wanted
39-A)very   B)also   C)just   D)much*
40-A)time   B)society   C)history*   D)community
41-A)now   B)recent   C)modern*   D)future
42-A)among   B)between*   C)amongst   D)through
43-A)laws*   B)rules   C)limits   D)concerns
44-A)places   B)parts   C)locations   D)states*
45-A)anyone   B)someone*   C)no one   D)every one

This is the end of the test_ Good luck
Petroleum University of Technology (PUT)
General English Exam_ Intermediate learners
Name:……………   Student No.:……………..
Allowed time: 60 minutes

Direction: Choose the best answer for each blank and complete the following texts. Then mark them in your answer sheets.

Passage 1

A century ago the process of choosing a career was a much simpler matter than it is today. A boy often (1) ---------in his father's footsteps. His sister learned the household skills that (2) ----- her to become a wife and mother. Nowadays young people grow up in a much freer society (3) ----- they enjoy almost unlimited career (4) --------. In recent years there (5) ------- an enormous increase in the kinds of vocations from which it is possible to (6)---------. In addition, many of the barriers to career opportunity that (7)-------- only a few decades ago, such as (8) ----- based on sex or religion or ethnic origins, are (9) ----- disappearing.

1- A)repeated   B)obeyed   C)went   D)followed*
2- A)had prepared   B)would prepare* C)was prepared   D)preparing
3- A)where*   B)whom   C)whose   D)why
4- A)situations   B)advantages   C)opportunities*   D)contexts
5- A)had been   B)will be   C)would have been   D)has been*
6- A)choose*   B)take   C)give   D)have
7- A)happened   B)existed*   C)raise   D)came
8- A)perception   B)goodwill   C)judgment*   D)devotion
9- A)incessantly   B)vigilantly   C)straightly   D)increasingly*

Passage 2

Marriage is in many ways a simplification of life, and it naturally (10) ------ the strengths and wills of two young people so that, together, they (11) ------- to reach farther into the future than they did before. Above all, marriage is a new task and a new seriousness, - a new demand on the strength and (12) -------- of each partner. The point of marriage is not to create a quick commonality by tearing down all (13) -------; on the contrary, a good marriage is one in which each partner appoints the other to be the guardian of their solitude, and thus they show each other the greatest possible (14) -------. A merging of two people is an impossibility, and where it seems to exist, it is a hemming-in, a (15) -------- consent that robs one party or both parties of their fullest freedom and development. But once the realization is accepted that even (16) ------ the closest people infinite distances exist, a (17) ------- living side by side can grow up for them, if they (18) -------- in loving the expanse between them, which gives them the possibility of (19) --------- seeing each other as a whole and before an (20) ------- sky.

10- A)joins   B)combines*   C)expands   D)appears
11- A)seem*   B)want   C)like   D)love
12- A)depth   B)width   C)generosity*   D)kindness
13- A)limits   B)lines   C)restrictions   D)boundaries*
14- A)hope   B)trust*   C)faith   D)belief
15- A)ultimate   B)essential   C)mutual*   D)universal
16- A)in   B)between   C)among*   D)through
17- A)miserable   B)wicked   C)lovely   D)marvelous*
18- A)hope   B)succeed*   C)fall   D)experience
19- A)always*   B)never   C)often   D)usually
20- A)vast   B)immense*   C)low   D)good

Passage 3

Marriage is given, that husband and wife may (21) ------- and help each other, living (22) ------- together in need and in plenty, in sorrow and in joy. It is given, that with (23) ----------- and tenderness they (24) ------- know each other in love, and, through the joy of their bodily (25) ----, may strengthen the union of their hearts and lives. It is given as the (26) -------- of family life in which children may be born and (27) -------- in accordance with God's will, to his praise and glory. In marriage husband and wife belong to (28) --------, and they begin a new life together in the (29) --------. It is a way of life that all should honor; and it must not be undertaken carelessly, lightly, or selfishly, but reverently, responsibly, and after (30) -------- thought. This is the way of life, created and hallowed by God. They will each give their consent to the other; they will join hands and (31) ------- solemn vows, and in token of this they will give and receive a ring. (32) ------, on this their wedding day we (33) ------- with them, that, strengthened and (34) ------- by God, they may fulfill his purpose for the whole of their (35) ------- life together.

21-A)challenge   B)fight   C)comfort*   D)resist
22-A)faithfully*   B)locally   C)really   D)mutually
23-A)light   B)delight*   C)violence   D)hostility
24- A)will   B)can   C)ought to   D)may*
25-A)unity   B)united   C)union*   D)unique
26-A)development B)foundation*   C)expansion   D)function
27-A)nurtured*   B)brought   C)raised   D)enlarged
28- A)another   B)one another*   C)other   D)each other
29-A)communion   B)commonality C)companion   D)community*
30-A)deep   B)heavy   C)serious*   D)funny
31-A)exchange*   B)change   C)interchange   D)turn
32- A)However   B)Although   C)So that   D)Therefore*
33-A)cry   B)beg   C)implore   D)pray*
34-A)ordered   B)guided*   C)asked   D)wished
35-A)spiritually   B)friendly   C)earthly*   D)softly

Passage 4

God, sex, and economics are all intertwined. The trafficking of people for sex (36) ------ each year. The sex trade crosses a spectrum from 'high class' escorts to sex slaves. The sex (37) -------includes toys, pornography, and the (38) -------- of sex between buyers, sellers, and managers. In this market exists sexual (39) -------- caused by injustice, the imbalance of sexual power between individuals and within (40) ---------. Poverty pushes people into the market to sell, to be sold. (41) ----------- there is a harmful, top-down, and irrelevant theology that (42) -------- ignores our sexuality. Liberation theology's hermeneutical circle, a circle of action and reflection in community, can address sexual poverty. Its steps (43) -------: 1. assessing our situation; 2. analyzing our situation with academic tools; 3. analyzing our faith; and 4. praxis; right action. It can help (44) -------- to draw the line between sexual (45) --------- and the celebration of sex as a way to know God.

36-A)decreases   B)ignores   C)intensifies*   D)neglects
37-A)trade   B)industry*   C)exchange   D)play
38-A)exchange*   B)interchange   C)change   D)deal
39-A)necessity   B)obligation   C)satisfaction   D)poverty*
40-A)constructions B)structures*   C)constitutions   D)revelation
41-A)Originally   B)Culturally   C)Theologically*   D)Absolutely
42-A)never   B)ever   C)always   D)often*
43-A)include*   B)reject   C)combine   D)appear
44-A)me   B)one   C)us*   D)them
45-A)manifestation B)realization   C)function   D)exploitation*

This is the end of the test_ Good luck

Appendix (2)   (Additional SPSS tables)

A) *Tables descriptive statistics*

Between-Subjects Factors

		N
Ethnicity	A	80
	F	82
Gender	FE	81
	M	81
Level	AD	83
	IN	79

Descriptive Statistics

Dependent Variable: Performance

Ethnicity	Gender	Level	Mean	Std. Deviation	N
A	FE	AD	15.8000	1.39925	20
		IN	14.3500	1.08942	20
		Total	15.0750	1.43915	40
	M	AD	13.8500	1.53125	20
		IN	12.4000	1.39170	20
		Total	13.1250	1.62019	40
	Total	AD	14.8250	1.75247	40
		IN	13.3750	1.58012	40
		Total	14.1000	1.81136	80
F	FE	AD	17.7273	1.27920	22
		IN	16.0000	1.59861	19
		Total	16.9268	1.66419	41
	M	AD	17.0000	2.64575	21
		IN	14.8500	1.13671	20
		Total	15.9512	2.30164	41
	Total	AD	17.3721	2.07046	43
		IN	15.4103	1.48178	39
		Total	16.4390	2.05539	82
Total	FE	AD	16.8095	1.64151	42
		IN	15.1538	1.58178	39
		Total	16.0123	1.80620	81
	M	AD	15.4634	2.67486	41
		IN	13.6250	1.76414	40
		Total	14.5556	2.43926	81
	Total	AD	16.1446	2.30129	83
		IN	14.3797	1.83487	79
		Total	15.2840	2.26084	162

B) Tables of mean comparison (t-test and ANOVA)

Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	436.925	7	62.418	24.902	.000
Intercept	37599.850	1	37599.850	15000.45	.000
Ethnicity	212.841	1	212.841	84.913	.000
Gender	84.348	1	84.348	33.651	.000
Level	116.075	1	116.075	46.308	.000
Ethnicity * Gender	10.340	1	10.340	4.125	.004
Ethnicity * Level	2.414	1	2.414	.963	.328
Gender * Level	.452	1	.452	.180	.672
Ethnicity * Gender * Level	.452	1	.452	.180	.672
Error	386.014	154	2.507		
Total	38666.000	162			
Corrected Total	822.938	161			

a. R Squared = .531 (Adjusted R Squared = .510)

Ethnicity * Gender

Dependent Variable: Performance

Ethnicity	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
A	FE	15.075	.250	14.580	15.570
	M	13.125	.250	12.630	13.620
F	FE	16.864	.248	16.374	17.353
	M	15.925	.247	15.436	16.414

Ethnicity * Level

Dependent Variable: Performance

Ethnicity	Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
A	AD	14.825	.250	14.330	15.320
	IN	13.375	.250	12.880	13.870
F	AD	17.364	.242	16.887	17.841
	IN	15.425	.254	14.924	15.926

Gender * Level

Dependent Variable: Performance

Gender	Level	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
FE	AD	16.764	.245	16.280	17.247
	IN	15.175	.254	14.674	15.676
M	AD	15.425	.247	14.936	15.914
	IN	13.625	.250	13.130	14.120

Ethnicity * Gender * Level

Dependent Variable: Performance

Ethnicity	Gender	Level	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
A	FE	AD	15.800	.354	15.101	16.499
		IN	14.350	.354	13.651	15.049
	M	AD	13.850	.354	13.151	14.549
		IN	12.400	.354	11.701	13.099
F	FE	AD	17.727	.338	17.060	18.394
		IN	16.000	.363	15.282	16.718
	M	AD	17.000	.345	16.317	17.683
		IN	14.850	.354	14.151	15.549