WHAT DOES THE CLOZE ACTUALLY MEASURE? A STUDY ON THE VALIDITY OF THE CLOZE DESIGNED TO MEASURE USE OF ENGLISH

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

105072 T 105072

SEPTEMBER 2001

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ABSTRACT

WHAT DOES THE CLOZE ACTUALLY MEASURE? A STUDY ON THE VALIDITY OF THE CLOZE DESIGNED TO MEASURE USE OF ENGLISH

Yazıcı, Kızılduman Ceylan

M. A., Program in English Language Teaching

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September 2001, 103 pages

This study aims to find out evidence on the concurrent validity of open cloze tests which are originally designed to measure use of English at advanced levels. The study investigates the relationship between the grammatical cloze and reading, trying to identify the degree of the relationship between two aspects of the language: grammar and reading. In order to find this out, two instruments were developed; one was a cloze test with thirty blanks which were deleted through the rational deletion pattern to measure grammar and the other was a dialogue completion test with thirty items measuring the same set of grammar objectives. The reason the dialogue completion was developed was to look into whether a test

measuring at the same cognitive level but with less reading load than the cloze would create any difference. A total of 34 subjects were used for the pilot group and 41 subjects formed the study group. The exam scores of these students from the cloze test and the dialogue completion test were correlated with their scores from the Reading and Use of English sections in the proficiency exam at Bilkent University School of English Language (COPE).

The correlation figures indicate that the grammatical cloze of this type measures reading to a great extent, but that it measures more use of English than reading. It was also found that the dialogue completion test measures reading and use English to the same extent and that the cloze is a better measure of use of English than the dialogue completion test.

Key words: Concurrent validity, cloze test

ÖZ

CLOZE NEYİ ÖLÇER? İNGİLİZCE DİL KULLANIMINI ÖLÇMEK İÇİN TASARLANAN CLOZE TESTİN GEÇERLİLİĞİ ÜZERİNE BİR ÇALIŞMA

Yazıcı, Kızılduman Ceylan

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Yöneticisi: Prof. Dr. Hüsnü Enginarlar

Eylül 2001, 103 sayfa

Bu çalışma üst düzeyde İngilizce dil kullanımını ölçmesi için tasarlanan açık cloze testlerin eşzamanlı geçerliliğini araştırmayı amaçlamıştır. Çalışma, gramer ölçen cloze test ile okuma becerisinin arasındaki ilişkiyi, bir başka deyişle dilin bu iki kısmı (gramer ve okuma) arasındaki ilişkinin derecesini araştırmaktadır. Bunu belirlemek için iki araç geliştirmiştir; birisi gramer ölçmesi için, rasyonel silme metoduyla silinmiş 30 boşluklu bir cloze test, diğeri de aynı gramer konularını ölçen 30 soruluk bir diyalog tamamlama testidir. Diyalog tamamlama testinin kullanılmasındaki amaç, cloze testle aynı düşünsel düzeyde test eden ama ondan daha az okuma yükü oluşturan bir aracın bir farklılığa yol açıp açmayacağını görmekti. Çalışmada pilot uygulama için 34, denek uygulama için de 41 öğrenci kullanılmıştır. Bu öğrencilerin cloze ve diyalog tamamlama testlerinden aldıkları notlarının, Bilkent Üniversitesi İngiliz Dili Meslek Yüksekokulunun yeterlilik sınavının

okuma ve İngilizce dil kullanımı bölümlerinden (COPE) aldıkları notlarla istatiksel ilişkisi saptanmıştır.

Bunun sonucunda, gramer ölçen bu tip bir cloze testin yüksek oranda okuma ölçtüğü fakat okumadan daha çok dil kullanımı ölçtüğü ispatlanmıştır. Ayrıca, diyalog tamamlama testinin aynı oranda okuma ve dil kullanımı ölçtüğü ve cloze testin, dil kullanımını diyalog tamamlama testinden daha iyi ölçtüğü tespit edilmiştir.

Anahtar kelimeler: Eşzamanlı geçerlilik, cloze test

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis supervisor, Prof. Dr. Hüsnü Enginarlar, for his guidance and insight throughout the study. I would also like to thank him for his wisdom, patience, encouragement and sense of humour during the stressful and troublesome times.

My gratitude is extended to the other committee members Prof. Dr. Fersun Paykoç and Asst. Pr. Dr. Ayşegül Daloğlu for their valuable suggestions and comments.

I offer sincere thanks to Erhan Kükner, the Director of BUSEL for granting me the permission to conduct this study, Tülin Bakiler, Head of Student Services and Özkan Pekdemir, the computer specialist at Student Services in BUSEL for their help with the data I needed and statistical support. I would also like to thank my colleagues in the Curriculum and Testing Unit in BUSEL for their support and feedback and most importantly, for providing me with the core instrument of the study, the COPE.

My sincerest thanks go to my best friend, Bürge Kardeş, without whose invaluable suggestions, practical help, constant encouragement and friendship, this thesis would never have been completed.

Last but not least, I would like to thank my husband, Ahmet Yazıcı, who provided me with computer facilities and my family for their never ending encouragement.

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter aims to present the purpose of the study and in relation to this, background of the study will be explained. Secondly, the problem will be introduced followed by the aim and scope of the study. Then, terms used in the study will be defined. Lastly, the significance of the study will be presented.

1.1 Background to the problem

Since the cloze was first made use of as a testing device for language learning by Taylor in 1953, it has been widely made use of in the field of English Language Teaching (ELT from here on) for reasons of practicality as well high validity and reliability. It has been supported for being natural and authentic in the way it requires the performer to carry out a normal activity in daily life: supplying the missing part, the missing part being the "missing linguistic data" in this case (Klein-Braley, 1985). In the course of time, the cloze has taken quite a number of different forms to test a variety of components of the language: there is open cloze where the examinee has to

fill in the blank with a word from his internal pile of rules, the C-test where there is a fixed starting point for the deletion, the last halves of the words are deleted and the examinee has to write the exact word, the multiple cloze where the examinee is given a number of options to choose the correct answer from and the cloze elide in which there is one extra word that the examinee is required to spot and remove from the text. Providing a great deal of variety in practice, the cloze has been a popular testing device but one that has caused great controversy among language teachers and test writers. The way to construct the cloze, text choice, the deletion pattern to use, the way to use it (whether it is to test language or skills), the scoring procedures and most importantly what the cloze actually measures are among some points that led to the emergence of opposing views and caused disputes over the cloze procedure.

As for the text to use, one comes across two views: some support the view that just about any text will do and others assert that text choice drastically changes the results. Oller (1979), a forefather of the cloze procedure, believed that any text could be used for a cloze test and Klein-Braley (1985) supports this view, saying that text choice is "irrelevant" as long as it helps the tester to get a sample of the examinee's performance. In contrast, MacLean and d'Anglejan (1986) believe that if the performers have prior knowledge about a subject, they are certainly at an advantage. Oller, in one of his later works, presents the finding that cloze items are more sensitive when the text is narrative than when it is academic (in Fotos, 1991).

Deletion pattern also receives its share from contradictory views. Those who favor rational deletion claim that for reliable cloze tests, there must be intervention on behalf of the test writer (Farhady and Keramati, 1995) and that cloze items are more "justifiable" when the deletion pattern is not randomly done (Weaver and Kingston and Ohnmacht, 1963; Weaver and Kohler, 1970; in Farhady and Keramati, 1995). However, others argue that a cloze test is reliable only when the "nth" word, or standard, deletion pattern is used (Taylor, 1957; Oller & Inal, 1971; Oller, 1972; Stubbs & Tucker, 1974 in Oller, 1979).

When the question comes to how to use the cloze, the situation becomes even more confusing. On one hand, the cloze is said to measure "higher academic language proficiency" (Brown, 1998); on the other hand, it is suggested that it be used for "lower-order core proficiency" as it is not suitable for higher-order language skills (Alderson, 1979). For Oller (1979), the cloze is a good way to test the "learner's internalized system of grammatical knowledge" but for others it measures "advanced skills and higher proficiency" as it correlates highly not only with skills such as reading, essay writing and dictation but also with standardized proficiency tests (Storey, 1997; Laesch & Kleeck, 1987; Chapelle &Green, 1992). For Jonz (1990), the cloze indicates the level of interaction between the text and the learner, i.e., it involves and measures reading.

Several scoring procedures have been suggested for the cloze: the exact word method, the acceptable word method with variations such as "both semantically and syntactically acceptable" or "syntactically acceptable" (Fotos, 1991; Carrel & Carson with Zhe, 1993), clozentropy, which gives weighted credit for answers which are the same as the ones given by a criterion group. Through research, the acceptable word method has been identified as a reliable method that correlates well with the exact word method (Carrel & Carson with Zhe, 1993; Alderson, 1979). In other research, it was proved that both methods were equally reliable but the exact word method was more difficult for the examinees (Bachman, 1985).

Finally, the controversial, two-dimensional issue of what the cloze is capable of measuring and what it actually measures has to be solved as "it is not clear to anyone exactly what is being measured by cloze tests" (Oller, 1979). Some claim that it measures language in an integrative fashion since it challenges all levels of the language mechanism "from word recognition through concept building" (Jonz 1990). Chapelle and Green (1992) argue that the cloze measures both the knowledge of structures (crystallized abilities) and the strategies to use them (fluid abilities). However, Alderson (1979) opposes saying it can only measure basic skills because it correlates well with grammar tests rather than reading tests.

Another dimension to the discussion is whether the cloze tests several aspects of the language at a time; some believe the cloze can be

used to measure "a specific range of abilities" (Bachman, 1985) whereas others reject saying the cloze is suitable for testing only language skills. Alderson, Kintsch and Van Dijk (in Klein-Braley, 1985), for instance, claim that the cloze processing tests not only general language competence but also mental ability. There seems to be a great confusion over what is specifically being tested by the cloze: is it general language ability as suggested by Trabue in 1916 (in Harris, 1985) or global skills as put forward by Oller cited in Alderson (1979) or is it capable of measuring only grammar or vocabulary as claimed by Farhady and Keramati (1995)?

1.2 Background to the English Language Education in BUSEL

This study was conducted in Bilkent School of English Language (BUSEL from here on), which is a preparatory school of English language whose aim is to fully equip learners with the necessary skills as required in their departments. In BUSEL, there are mainly five levels of instruction: Beginner-elementary, Pre-intermediate, Intermediate, Upper-intermediate and Pre-faculty. In the first two levels, students mostly receive language input but starting with the Intermediate level, there is less language input and more skills-based teaching. For each level, there is a mainstream course for regular students and a repeat course for the repeaters of the level. Four-year students have to complete the Pre-faculty course before the proficiency test, Certificate of Proficiency in English, (COPE form here on) but two-year students sit the COPE after the Upper-intermediate level to move on

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to their departments. For each level, there is normally an eight-week instruction period. Starting with Week 3, every week, Cumulative Achievement Tests (CAT from here on) are administered. There are two types of CATs: short quizzes of vocabulary and grammar (CATs a and b), which start to be administered in Week 3 and skills CATs (CATs c), which are administered in Weeks 4, 6 and 8. In these weeks, skills CATs are administered together with the quiz CATs (See Table 1). The reason for the language part to be separate from the skills part is that the skills parts are prepared beforehand as core parts which test level objectives but the language parts to be tested are decided on by the teachers who are teaching that level. Both tests are produced by the Curriculum and Testing Unit in BUSEL. The tests are cumulative in nature in that previously covered objectives of the level are recycled, and both the final scores and the level of these CATs proceed in an ascending manner, i.e., CAT 3c is the most comprehensive exam in the course recycling all the objectives in the eight-week period and is also allocated the most points (see Table 2).

In order to be considered successful, a student needs to get a minimum of 60 % from a CAT.

Table 1

CAT ADMINISTRATION TIMETABLE

Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	No exam	No exam	CAT 1a	CAT 1b + c	CAT 2a	CAT 2b + c	CAT 3a	CAT3 b + c

CAT a / b: Tests of grammar and vocabulary
CAT c : Core tests of skills (reading, listening and writing only in CAT 3c)

At the end of the eight-week period, students sit the End of Course Achievement Test (ECA) if they are eligible, which means they have to attain 60 % overall from CATs together with Teacher's Assessment (5 points) and have 90% attendance (See Table 2).

Table 2

POINT ALLOCATION IN CATS AND ELIGIBILITY

	CAT a	CAT b	CAT c	TOTAL
CAT 1	5 POINTS	5 POINTS	15 POINTS	25 POINTS
CAT 2	5 POINTS	5 POINTS	20 POINTS	30 POINTS
CAT 3	5 POINTS	10 POINTS	25 POINTS	40 POINTS
TA*				5 POINTS
GRAND TOTAL	100 %			100 POINTS
ATTENDANCE	90 %			

*TA: Teacher's assessment

1.3 Problem

This study has stemmed from the aforementioned problem of what the cloze measures and investigated what is being measured in cloze tests used in BUSEL. Since the cloze procedure activates the mental process called comprehension (Bormouth, 1967), which is what reading is based on, it might as well be possible that the learner is using the same strategies for the BUSEL cloze as he does for a reading task. Reading requires the learner to make constant guesses "which may be correct or incorrect" (Bastidas, 1984) and the learner goes through the same phase of testing his hypothesis as he

does in reading during the cloze procedure. He has to use all the interactive skills in reading for the cloze as well; he uses both bottom-up strategies such as word formation, understanding relations within the sentence, cohesion/coherence devices as well as top-down strategies such as predicting, skimming and/or scanning (Grellet, 1981). It is possible, then, that "a bias [is] operating" since cloze tests are known to correlate well with restructuring abilities like reading (Bastidas, 1984). In other words, it is likely that learners with "strong restructuring abilities consistently perform better on [this] particular language [test] because reading imposes similar task constraints, necessitating the use of predicting... and confirming hypothesis" (Laesch & Kleeck, 1987).

The research problem for the study, then, is:

- Does reading proficiency influence learners' performance in BUSEL cloze tests which are originally designed to measure use of English?

The null hypothesis of the study is:

- There is no relationship between the BUSEL cloze test, designed to measure use of English, and the reading skill measured through standard institutional tests in BUSEL.

Several research questions are derived from this problem:

- Does the learner who has better reading skills perform better at cloze tests?

- Does the learner with poor reading skills perform less successfully in cloze tests than those with better reading skills?
- Is the BUSEL cloze a valid test of use of English or is reading being tested rather than use of English?
- Is the learner able to perform well on a different grammar test with less reading load but not in a cloze test? In other words, does the instrument make a difference when assessing learner's linguistic knowledge?

Constitutive definitions

BUSEL: Bilkent University School of English Language, a preparatory school of English that prepares students (aged 17 and above learning English for Academic Purposes) for faculty.

BUSEL Cloze Test : open cloze tests based on a passage with which learners at Intermediate level and above are tested on use of English. The passage is a page long, usually with 10-20 blanks. Rational deletion pattern is used and blanks are deleted to test grammar points. For scoring, acceptable word method is used and learners are not penalized for spelling mistakes.

Use of English: knowledge of the linguistic rules in English, namely grammar but can also include vocabulary items such as linking words

and prepositions. In COPE and CATs, however, it also includes vocabulary sections such as word formation, topic words. In this study, "use of English" is used to refer to the general practice. "Use of English" is used to refer to the specific parts of institutional exams.

Dialogue Completion Test : a test with 30 mini dialogues which aim to test a segment of the BUSEL syllabus objectives for use of English. Students use between 1-4 words for the blanks. There is no partial credit.

1.4 Aim and Scope

This study examined the way the cloze is used at Bilkent University School of English Language to test use of English and its implications in relation to the reading skill. As cloze tests are widely made use of in many levels of instruction in BUSEL but unfortunately do not yield successful results in terms of student performance, it was felt a necessity to investigate the phenomenon behind these tests. According to teacher observations, majority of the students fall below the "frustration level" in many of the levels and cloze tests have earned the reputation for being an unachievable task among students. Therefore, this study looked into one possible area that might be affecting student performance in cloze tests: that is, the

possibility of the reading skill influencing student success at cloze tests that are used in BUSEL to test use of English. In other words, the study investigated the validity of the BUSEL cloze test to find out whether reading is being tested instead of use of English as is originally intended.

1.5 Definition of terms

Cloze test: In this study, the term "cloze test" is used to refer to a cloze test actually used in the study, or in BUSEL as part of an achievement test or the proficiency test.

The cloze: General practice of open cloze tests, not the actual tests administered as part of this study.

Think-aloud protocols: A technique whereby the subject thinks aloud while answering the questions (or after he has answered the questions) in a cloze test, providing insight into his cognitive processes. In this study, the procedure took place after the subject had completed the cloze test.

Study group: The group of subjects who had been administered the tests after the pilot study and whose results form the basis of this study.

1.6 Limitations of the study

One major limitation of the study was the fact that only one possible cause of students' failure in cloze tests, i.e., influence of the reading skill, was looked into and other causes such as the influence of other variables are not in its scope.

Another limitation was the attitude of the pilot group who did not take the tests seriously since it had no effect on their grades and therefore, posed a threat to validity and reliability as the grades they obtained from the tests were rather low. The problem was solved in the study group in that the test was administered by the researcher and the rationale behind the study was explained to the subjects.

One other limitation was related to the level of students: the results obtained from the study are valid for higher levels (Upper-intermediate and Pre-faculty levels in BUSEL), but there is no evidence that the findings apply to low levels such as beginning or intermediate levels.

Lastly, the fact that the Use of English parts of the CATs and the COPE include vocabulary sections as well might have caused the study to move into a different direction. However, as some ELT professionals would argue, vocabulary knowledge is part of use of English and vocabulary and grammar are not always separable, as is the case with word formation

exercises. Therefore, when this view is taken into consideration, this limitation might not have posed a problem.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

Numerous research projects have been based on the cloze, which has been a curious area in language learning that still retains its status as an intriguing subject and it is still open to variations and interpretations. Almost all steps in the procedure have been investigated: the selection of a suitable material, i.e., text selection, construction of the test, validity, reliability, administration, characteristics and strategies of examinees, their assessment, evaluation of test scores have all been explored by many researchers. In this chapter, these issues are discussed through references to studies previously conducted.

2.1 The text

Since the procedure is based on a reading passage as an instrument, undoubtedly text selection plays an important role. Oller (1979) argued that nature of the text had an effect on sensitivity of the cloze items. Several projects involved text choice (Carrell and Eisterhold, 1983; Connor, 1984;

Floyd and Carrell, 1987; Hudson, 1982; Johnson, 1982, MacLean, 1984 in Turner, 1989) and it is believed that content domain, the text being about a familiar or unfamiliar topic, can influence the performance of the readers. Alderson (1979) carried out a study on whether text choice affected validity and the result was that different texts yielded different results and had varying degrees of validity. Similar findings were obtained from studies conducted by Klein-Braley and Zarabi (in Farhady and Keramati, 1995): text difficulty influenced the results. MacLean and d'Anglejan (1986) investigated the relationship between text difficulty and the subjects' use of both within-sentence information and across-sentence information in L1 and L2. The results were that there weren't significant differences between the languages in that text difficulty did not influence the subjects' use of across-sentence information in L1 or L2. However, completing the within-sentence deletions in L2 was more difficult than in L1.

2.2 The deletion pattern

Related to the text, another research area is the deletion rate, i.e., the question of whether it is sound to create blanks at a fixed-ratio deletion rate or rationally; in other words, the test writer decides what to test. In a recent study, Brown (in Farhady and Keramati, 1995) voiced his opinion about the need for the tester to intervene when constructing cloze tests. Likewise, Farhady and Keramati (1995) conducted research into the relationship between subjects' performance and the type of deletion and found that

rational deletion was advantageous over the random deletion as it was more reliable and manageable on part of the subjects. Several other researchers have noted problems in the fixed-ratio deletion for both testing language and reading (Klein-Braley, 1983; Stevenson, 1982; Johnson, 1982; and Levenston *et al*, 1982 in Brown, 1998;).

However, Taylor (in Oller 1979) came to the conclusion that the fixed-ratio (every nth word) method was more reliable and valid through his study on Air Force trainees learning English.

2.3 The deletion frequency

There are different opinions on the number of blanks to be created in a cloze test. Klein-Braley (1985) experimented with the deletion rate and different starting points and found these factors led to serious differences in tests. Alderson (1979) also investigated what certain changes in the deletion rate would cause and concluded that when the amount of context on either side of a blank was beyond five words, there was no effect on the ease of the item. Bachman (in Jonz, 1990) studied the effect of deletion rate in several versions of the same cloze passage and decided that the deletion rate did not create any systematic differences.

2.4 Validity and reliability

As is the case with most tests, several statistical formulas have been applied to the cloze to prove that these tests are a sound testing instrument. However, the results are certainly conflicting: Different studies have shown reliability ranging from so low as .31 to .96 and similarly, validity ranging from .43 to .91(Brown, 1998). In his study on validity, Brown looked into whether validity for cloze tests could be increased through traditional item analysis techniques and he came up with favourable results. A similar study, carried out by Kurtay (1994), investigated the same kind of relationship and the findings indicated that the validity coefficient improved significantly and reliability estimates were slightly larger.

In the study conducted by Jafarpur (1995), superiority of C-tests to cloze in terms of reliability and validity was questioned but the results did not indicate so.

Klein-Braley (1985) carried out a four-dimensional study on the construct validation of C-tests: linearity (when the test is administered to students in different levels, their scores were successively higher), parallelism (subjects learning L1 show similar behaviour on C-tests in that language), prediction of difficulty (it is possible to grade texts using cloze through readability) and processing strategies (learners with more efficient

language learning strategies have higher scores in C-tests) and the results support all the four hypotheses.

Bachman (1985) addressed the issue of validity and reliability in terms of deletion rate. The study involved using two texts, one with fixed-ratio deletion, and the other with rational deletion. The findings suggest that both tests were equally valid and reliable but fixed-ratio tests were found to be significantly more difficult.

In the findings reported in the Fotos study (1991), the cloze is proved to be a valid and reliable technique after finding positive correlations with a college entrance proficiency test in Japan.

In a Klein-Braley study (1997), four representatives of the cloze procedure, namely, C-tests, open cloze, cloze elide and multiple-choice cloze, were correlated with the Duisburg English Language Test for Advanced Students (DELTA) test. The cloze procedure, as a family, was found to have a high validity and reliability coefficient and was "shown to be the best representative of the language proficiency battery." Moreover, C-test was found to be superior to all the other forms with regard to reliability and validity.

2.5 Scoring

Scoring is another aspect of the cloze procedure that has been the subject of research projects. Alderson (1979) used five scoring procedures (the exact word; SEMAC, Semantically Acceptable Word; IDFC, Identical Form Class; ACFC, Acceptable Form Class with the same grammatical function; GRCO, any Grammatical Correct Word regardless of form, class, function or meaning) to identify the most valid method. For the purpose of EFL testing, SEMAC appeared to be the most valid form of scoring.

Jafarpur and other researchers (Bowen, 1969; Oller, 1972; Alderson, 1980; 1983; Bensoussan, 1984 in Jafarpur, 1995) claimed that the acceptable scoring method is a "better method" as a result of their studies.

In other research carried out by Miller and Coleman and Klarem Sinaiko and Stolurow (1967; 1972 in Oller, 1979), the following conclusion was reached: the exact word scoring and the acceptable word scoring highly correlated (r= .99) with each other.

Carrel and Carson with Zhe (1993), used a scale of eight categories (acceptable; exact; consistent; acceptable; semantically acceptable; syntactically acceptable; unacceptable; blank and unreadable) for scoring performance and identified a high interscorer correlation between all categories except for the "blank category", which was a result of low number

of unreadable items and "syntactically acceptable" category for the structural difference between Chinese and English.

In Brown's study (in Fotos, 1991), high correlations between the exact word, acceptable word, clozentropy and multiple-choice format were found.

2.6 What the cloze measures

There are mainly two groups of ideas on what the cloze measures and can measure. Accordingly, it measures:

1. lower-order skills such as grammar or vocabulary.
2. higher order skills such as mental ability or reading, or global proficiency in that it measures general knowledge of the language.

Alderson and Klein-Braley (in Klein-Braley, 1985) argue that the cloze is more of a grammar test than a test of integrative skills and that it cannot be a measure of higher-order skills. Based on the findings of his research, which involved the validation of cloze against reading, Alderson (1979) concluded that the cloze is not suitable for higher-order skills like reading, but for low-order language skills. In his article on the cloze, Storey mentions several researchers (Alderson, 1978; Porter, 1983; Bachman, 1982 in Storey, 1997) who regard the cloze as "the ability to make *localized* connections in the text" but not a measure of language proficiency. Similarly, in the study carried out by Sütçü (1991) on the correlation between the cloze and the reading retelling test, a low correlation was found between these two tests, indicating a weak relationship between the cloze and this skill.

On the other hand, in the McKenna and Layton study (in Storey, 1997), a positive correlation between the cloze and global comprehension measures was shown. Storey (1997) himself carried out research into what

the cloze measures through think-aloud protocols and found that it relates more to higher-order skills such as reading skills than lower-order skills. Bormouth argues that the cloze measures a person's general comprehension processes supported by research conducted by Johnson, Miller and Goodman (in Bormouth, 1967) on how the reader has to infer meaning, structure and the relationship between meaning and structure while working on the cloze. Laesch and Kleeck (1987) claim that the cloze is an integrated method of assessment and through their study, in which the cloze is validated against the language battery of a proficiency test, they conclude that the cloze is capable of measuring high level academic proficiency. The Turner study (1989), investigating the causal relationship between four factors (cloze-taking ability, knowledge of language, content domain and knowledge of contextual constraints), demonstrates that the cloze measures not only language but also global skills. Oller, too, in one of his earlier works in 1972, (in Alderson, 1979) found these tests to "relate to dictation and reading" and considered them integrative tests that could test global skills. He argued that the reader is involved in both processes of comprehending the text and filling in the blank with information from his linguistic knowledge. In her study, Fotos (1991) claims that since the cloze correlated well with the subjects' essay scores, it is capable of assessing both basic and advanced skills. Based on the findings of their research, Chapelle and Green (1992) found that the cloze procedure involved "restructuring" (mental) abilities since the cloze correlated highly with the Embedded Figures Test (EFT), which is a mental ability test. Jonz's (1990) claim that the cloze measures all "universal

processing mechanisms" is proved by the results of his study, which focused on the effect of deletion pattern and the linguistic category of the items.

2.7 Summary

As it can be inferred from the studies mentioned above, there has been substantial research on several aspects of this particular type of testing instrument. However, what is striking is that although there are some points of agreement about the cloze such as scoring (that the acceptable word scoring is appropriate for EFL learners) and the fact that the cloze can measure both high-order and low-order skills, in almost all aspects the results are conflicting and there is clear opposition among researchers and ELT specialists. There is little agreement on what a cloze test should be like, how it should be implemented and evaluated. After reviewing the available literature, it seems research on cloze is still inconclusive and the future is still likely to bring new dimensions to the problem.

The aim of this study is to contribute to the existing literature by trying to find out one of the most important aspects of this procedure, that is what the cloze actually measures: is it high-order skills, in this case reading, or is it low-order skills, i.e., linguistic knowledge? It should be remembered here, however, that the results of the study will be valid for a 30-item open cloze test with a rational deletion pattern in which blanks are designed to test grammatical points and scoring is carried out through the acceptable word

method. Therefore, the results cannot be generalized to all kinds of cloze tests with different aims, text types or scoring methods.

CHAPTER III

METHODS OF RESEARCH

3.0 Presentation

This chapter will present the design of the study, subject group, data collection instruments and procedures.

3.1 Design of the study

In order to find the degree of the relationship between proficiency in reading and performance in cloze tests, both quantitative and qualitative data were obtained for the study. First, two cloze tests and a dialogue completion test were developed. The dialogue completion test was developed as an instrument that would measure a similar cognitive skill as the cloze test does: filling in the blanks in context with a grammatical structure. After the piloting process to validate the instruments and to ensure reliability, the cloze test with the higher validity and reliability coefficient and the dialogue completion test were administered to the study group. The grades the subjects obtained from these two instruments were correlated with their grades from the Use of English and Reading sections in COPE to investigate the extent of the

relationship between the reading skill and competency in cloze tests. Also, think-aloud procedures were administered to the pilot group to get an insight into the cognitive processes of the subjects as they were involved in the cloze procedure. The findings of the study are discussed in detail in Chapter IV.

3.2 Subjects

The study group

For this study, there were two groups of subjects: the pilot group and the study group. For the study group, the Pre-faculty group was chosen through convenience sampling, i.e., the advanced group that was available at the time of the study. This group was doing the Pre-faculty course for the first time. The advanced group was targeted in the study for the following reasons: This group is familiar with the cloze procedure since they start to be tested with cloze tests at the Intermediate level and are assumed to have had sufficient practice on it by the time they reach the Pre-faculty stage. Secondly, at Pre-faculty level there is more skills-based teaching and therefore, it is highly likely that a realistic sample of the subjects' reading performance will be obtained since they are getting a great deal of training in this skill at this level. Thirdly, as students come into contact with cloze tests for testing purposes, and this group is more test oriented since they are preparing for the COPE, they are always enthusiastic about having more

practice. As for the number of subjects, all together there were five Pre-faculty classes of 68 subjects at the beginning of Course 4. Due to reasons such absenteeism and students' dropping out for being ineligible to sit the COPE, however, this number decreased to 41 for the dialogue completion test and 48 for the cloze.

The pilot group

For the pilot study, three classes with similar backgrounds with regard to level of English and BUSEL training were chosen. The group was selected from the mainstream group doing the Upper-intermediate course for the first time. Although at the beginning of the study, there were 45 subjects in total, the number went down to 34 for similar reasons as the ones mentioned above.

Level of the subjects

The level aimed at in the instruments used was the advanced group, i.e., the end of Upper-intermediate or the beginning of Pre-faculty levels as they are named in BUSEL. There are four main courses (quarters) in BUSEL. Due to timing constraints, the study was carried out with the two levels mentioned above in two courses. However, in order to make sure that the subjects were at the same level, piloting was done at the end of Course 3 with the Upper-intermediate group and the study group was Pre-faculty

students at the beginning of Course 4. This way, level of the students in both the pilot study and the study group was approximately the same.

The think-aloud group

For the think-aloud protocols, three students from three of the pilot classes were selected: three successful performers, three average performers and three unsuccessful performers. Once again, for reasons of availability and time constraints, these subjects had to be chosen from the pilot group. In total, nine subjects were asked to think aloud as they went over the cloze test they had previously completed.

3.3 Instruments

The cloze test

Four main instruments were used for the study. First, two cloze tests of 30 items testing the grammar objectives from the BUSEL syllabus were administered (See Appendix A and B). These cloze tests were designed to test the same objectives as one another and therefore, the blanks were rationally deleted. The texts chosen were academic in nature and they were both descriptive. For, the study group, the one which seemed to be more reliable and valid after the statistical analysis was chosen (See Appendix B).

The dialogue completion test

The second instrument was a 30-item dialogue completion test testing the same set of objectives as the cloze tests (See Appendix C). This task type was chosen because of the similarity it bears to cloze tests in that they both measure a similar cognitive skill in a productive way, i.e., filling in the missing information by trying to comprehend the surrounding context and finding the appropriate structures. The reason why the second instrument was developed was to see whether the choice of instrument would lead to different results when measuring performance in use of English. In other words, it was developed to look into whether the subjects would be able to perform better when they were tested in a similar way but this time with less reading load and therefore, less context to interfere with their internalized grammar rules.

Checklist for the think-aloud protocols

Another instrument was a checklist of strategies to be used by the researcher and another assessor during the think-aloud protocols to see what kinds of strategies subjects use and whether reading hinders the activation of linguistic knowledge when they are at the task (See Appendix D). The checklist was a combination of already existing lists devised by Vann and Abraham (1990) and the researcher's own guidelines. Think-aloud protocols (tapescripts) were analyzed by the researcher and the

other assessor. The checklist was only for the researcher's and the other assessor's use. The instruments had two parts: the general part where the subject was asked how he generally handles cloze tests (during the recording) and the other part with specific strategies needed for both reading and use of English, which was filled after the subject was recorded by the researcher and the assessor (see Table 15). In the general part, subjects were asked questions like how they generally started a cloze test, if they read the whole text or just parts of it, whether they thought cloze tests were easy or difficult and how they thought they could increase their success in cloze tests.

CATs and COPE

These institutional tests were used as the criteria to validate the instruments of the study and to correlate the scores of the subjects from the instruments of the study with the scores they obtained from these tests. It is assumed that all institutional tests are already valid and reliable as for the skills CATs (CATs C's), item analysis have been carried out many times and these CATs are recycled. These tests have also had expert feedback from several parties including testers, managers and classroom teachers working in BUSEL. The same is also true of the COPE and this exam had been receiving feedback on all its stages and components from the examiners of the Cambridge University for several years until it was finalized five years ago. For language CATs (CATs A and B's), however, item analysis was not

carried out, but all these CATs had received expert feedback from a group of testers, managers and teachers before they were finalized.

Also, in the study carried out by Kutevu (2001), CATs, ECAs and the COPE were correlated with each other and it was found that they were a "reliable reflection of student performance" and the COPE was found to be a valid exam of proficiency through the correlation between this exam and the FCE.

The COPE has also gained recognition from other universities in Turkey in that several students were exempted from preparatory courses of other institutions with their pass papers from the COPE.

3.4 Validity and reliability of instruments

At the beginning of the study, the tests designed for the study (two cloze tests and a dialogue completion test) were distributed to five experienced members of the Curriculum and Testing Unit in BUSEL for expert feedback. After receiving feedback, changes were made to the tests. These tests were then given to the teachers of the pilot group to be administered. Then, item analysis was carried out for each of the tests (see Table 3).

Table 3

ITEM ANALYSIS RESULTS AND NUMBER OF CHANGES

	EASY ITEMS (Item difficulty above 0,80)	DIFFICULT ITEMS (Item difficulty below 0,30)	ITEMS NOT DISCRIMINATING	TOTAL NUMBER OF CHANGES
Cloze Test 1 (Laughing)	2	7	6 (3 items above 0,80, 2 items below 0,30, 1 item at 0,50)	No changes were made as this test was dropped
Cloze Test 2 (The Arapesh)	2	4	3 (3 items above 0,80)	3 (3 items not discriminating were changed)
Dialogue Completion test	–	9	1 (1 item below 0,30)	5 (four of the items below 0,30 and one item not discriminating were changed)

Number of items : 30
Number of subjects (N): 34

As a result of the item analysis, final changes were made in the tests. To illustrate, in Cloze Test 2, Question 9 was originally:

"If the wife's task is more important than the husband's, the husband takes care of the baby."

Since this item came out too easy in the item analysis (item difficulty was 1,00) and was not discriminating at all (discrimination index was 0) it was changed into:

"If the wife's task is far more important, then the husband takes care of the baby."

From the dialogue completion test, for instance, Question 12 came out as a difficult item (item difficulty was 0,05) and was not discriminating (discrimination index was 0,1). The question was originally as follows:

A: He looks just like his father.
B: Yes, he reminds me of his father, too.

This question was changed into:

A: Do you usually get on (well) with your sister?
B: Yes, we have a very close relationship and we always think the same about everything.

No changes were made in Cloze Test 1 as this test was decided to be dropped after the item analysis and the validation process and Cloze Test 2 was chosen for the study group as the results indicated that it was a more effective test. To further validate these tests, concurrent validity was investigated through correlating the subjects' use of English scores from quiz CATs (CATs a and b's) with their scores from the cloze tests and the dialogue completion test. As the aim of the research itself is to question the

validity of the cloze, it would not have been wise to validate it through only the use of English scores. Therefore, Cloze Test 2 was also correlated with the total CAT scores because the total CAT score would indicate general proficiency in language, which is what the cloze is claimed to be in this research: a test which measures more than one skill at a time. The correlation coefficient for Cloze Test 2 and the dialogue completion test met the required minimum and Cloze Test 1 was taken out of the study as it was lower than Cloze Test 2 (see Table 4).

For reliability, split-half method was used as the Kuder-Richardson formula is known generally to underestimate reliability of both standard and non-standard tests (Alderson, Clapham and Wall,1995; Henning, 1987). Therefore, the internal reliability of the exam was taken into consideration. Split-half reliability being 0,71 and 0,73 for Cloze Test 2 and the dialogue completion test respectively seems to be adequate when the low motivation level of the subjects is taken into consideration, which was the major factor pulling down both the validity and reliability coefficients.

Table 4

VALIDITY AND RELIABILITY COEFFICIENTS FOR THE PILOT GROUP

	M	SD	CORRELATION WITH CATS A AND B'S	CORRELATION WITH TOTAL CAT SCORES	RELIABILITY
Cloze test 1	14,7	3,578	0,40 p= 0,00000	NA*	0,67
Cloze test 2	19,2	3,978	0,46 p= 0,00000	0, 51 p= 0,00010	0,71
Dialogue completion	11,7	4,770	0,48 p= 0,00000	NA*	0,73

N: 34
NA: not applicable
p: significance

Although all of the correlation coefficients are significant, they are rather low but they are adequate in indicating a positive relationship when the number of examinees are taken into consideration. As Carroll and Hall (1985) argue, for a relationship to be meaningful and strong enough, the correlation coefficient should be as follows (See Table 5):

Table 5

MEANINGFUL CORRELATION FIGURES ACCORDING TO TESTEE NUMBERS

NUMBER OF TESTEES	MEANINGFUL CORRELATION COEFFICIENT
20	0,54
50	0,35
100	0,25

For Woods, Flethcher and Hughes (1986), the correlation is strong when the following figures are obtained at the significance level of p=0,05 (See Table 6):

Table 6

MEANINGFUL CORRELATION FIGURES ACCORDING TO TESTEE NUMBERS

NUMBER OF TESTEES	MEANINGFUL CORRELATION COEFFICIENT
10	0,63
20	0,44
32	0,35
102	0,20

Therefore, for 34 subjects, the figures obtained through the correlations between the instruments used for the pilot group and institutional exams (see Table 4) indicate that there is a great degree of validity evidence.

There are several reasons, however, for the low figures. The first and the most important one is that students did not take the exam seriously as they were told that it was not a real exam so they did not try very hard. Also, there were many blank papers or partially blank papers indicating the students had given up since they knew they were not going to be assigned a real grade. Another factor was that as there were serious time constraints, the pilot tests were not administered by the researcher. Therefore, the exams had to be administered by other examiners in the institution. Although the researcher had tried to ensure reliable exam conditions by explaining the rationale behind the study and the procedure to be followed both orally and in writing, there have been different practices during the actual administration. The administrators considered the tests practice and therefore, in one class, the students were allowed to discuss the answers, and given a couple of hints. In another class, the first two questions of the dialogue completion tests were done as an example. In another class, students were given 20 minutes instead of 30 for the dialogue completion as the exam was administered in the second half of the last teaching block. In addition, it was evident in some papers that there had been cheating in some classes and during think-aloud protocols some students confessed they had looked at their friends' papers.

The instruments were also correlated with each other for cross validation and it can be seen that all the instruments used correlate with each other at a desired level and they appear to be valid when compared with one another (see Table 7).

Table 7

CROSS VALIDATION COEFFICIENTS FOR THE PILOT GROUP

	Cloze 1	**Cloze 2**	**Dialogue Completion**
Cloze 1	--	0,54 p= 0,00000	0,52 p= 0,00022
Cloze 2	0,54 p= 0,00000	--	0,55 p= 0,00000

Number of items: 30
N: 34

3.5 Procedures

After the piloting, the finalized version of the cloze test was administered to three Pre-faculty classes in consecutive teaching blocks and the dialogue completion to two classes on the same day by the researcher personally. The following week, three classes who had sat the cloze test in the previous week had the cloze test and the ones who had sat the dialogue completion test sat the cloze test (see Table 8).

Table 8

TIMETABLE OF THE ADMINISTRATION FOR THE STUDY GROUP

	CLASS 1 *TEACHING BLOCK 1*	**CLASS 2** *TEACHING BLOCK 2*	**CLASS 3** *TEACHING BLOCK 3*	**CLASS 4** *TEACHING BLOCK 4*	**CLASS 5** *TEACHING BLOCK 5*
WEEK 3	Cloze test	Cloze test	Cloze test	Dialogue completion	Dialogue completion
WEEK 4	Dialogue completion	Dialogue completion	Dialogue completion	Cloze test	Cloze test

The reason why these tests were administered in this way was to avoid the implementation threat. There was only one-week interval between the test administrations in order to prevent the maturation (study) effect on part of the students.

There were two scorers for both tests to ensure inter-scorer reliability and the method to score cloze tests was the acceptable word method where the answer is correct if it is syntactically and semantically correct. For the cloze test, out of 48 papers, there were only 3 discrepancies and for the dialogue completion test, there were 5. The discrepancies were sorted out by discussing the answers and the question was marked correct only after mutual agreement.

After both exams were administered, the subjects' scores from the Use of English and Reading sections of the COPE were obtained. The data were analyzed through descriptive and inferential statistics: mean, mode,

median, SD, skewness, t-test, and the Pearson Product Moment correlation. The analysis was carried out with the Excel program.

After the cloze test was marked, nine subjects from the pilot group were approached for think-aloud protocols. The subjects received some instruction before the procedure about how to do the task. They were then asked a few general questions to find out what techniques they consciously employ while doing cloze tests. Each subject had 20 minutes to go through the text as they were recorded by the researcher. Then, tapescripts were written and using the think-aloud chart, each subject was analyzed in terms of strategy employment by the researcher and an experienced ELT professional. As mentioned before, in the think-aloud chart, there were two parts: the general part and the specific strategies checklist, which was only used by the researcher and the assessor. The second part, i.e., the checklist, was divided into two as "focus on meaning" (reading strategies) and "focus on form" (use of English strategies) (see Appendix D). The meaning part focused on strategies such as seeking overall schema, translating into L1 for comprehension and inferencing while the form part investigated strategies like the employment of grammatical rules, analyzing the surrounding context and monitoring.

During the analysis of the think-aloud stage, each subject was analyzed by the researcher and the assessor by discussing through the tapescript and using the chart. There was agreement on almost all subjects

and any disagreement was discussed thoroughly until a decision was reached.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Presentation

In this chapter, the analyses and interpretations of the study are presented. The research problem and research questions are answered through the results of the study. The research problem of the study was:

- Does reading proficiency influence learners' performance in BUSEL cloze tests which are originally designed to measure use of English?

The null hypothesis of the study was:

- There is no relationship between the BUSEL cloze test, designed to measure use of English, and the reading skill measured through standard institutional tests in BUSEL.

Therefore, the main aim of the study was to investigate the degree of the relationship between the reading skill and BUSEL type of cloze tests, which are designed to measure mainly use of English. In order to explore this, both descriptive and inferential statistics were made use of.

The study also focused on the following research questions and found answers through the same statistical calculations.

- Does the learner who has better reading skills perform better at cloze tests?
- Does the learner with poor reading skills perform less successfully in cloze tests than those with better reading skills?
- Is the BUSEL cloze a valid test of use of English or is reading being tested rather than use of English?
- Is the learner able to perform well on a different test with less reading load measuring a similar cognitive skill but not in a cloze test? In other words, does the instrument make a difference when assessing learner's linguistic knowledge?

4.1 Distributional characteristics

Before the inferential statistics, the data were analyzed in terms of general tendency (see Table 9). Namely, the tests were analyzed in terms of mean, mode, median, skewness, variance and standard deviation.

Table 9

DESCRIPTIVE STATISTICS FOR THE STUDY GROUP

	CLOZE TEST	DIALOGUE COMPLETION TEST	COPE USE OF ENGLISH	COPE READING
TOTAL POINT	30	30	30 (converted from 80)	30 (converted from 65)
MEAN	15,3	11,8	17,4	20,1
MODE	9	9	16,1	19,8
MEDIAN	15	10	16,5	19,8
SKEWNESS	0,459	0,820	0,350	0,308
VARIANCE	27,0	37,9	16,1	11,05
SD	5,19	6,15	4,01	3,32

N=41

For the cloze test, the skew is on the positive side. Looking at the mode as well, it can be concluded that the test was difficult. However, considering the mean and median, students did not perform too badly on the test. Also, regarding the variance and standard deviation, the test seems to have spread the students fairly well.

The skew for the dialogue completion test indicates that the test was very difficult and mode together with mean support the idea. However, when compared to the other three tests, this test has the most widespread distribution of scores when variance and standard deviation are analyzed.

Compared to the cloze test and dialogue completion test, the Use of English part in the COPE was easier as the mean, median and mode suggest. However, the test has a smaller spread of scores than both

the cloze and the dialogue completion tests. The result is not unusual since the July COPE is a proficiency test given at the end of a long instruction period and students prepare for this exam vigorously, which might account for the smaller spread of scores. Also, four weeks had passed after the administration of the instruments when the subjects sat the COPE. Perhaps, this time interval led to the study effect to form, explaining the difference between subject performance in the instruments used for the study and the COPE.

Lastly, the reading section in the COPE was analyzed. This test, although still difficult when the skew is taken into consideration, seems to be the easiest when compared to the other three. This can be observed by analyzing the mode, median and mode, which are the highest figures in Table 9. This test also has the smallest spread of scores, indicated by the variance and standard deviation. These results are not surprising regarding the nature of this section, which is based on receptive skills (selecting the correct answer) rather than productive skills as the cloze test and dialogue completion test are.

4.2 Relationship between the tests

First, the research problem was addressed and the interpretations are as follows (see Table 10 and Graph 1):

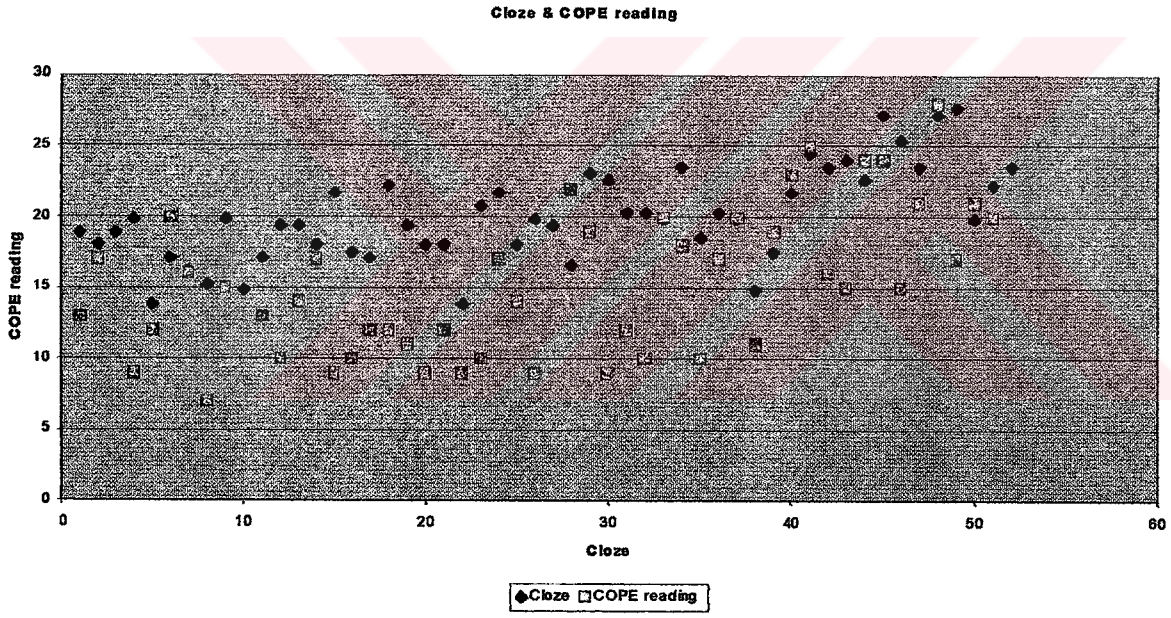
Table 10

CORRELATION BETWEEN THE CLOZE TEST AND COPE READING PART

CORRELATION		
	CLOZE TEST	COPE READING
OBSERVATIONS	48	52
MEAN	15,3	20,1
SD	5,19	3,32
r	0,58	
p (< 0,05000)	0, 00000	

Graph 1

SCATTERGRAM FOR THE CORRELATION BETWEEN THE CLOZE TEST AND COPE READING



It is crucial to state once again that for a relationship to be meaningful and strong enough, the correlation coefficient should be at least 0,54 with 20 testees, 0,35 with 50 testees and 0,25 with more than 100 testees (Carroll and Hall 1985). Therefore, the figure 0,58 significant at the level

of p= 0,00000 obtained from the correlation between the cloze test and the COPE Reading part with 48 subjects is quite high and thus, indicative of a positive relationship between the two tests. The result shows that there is a 34 % overlap between the cloze test and the Reading part of the COPE. It can be said then, the null hypothesis of the study (that here is no relationship between the BUSEL cloze test, designed to measure use of English, and the reading skill) is rejected. As for the first two research questions (Does the learner who has better reading skills perform better at cloze tests and does the learner with poor reading skills perform less successfully in cloze tests than those with better reading skills?), it can be concluded that the learner who has better reading skills performs well at these type of open cloze tests with 30 blanks rationally deleted to test use of English and the learner with poor reading skills performs badly.

The next research question to be answered through correlation was "is the BUSEL cloze a valid test of use of English or is reading being tested rather than use of English?" Therefore, the cloze test was correlated with the Use of English section in the COPE (see Table 11 and Graph 2).

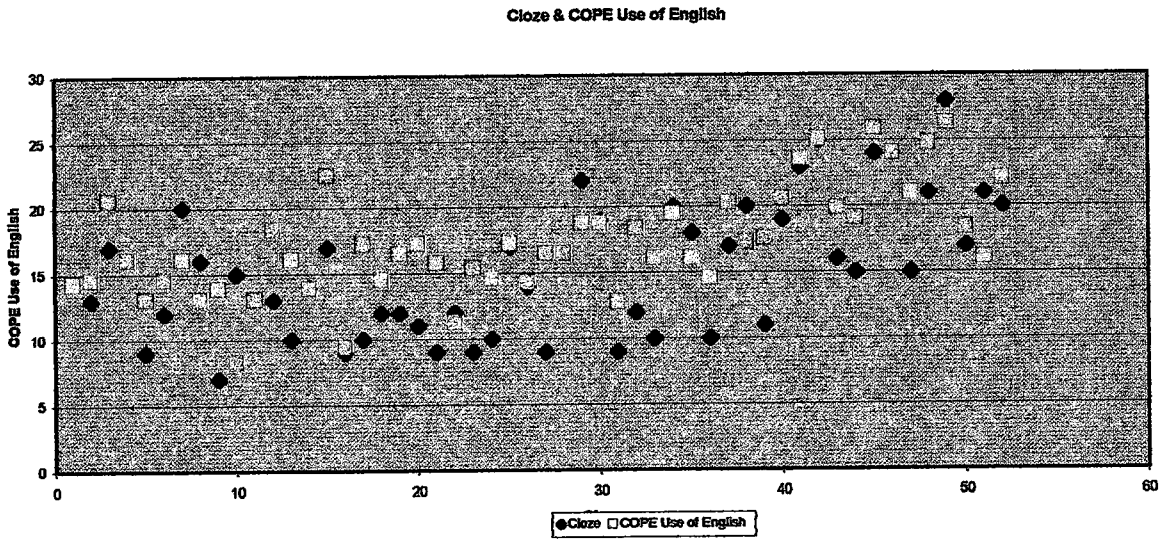
Table 11

CORRELATION BETWEEN THE CLOZE TEST AND COPE USE OF ENGLISH PART

CORRELATION		
	CLOZE TEST	COPE USE OF ENGLISH
OBSERVATIONS	48	52
MEAN	15,3	20,1
SD	5,19	3,32
r	0,73	
P (< 0,05000)	0,02775	

Graph 2

SCATTERGRAM FOR THE CORRELATION BETWEEN THE CLOZE TEST AND COPE USE OF ENGLISH



The correlation between these two tests being r= 0,73 at the significance level of p= 0,0277501 is a finding which contradicts the former correlation coefficient. It can be deduced that there is a 0,53 overlap between the cloze test and the Use of English section in the COPE and this figure indicates that there is strong validity evidence and this test seems to be a valid form of testing use of English. In relation to the 0,58 correlation between the cloze test and the Reading part in the COPE, this figure shows that the cloze test correlates higher with the Use of English section and therefore, is capable of measuring more grammar than reading. However, since 0,58 for the correlation between the cloze test and the reading part in the COPE is still a high correlation coefficient, it can be said that this type of cloze test also measures reading to a great extent. As a result, the rejection of null hypothesis is still valid but another dimension has been added, which is the

fact that the cloze test measures a great deal of reading but more use of English.

The last research question (Is the learner able to perform well on a different test with less reading load but not in a cloze test? In other words, does the instrument make a difference when assessing learner knowledge?) was answered by correlating the dialogue completion test with both the Use of English section and the Reading section in the COPE (see Table 12, Graph 3 and Table 13, Graph 4).

According to the correlation obtained between the dialogue completion test and Use of English section of the COPE, r=0,64 at the significance level of p= 0,00000, the dialogue completion test correlates highly with the Use of English section. There is 41 % overlap between these two tests, which means that they measure the same skill to a considerable extent. However, what is interesting is that the dialogue completion test correlates with the Reading section of COPE to the same degree, which leads to the conclusion that the dialogue completion test measures grammar and reading equally. An explanation for this might be the student has to understand the full context in the mini dialogue and must be able to produce the correct grammatical structure required at the same time in order to get the correct answer.

Through the correlation it was found that when compared to the dialogue completion test, the cloze test measures more grammar than

dialogue completion. From the evidence available (r= 0,73 for the cloze test and the COPE Use of English at the significance level of p= 0, 02775 whereas r=0,64 for the dialogue completion test and COPE Use of English at the significance level of p= 0,00000), it is clear that the instrument makes a difference but it works in completely the opposite way as it was suggested in the research question. In other words, the instrument does make a difference but according to the results, it is clear that less reading load does not necessarily mean the dialogue completion instrument is a better measure of use of English. The correlation coefficients prove that the cloze measures use of English to a greater degree than the dialogue completion test but it also measures reading. Thus, it cannot be said that students perform better at use of English when tested with a different instrument with less reading load when compared to the cloze test.

Table 12

CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND COPE USE OF ENGLISH PART

CORRELATION		
	DIALOGUE COMPLETION TEST	COPE USE OF ENGLISH
OBSERVATIONS	44	52
MEAN	11,8	17,4
SD	6,15	4,01
r	0,64	
p (< 0,05000)	0,00000	

Graph 3

SCATTERGRAM FOR THE CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND COPE USE OF ENGLISH

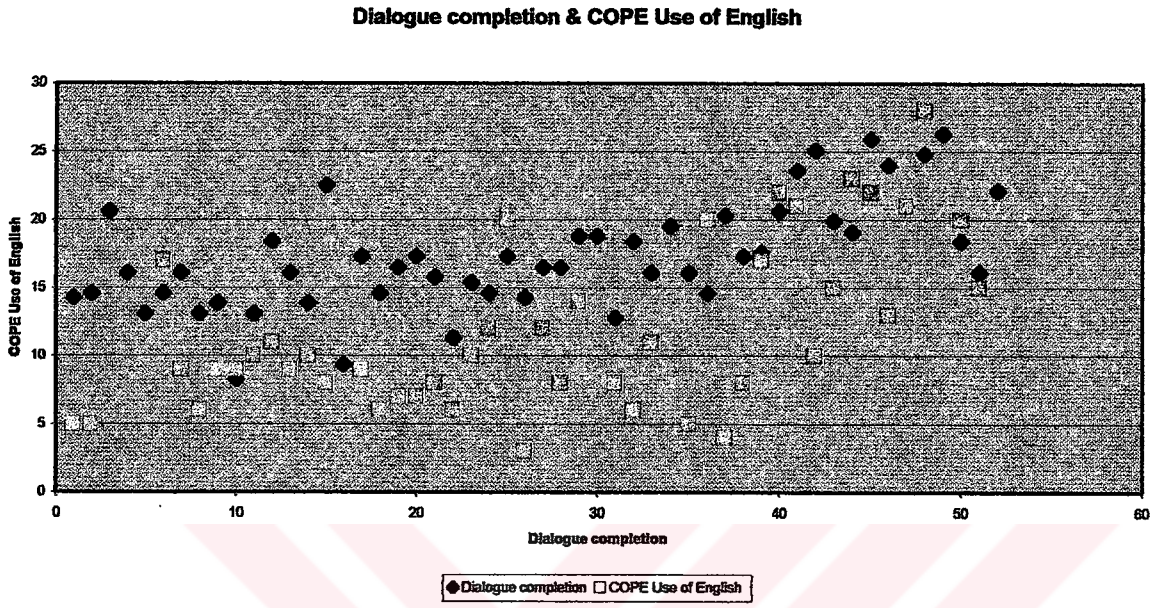


Table 13

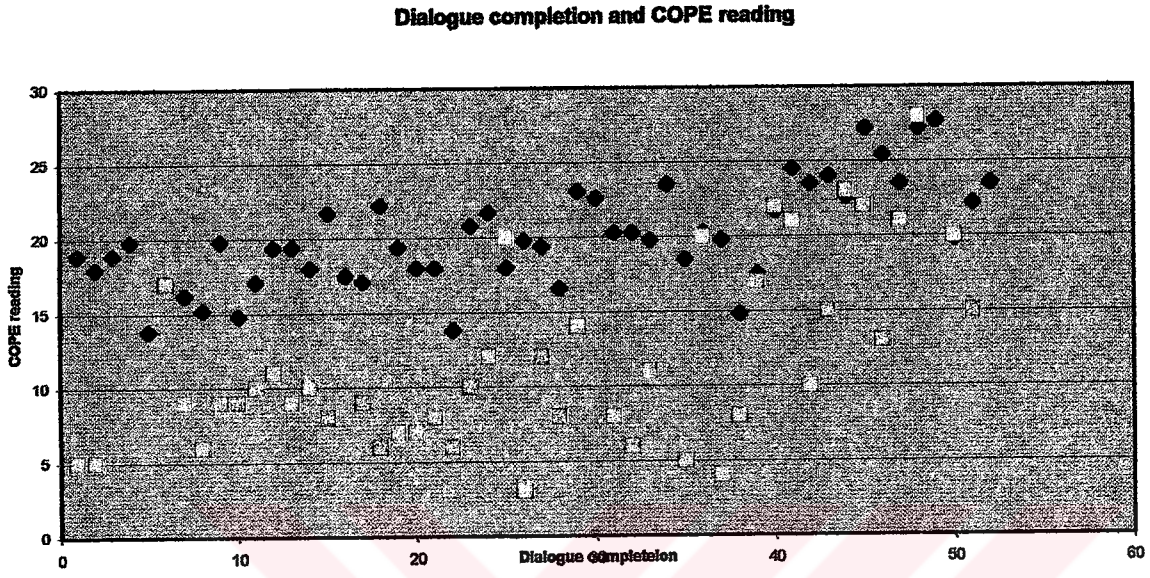
CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND COPE READING

CORRELATION		
	DIALOGUE COMPLETION TEST	COPE READING
OBSERVATIONS	44	52
MEAN	11,8	20,1
SD	6,15	3,32
r	0,64	
p (< 0,05000)	0,00000	

T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

Graph 4

SCATTERGRAM FOR THE CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND COPE READING



One last correlation was computed between the cloze test and the dialogue completion test to see the relationship between a test which relies heavily on reading (the cloze test) and a test which has less reading load (the dialogue completion test). It was found that they correlate highly with each other (see Table 14 and Graph 5). There could be two explanations for this: the two tests were designed in such a way that they would test the same thirty grammatical structures and it could be due to this that there is a 58 % overlap. The other explanation could be that they both equally test reading and use of English at the same time since both tests depend on understanding the context and supplying the missing linguistic message.

However, the correlations indicate that the cloze test measures more use of English than the dialogue completion test and it can be concluded that although they correlate highly, the cloze is a better measure of use of English.

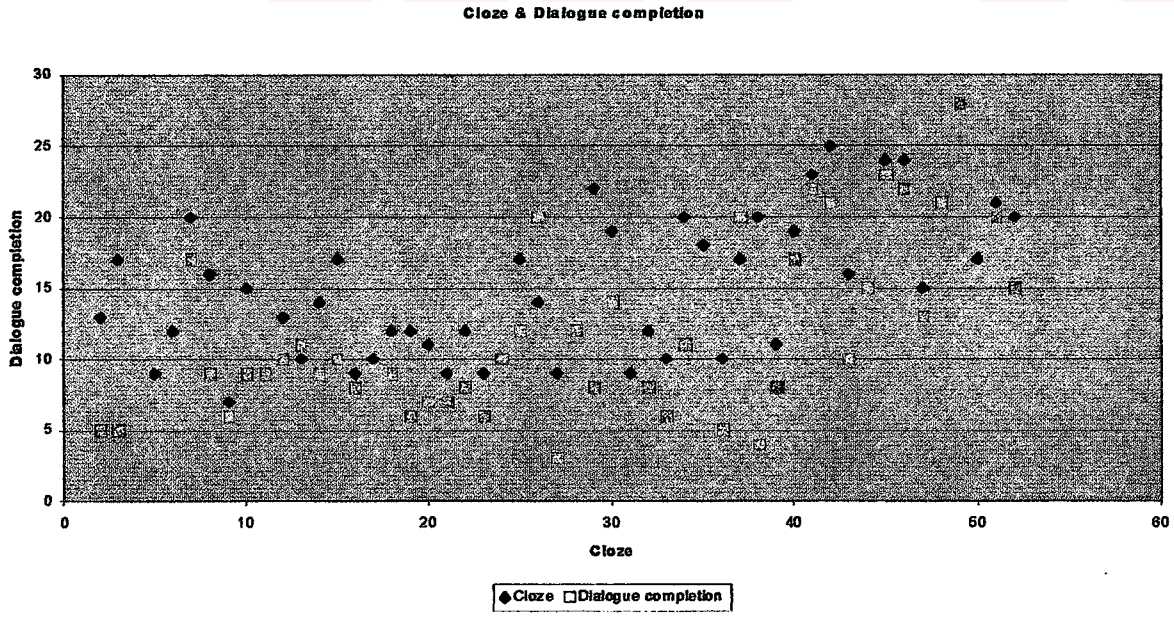
Table 14

CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND THE CLOZE TEST

CORRELATION		
	DIALOGUE COMPLETION TEST	CLOZE TEST
OBSERVATIONS	44	48
MEAN	11,8	15,3
SD	6,15	5,19
r	0,76	
p (< 0,05000)	0,00459	

Graph 5

SCATTERGRAM FOR THE CORRELATION BETWEEN THE DIALOGUE COMPLETION TEST AND THE CLOZE TEST



4.3 Think-aloud protocols

To state once again, think-aloud protocols were administered to three successful, three average and three low performers. Since the cloze scores were rather low in the pilot study, 19-21(Subjects F, I and A) out of 30 were considered high grades, 13-14-16 (Subjects H, E and B) were average and 6-10 (Subjects G, C and D) were considered low. Think-aloud protocols had two parts to it (see Appendix D). The first part was the "general part" where the subjects were asked questions about what kind of strategies they consciously use for cloze tests such as reading the whole text, rereading the sentences once they are completed. In this part, students were also asked whether they found cloze tests easy or difficult and what they think is the way to improve performance in cloze tests. The second part of think-aloud protocols was a checklist (see Table 15) which was used only by the researcher and the assessor.

As it can be seen from the chart (Table 15), subjects were analyzed in terms of reading (focus on meaning) and use of English (focus on form) strategies. First, the "meaning" part was analyzed and the following findings were obtained.

One expected finding was the successful performers' using many strategies and the high number of ticks in the checklist (Table 15) prove this.

When interviewed, successful performers said they almost always read for meaning although this did not necessarily mean the whole text; they tried to understand the meaning of the paragraphs and their inter-relation in the text (Strategies 1 and 2):

> **Subject I (High performer)**
>
> I generally **read first**. After reading the text, I have an idea what it is about. If it's too long, I read it **paragraph by paragraph**... I reread the sentence after filling it in to see if it fits, if it looks good.

Naturally, they also read single blanks to establish context (St. 3). They also used strategies such as translation to understand the context (St. 4) as well as confirming their answers by checking it at sentence/paragraph level (St. 5). As for inferencing, interestingly only one of the successful performers was observed using Strategy 6, which is inferencing meaning of unknown vocabulary from cognates. None of the subjects in this group seemed to be using the surrounding context for meaning (St. 7). It seemed they were not trying very hard to understand meaning when they couldn't make sense out of the context and they admitted that they "made [the answer] up" without relying on the context much. Two of the subjects were observed using Strategy 8, inferring meaning equivalent of the missing word and using sound for meaning (St. 9) was used by only one subject. The last strategy in the meaning part (St. 10), i.e., referencing, was used by all the subjects in this group, which can be explained by the fact that subjects are thoroughly trained in this subskill starting from lower levels:

Subject A (High performer)

I said "the parents whose aims" , it connects the two sentences... It must be "their existence" here, I mean "**parents**".

It was found out that the average performers were using the same reading strategies as the successful group. Two subjects were using Strategy 1, and two subjects said they read the paragraphs for better understanding (St. 2) and they all read single blanks to establish context (St. 3) as well as translating into L1:

Subject H (Average performer)

First, I read the **whole text** from the start. Then, I try to understand what can be **in the missing parts**. I try to understand what the writer (of the text) is trying to explain.

Two of the subjects were confirming meaning at sentence level (St. 4) and from the inferencing section, only one strategy, referencing (St. 10) was employed by one of the subjects.

The low performers were different from these two groups in that they seemed to be employing fewer reading strategies than both groups. To illustrate, only one subject read the paragraphs for meaning (St. 2). From what they reported, they either do not read the text at all, forget what they read or cannot connect ideas in the text.:

Subject C (Low performer)

I should read the whole text first but I don't. Generally, I go by the sound... but I make a lot of mistakes.

Subject G (Low performer)

They tell us to read from the beginning but I never do so. I start filling in the blanks with my **guesses**. Generally, I am not sure. If it is correct, it is, if it wrong, it is... I lose concentration during cloze tests. I forget the first sentence when I am reading the second one. This is my biggest mistake. I feel like that sentence belongs to another passage and generally the answer is wrong.

Strategies 3 and 4 were used by only one subject. Two subjects said they reread the blank after filling it in (St. 5). In the inferencing part, only one subject was observed using referencing but none of the other strategies was used by this group.

By analyzing all the three groups in terms of reading strategies, the following can be deduced: better performers (in this case the high and average performers) in cloze tests are better or more careful readers to a certain extent and they use more strategies than the unsuccessful group, which is a finding that supports the statistical data obtained; as reading is involved to a great extent in cloze tests, reading strategies play an important role when dealing with these tests. One interesting fact about the reading strategies is that very few subjects seemed to be using inferencing. From what was observed during the think-aloud procedure and what the subjects reported, instead of using the surrounding context, most of them simply "guessed" the answer when they could not understand the text, which might account for the low grades they received from this test:

Subject D (Low performer)

I wrote this answer **without understanding**... I wrote this so as not to leave a question unanswered.

Subject G (Low performer)

I am **lost** here, I made the rest up... I don't know what this is talking about, I try to get myself to fill in the blanks. I **don't think about the meaning** of the sentence.

The successful and the average performers try to understand the text but they don't seem to be aware of how they should be doing so. Looking at the think-aloud list, the need for more or better strategy training is evident and to increase student success, this kind of training should be incorporated in all levels of instruction where cloze tests are used as a testing instrument.

Regarding the subjects' focus on form, all the three successful performers were using strategies such as using grammatical rules to fill in the blanks (St. 11), analyzing sentence structure surrounding the blank (St. 13), classifying according to form (St. 14) and comparing the item to L1 equivalent (St. 15):

Subject A (High performer)

I said "parents do not" and there is **a verb that follows**. It is clear from the way the sentence goes.

Subject F (High performer)

Here, an **emphasis word** is needed, "only", sadece anlamında ("only" which means "sadece" in Turkish).

One strategy that was used by two subjects was comparing the item in the blank to one already known (St. 12). Surprisingly, monitoring strategies were not used as well as the other grammatical strategies. Only one subject checked his choice of grammar (St. 16) and one subject checked the appropriateness of his answer (St. 18). However, all of them were testing the sound of their answer.

Like the successful performers, average performers were making use of most strategies related to form (St. 11-15). Strategy 12 and 15 were used by only one subject in this group. Another similarity between the successful group and the average performers was monitoring: only one subject was self-checking (St. 16) and one other subject rereading and changing the form (St. 18). Lastly, all the three subjects checked the sound of their answers.

The unsuccessful group was observed using few grammar strategies as they did in the reading part. Two subjects were using grammar rules (St. 11), one subject was paying attention to form (St. 14). One strategy they were all using was comparing the item to L1 equivalent (St. 15). None of them was comparing the item to what they already knew (St. 12) or one of the most important strategies in this section: analyzing the sentence structure around the blank (St. 13). As for monitoring, two subjects were self-checking/correcting (St. 16) and one subject was checking the appropriateness of his answer (St. 18):

Subject C (Low performer)

(Reads the passage) "the" , no can't be, or is it "their partners" ?

Like the strategies in the "meaning" part of the checklist, strategies related to form are being employed mostly by the successful and average performers as it might be expected. This observation further supports the statistical findings in that for success in cloze tests, both reading strategies and grammar strategies are needed, as proved by better performers of cloze tests in this study (both the successful and the average performers), who are using a variety of strategies that involves both meaning and form. One interesting point is the fact that unsuccessful performers were using slightly more monitoring strategies than both the successful and the average performers, which could be interpreted as a result of their uncertainty or lack of knowledge of linguistic rules. As put by themselves, sometimes they are not able to choose from among the options that they think is appropriate for the blank or they are not sure at all what the sentence needs.

When asked how they find cloze tests with regard to difficulty, most of the subjects said they feel they are difficult for similar reasons. Some of the subjects believe cloze tests are integrative by nature and that's what makes them difficult and most of them believe cloze tests require concentration:

Subject B (Average performer)

I think they are difficult because **they test everything**...You are **startled** when you see the blank. You think of three possibilities and you try to eliminate them.

Subject C (Low performer)

I find cloze tests difficult...you have to think of a **word that doesn't exist**. If you don't have the necessary vocabulary, it is difficult. Also, lack of grammar knowledge makes it difficult. I think it includes everything, grammar, reading, you cannot answer the questions without understanding the text. They also rarely ask vocabulary items.

Subject I (High performer)

Some cloze tests are difficult. Let me explain, if I am familiar with the topic, it is easier. But if I am not, reading becomes difficult. The meaning of the passage is very important. And sometimes word forms are difficult.

Concerning how they thought they could increase the success rate, they had different opinions regardless of their grade; some of the subjects believe by reading or learning more vocabulary, they could improve their grades in cloze tests. Some of them believe having more practice in cloze tests is the key to success.

Subject A (High performer)

[I believe] you can study for cloze tests. There are **certain structures**. You can learn these.

Subject B (Average performer)

To me, all cloze tests seem to be in the **same form**. I always feel like there are **three sentences that are the same** in all cloze tests. Often, I fill in the blank immediately when I **recognize** a sentence.

Subject D (Average performer)

You need to know **grammar**, but the **most important** thing is **reading**. I believe in going by sound.

Subject F (High performer)

I **don't think** it is something you can **develop by practice**. It is **parallel** to the "**readings and listenings**" we do in class, to the **development of English**. So if your English is good, it (cloze taking ability) will develop parallel to that. It is impossible for a person who has a good command of English to fail a cloze test.

To conclude, there are a few striking findings as a result of the think-aloud protocols: in order to perform well in cloze tests, several strategies should be made use of and the emphasis on reading and form is equal. The other point is that even the high performers don't seem to be using enough strategies and this can be seen from the fact that for the study, the high grade was 19 and 21. Therefore, since cloze tests are a solid part of the testing system in BUSEL, there should be explicit training on how to handle cloze tests in the levels where cloze tests are used as a testing mechanism.

Table 15 THINK-ALOUD CHECKLIST	Subject A	Subject B	Subject C	Subject D	Subject E	Subject F	Subject G	Subject H	Subject I
GRADE FROM CLOZE	21	16	10	10	14	19	6	13	19
STRATEGIES EMPLOYED DURING THE CLOZE PROCEDURE									
FOCUS ON MEANING									
1. Seeks overall schema					√	√		√	√
2. Tries to understand the meaning of paragraphs	√				√	√	√	√	√
3. Reads through a single blank to establish context	√	√	√		√	√	√	√	√
4. Translates into L1 to understand context	√	√		√	√	√		√	√
5. Confirms the answer by looking at the answer on a wider scale (sentence/paragraph level or whole text)	√			√	√	√	√	√	√
INDUCTIVE INFERENCING									
6. Infers meaning of unknown vocabulary from cognates						√			
7. Infers meaning of unknown vocabulary from context						√			√
8. Infers meaning equivalent of missing word						√			
9. Infers meaning on the basis of its sound								√	
10. Practises referencing	√			√		√		√	√
FOCUS ON FORM									
11. Uses grammatical rules for the missing word	√	√		√	√	√	√	√	√
12. Compares the item in the missing blank to one already known	√							√	√
13. Analyzes the sentence structure surrounding the blank	√	√			√	√		√	√
14. Classifies the item in the missing blank according to form	√	√		√	√	√		√	√
15. Compares the item in the missing blank to L1 equivalent	√	√	√	√		√	√		√
MONITORING									
16. Monitors choice of grammar (self-checks / self-corrects)			√	√				√	√
17. Monitors sound (tests a possible sound / a number of options)	√	√	√	√	√	√		√	√
18. Monitors the appropriateness of possible answer (rereads and makes changes to the form)	√	√		√	√				

CHAPTER V

CONCLUSION

5.0 Presentation

In this chapter, a brief summary of the study is given followed by conclusions drawn from the results and interpretations of the findings are reviewed. Finally, implications on the testing system in BUSEL and implications for further research in the field are presented.

5.1 Summary of the study

This study focused on the relationship between cloze tests which are intended to measure grammar and exams that aim to test the reading skill. In other words, the focus was on the validity of cloze tests that are designed to test use of English, i.e., the way they are used in BUSEL exams to test grammar.

In order to determine what this kind of cloze test is capable of measuring, a correlational study was carried out. First, two instruments were developed: a cloze test of 30 items measuring grammatical structures and a

dialogue completion test with 30 items that intended to measure the same objectives. The dialogue completion test was chosen because of the fact that it tests grammar productively and thus, activates a similar cognitive skill, which is filling in the missing information by trying to comprehend the surrounding context. After the basic process of validation and reliability investigation with the pilot group, these tests were administered to the study group. Then, the scores were correlated with the Use of English and Reading scores students obtained from the COPE. The results revealed that this type of cloze test, which is an open cloze test with 30 rationally deleted blanks testing grammatical structures, measures reading to a great extent but it measures more grammar than it does reading. Also, it was found that the cloze test was a better measure of use of English than the dialogue completion test in that it correlated with the subjects' Use of English marks in the COPE more than the dialogue completion test did when correlated with the same scores.

In addition to statistical data, a second source of information was used to get an insight into the problem. Think-aloud protocols were administered to nine subjects, three with high scores, three with average scores and three with low scores from the cloze test. Through analyzing these protocols, it became clear that the high scorerers almost always read the text using many of the subskills reading requires and that the average performers used these skills in a similar way. The poor performers, on the other hand, admitted they almost never read the text as a whole and considered it a waste of time and

also during the think-aloud session, they made it clear that they did not really pay attention to meaning. An interesting fact about all the good and average performers was that beside using reading techniques, they also thought a great deal about structures as well while the poor performers did not use as many grammar strategies. It was concluded that think-aloud protocols support the statistical data obtained in that the cloze requires not only the usage of reading skills but also the knowledge of grammatical rules.

5.2 Assessment of the study

For the assessment, descriptive statistics were made use of to analyze the distribution of scores for the cloze test, the dialogue completion test, Reading and Use of English sections in the COPE. The results indicate that the cloze test and the dialogue completion test were on the difficult side and had a wide spread of scores. The Reading part and the Use of English part in the COPE were not as difficult and had a narrower spread.

To see the relationship and the overlap between all these exams, Pearson Product Moment Correlation coefficients (PPMC) were calculated. Accordingly, the correlation between the cloze test and reading was r= 0,58, for the cloze test and the COPE Use of English section Part r=0,73, both at the desired level of significance.

These findings show that the cloze measures two aspects of language, both the reading skill and linguistic knowledge, at the same time, but it measures use of English more than reading. Therefore, the null hypothesis of the study that "there is no relationship between the cloze tests and the reading skill" is rejected as there is a considerable amount of overlap between the cloze test and the Reading part of the COPE. However, this relationship is not as strong as the relationship between the cloze test and the Use of English section. Thus, it was concluded that the cloze serves the intended purpose, which is measuring use of English, but there is also an obvious link to reading.

As for the dialogue completion test, the PPMC between this test and the COPE Use of English part was r= 0,64 (p= 0,00000) and the correlation coefficient was the same when the dialogue completion test was correlated with COPE reading part (p= 0, 00000). These results indicate that the instrument made a difference when measuring use of English but in a different way from what was expected: when compared to the cloze test, the dialogue completion test measures less use of English and it also measures reading at the same rate, which shows that there is more reading involved in the dialogue completion test than the cloze test. This could be explained with the fact that in a cloze test, not all blanks are intersentential, and thus, some blanks can depend on the immediate context. However, in the dialogue completion test, the full context has to be interpreted correctly and the form of the blank must be correct as well.

5.3 Implications on the testing system

Considering the findings obtained from the study, it is safe to say that the cloze as used in BUSEL is a valid test of Use of English as it tests use of English more than anything else it has been correlated with. However, this can only be said with a word of caution as it was also found out that there is a very close relationship between the cloze test and reading.

It is not unusual for different language tests to correlate with each other as these tests measure the same skill or different aspects of the same skill, i.e., language ability. The question that arises here, however, is how much they should correlate. In other words, the degree of the relationship should be defined and testing one skill at a time, that is validity, should be ensured. It is crucial to prevent one skill interfering with another in testing as all tests need to be valid, testing what they are intended to test. However, a distinction between different test types should be made. It is acceptable and desirable for tests at advanced levels to be integrative as at these levels, there is more emphasis on authentic language exposure. As the level advances, it is often not possible to adhere to testing one skill at a time. However, the type of test in which the cloze can be used should be determined. According to the results of this study, the cloze seems more appropriate for proficiency tests since it correlates highly with both reading and use of English. For achievement tests, especially at lower levels such as

intermediate, it might not serve the intended purpose of solely testing grammar and therefore, should be made use of with caution.

Since cloze tests are going to continue to be used in BUSEL, the way to increase student success should be addressed. Cloze tests should be used as teaching tools as well as testing tools. As mentioned earlier, strategy teaching should be incorporated into levels where students are tested with this instrument. While doing this, it should be remembered that both reading and grammar strategies should be emphasized equally.

5.4 Implications for further research

Further research can be conducted into the same type of relationship, that is the relationship between reading and the cloze manipulating different variables such as using different deletion patterns. The study could be repeated using more or fewer number of blanks. Different text types such as non-academic texts can be used or a familiar text can be used to see if it creates any difference. The same study can be carried out as an experimental study where the subjects receive treatment, i.e., training in strategy use in this case and get tested with the cloze before and after the treatment. Also, another test other than the dialogue completion test measuring a similar cognitive skill can be used for the correlation to see if there is a more direct measure of use of English than the cloze.

This study focused on only one variable that might affect student performance in cloze tests at the advanced level: whether there is an unintentional interference of reading in the cloze tests used to measure use of English in BUSEL i.e., an issue of validity of this type of cloze and what it really measures. Since it is impossible to generalize the results to all levels, further research can be conducted into other levels such as beginner or intermediate levels.

As the study looked into the relationship between cloze tests and reading, which is quite a complex cognitive skill requiring one to carry out several overlapping tasks, the next step could be an investigation on the relationship between cloze tests and mental abilities of students. As the cloze had started out as intelligence tests by Ebbinghouse in 1897, it would be interesting to see whether they still possess such a trait.

The research could be done with a different group of subjects. It could be done with older readers, who have been exposed to more reading and therefore, are better readers. Or a group learning English for a different purpose other than EAP could be chosen.

As mentioned in Chapter II, there is no agreement on the cloze phenomenon, from how to construct one to what it is capable of measuring. Further research can be carried out on the relationship between cloze tests and other skills tests, i.e., listening, writing and speaking, to see what a cloze test can involve.

It is hoped that the results of this study have yielded an insight into one of the most curious areas of language testing and will provide inspiration for those interested in carrying out further research in this field.

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APPENDICES

APPENDIX A

CLOZE TEST 1

"LAUGHING"

NAME AND SURNAME:_____ **TIME: 25 MINUTES**
CLASS CODE : _____

Read the text and fill in each of the numbered blanks in the following passage. Use only ONE word in each blank.

Everybody would agree that laughter is a sign of happiness. We all consider laughing a simple process but is it really so? Your ability to laugh may mean more (1) _____ you think. We start finding things funny or not funny early in life. A baby first smiles (2) _____ he is eight days old, which is his first sign of simple pleasure for things (3) _____ as food and comfort. At about six months, the baby laughs to express complex pleasure. (4) _____ the ages of six months and one year, the baby learns to laugh for the same reasons he (5) _____ laugh throughout his life.

Laughter is a social response which (6) _____ activated by certain things; it might be something we see on TV, something our friends tell us, (7) _____ even a memory. Scientists (8) _____ not found a brain center for laughter yet, and they are surprised by patients with certain types of brain damage (9) _____ can laugh for a long time for no obvious reason. Normally we need friends

and (10) _____ reason to laugh. We occasionally laugh alone, but when we do, we (11) _____ socializing with ourselves in a way.

(12) _____ adults, we laugh for different reasons. One of them is that we laugh when we overcome an anxiety, or when we achieve something that is important to (13) _____ personally. Or strangely, we laugh when we are experiencing (14) _____ of the feelings mentioned at the same time. Freud was the first to develop a theory, perhaps the (15) _____ reasonable one among the other theories, about laughing. Freud recognized (16) _____ we all try to hide socially "unacceptable" wishes, like sex and aggression. We don't laugh at all the jokes we hear; we find only(17) _____ of them funny because they bring our hidden desires out into the open and give us pleasure.

(18) _____ reason why laughter is a pleasurable activity (19) _____ because of the physical sensations involved. Laughter is a series of movements (20) _____ stimulate certain systems of our bodies. (21) _____ activates adrenalin and increases blood flow to the head and brain.

At times, (22) _____ , we choose not to laugh at something others find funny. If we are the subject of a joke, or we don't understand a joke we will simply (23) _____ laugh. Sometimes, though, funny situations are not the (24) _____ things we laugh at. We also laugh (25) _____ moments of anxiety because we feel helpless in those situations. Therefore, we laugh at something we cannot cope with (26) _____ reassure ourselves that we can. We also laugh at a tragic reality until we feel strong (27) _____ to accept it.

Our adjustment to the world can (28) _____ measured by our capacity to laugh. When we are confident about (29) _____, we can poke fun at our weaknesses. (30) _____ we can laugh at our anxieties, we will not be controlled by them. It is only then, when we have made peace with our anxieties, we will have the power to laugh out loud all we can.

ANSWER KEY

1. than
2. when
3. such
4. Between
5. will
6. is
7. or/and
8. have
9. who/that
10. a
11. are
12. As
13. us
14. both
15. most
16. that
17. some
18. Another
19. is
20. that/which
21. It/This/Laughing/Laughter
22. however/though
23. not
24. only
25. during/in
26. to
27. enough
28. be
29. ourselves
30. If/When

APPENDIX B

CLOZE TEST 2

"THE ARAPESH"

NAME AND SURNAME:_____ TIME: 25 MINUTES
CLASS CODE : _____ TOTAL: _____ / 30 PTS

Read the text and fill in each of the numbered blanks in the following passage.
Use only ONE word in each blank.

All societies have different values and beliefs. This difference is even greater when primitive societies are compared to modern societies. The Arapesh, a tribal society in Papua New Guinea, is quite (1) _____ interesting example of this difference. Arapesh life is set around the way that women and men share responsibilities for a common living . (2) _____ living is loving, caring and directed away from personal needs . It is a culture in (3) _____ men and women do not have different roles. (4) _____ something needs to be done, it is done and it doesn't matter who does it; the responsibility (5) _____ equally shared.

To the Arapesh, sharing the responsibility is (6) _____ natural that they don't question their role. Cooking everyday food and bringing firewood are women's work. Preparing the fire and hunting are men's work. Taking care of children is not (7) _____ the woman's work as it would be expected; it is the work of (8) _____ partners. If the wife's task is far (9) _____ important, the husband takes care of the baby.

The Arapesh do not consider their needs as important as the needs of (10) _____; i.e., those who are not old or strong (11) _____ to take care of themselves. They would (12) _____ neglect their own lives than see people in need suffer. Parenthood, (13) _____, is something which is different in this culture. The parents, (14) _____ aim is to teach their children what they know about the world, have no extreme demands from the child. They don't expect (15)_____ from the child but for him to understand his own culture. For them, the child is not a way to guarantee that the family's name will be carried (16) _____ to future generations. The parents do (17) _____ see children as a way to continue (18) _____ existence.

In certain cultures, the child is simply an object, perhaps the (19) _____ valuable of all. Parents are very proud (20)_____ their children in such cultures. (21) _____, an idea like that is meaningless to the Arapesh. To them, what is important (22) _____ the child's understanding of his culture. Therefore, they try to avoid (23) _____ the child as a simple possession.

The Arapesh believe that the world is a place that must (24) _____ developed. One (25) _____ easily see that this isn't for themselves only; rather, the purpose is (26) _____ have cooperation and love between (27) _____ the groups in the community: the young and the old, or the rich and the poor. From this whole attitude, one understands many of the Arapesh characteristics which have (28) _____ present in this culture for years: the lack (29) _____ conflict between the old and young, jealousy or envy, and the emphasis on cooperation. One cannot predict what the years ahead (30) _____ bring to this culture of love and friendship. We can only hope that the future generations inherit some of the wonderful characteristics that make up the Arapesh culture.

ANSWER KEY

1. an / one
2. This / common
3. which
4. If/when
5. is
6. so
7. only / just
8. both
9. more
10. others
11. enough
12. rather
13. too
14. whose
15. anything
16. on
17. not
18. their
19. most
20. of
21. However
22. is
23. seeing / treating / regarding
24. be
25. can
26. to
27. all
28. been
29. of
30. will / can

APPENDIX C

DIALOGUE COMPLETION TEST

NAME : _____ **TIME : 25 MINUTES**
CLASS CODE: _____ **TOTAL : _____ / 30 POINTS**

DIALOGUE COMPLETION
Complete the blanks in the following exchanges to make meaningful and grammatically correct sentences. You will use between 1-4 words to complete the blanks.

e.g. A: Did you hear that Jane is getting married.
B: You ***must be*** joking! She is too young to get married.

1. A: Did you see all of your friends at the party?
   B: No, when I got there, they _____ the party already.

2. A: Did you manage to get the job?
   B: Unfortunately no. They thought I wasn't _____ for the job.

3. A: The teacher should have given us more time.
   B: You are right. There was _____time that I couldn't answer all of the questions.

4. A: Are those trousers right for your size?
   B: Yes, these are not as tight as _____ you gave me before.

5. A: Your coach must have felt very proud after the match.
   B: Yes, he was very_____ my performance and he thanked me.

6. A: We won't pass the test if we work like this.
   B: You are right. We must study much harder in _____ pass the test.

7. A: I think I saw you and Jane at the theatre on Saturday.
   B: That's impossible. You _____ somebody else there because we stayed at home all day on Saturday.

8. A: Can you do me a favor? These suitcases have _____ carried to the rooms before 12.00 but I don't have much time.
   B: No problem. I'll carry them for you.

9. A: How did the interview go?
   B: They said they liked my acting _____ they decided to give the part to a more experienced actress.

10. A: I've had enough with your complaints! If I hear _____ complaint, I'll ask you to leave.
    B: I wasn't complaining. I'm just a bit worried, that's all.

11. A: You shouldn't have said anything about that to her.
    B: Well, if _____ me earlier, I would have kept quiet.

12. A: Do you usually get _____ your sister?.
    B: Yes, we have a very close relationship and we always think the same about everything.

13. A: How _____ been since you last saw him?
    B: I can't remember, probably two months.

14. A: What time did you set off?
    B: When I got there, _____ ready so I ended up waiting for everyone to get ready . It was 10.30 when we left.

15. A: Did you know he was so young?
    B: I knew he was young, but he looked even _____ I had expected.

16. A: We'll go when you finish your work.
    B: OK. I've finished _____ it, but if you wait five more minutes, I'll finish it completely.

17. A: I can't remember meeting that girl before.
    B: She is the _____ met at Tom's party.

18. A: Stop worrying, will you? You are not _____ with problems.
    B: Look, I know other people have problems too, but I'm sure they are not like mine.

19. A: Shall I buy the dress or the skirt?
    B: Why don't you buy _____ ? You'll need a lot of clothes for the new job, anyway.

20. A: Her husband is very unsociable, isn't he?
    B: Not with us anymore, but he _____ talks to people he doesn't know much.

21. A: I am planning to stay here for two days.
    B: You _____ with us as long as you want.

22. A: Let's go to a different restaurant today.
    B: Why don't we go to a _____ can eat some seafood?

23. A: She probably forgot your birthday. Don't worry.
    B: Yes, but what matters _____ didn't call me.

24. A: I called you to explain what happened yesterday.
    B: I don't want an explanation. Your attitude was horrible. Shouting like that was the _____ thing to do at such a moment.

25. A: Look, I made this vase all _____. Can you believe it?
    B: Surely, someone helped you with it! It looks so professional.

26. A: What sort of facilities do you have in the hotel?
    B: Well, we have a gym and a conference room. _____ those, we have a big wedding hall.

27. A: Why didn't she come to our wedding party?
    B: She was upset because she _____ sent an invitation.

28. A: Please don't leave before I call you.
    B: OK, I'll wait _____ you call and then I'll leave.

29. A: Did you forget to lock the door before you left the house?
B: No, I clearly remember _____ it, but I don't know how the thief got in.

30. A: Why don't you come with us to the lake?
B: Thanks, but I'd _____ at home than go to the lake today.

ANSWER KEY

1. had left
2. good/qualified enough for (suitable for)
3. so little time
4. the ones
5. impressed / pleased / happy with...
6. order to
7. must have seen
8. to be carried/ taken
9. but
10. another / one more
11. you had warned
12. on (well) with
13. has it been/is it
14. nobody was
15. younger than
16. most / half of / almost all of it
17. the girl / one (who) I/ we
18. the only person / one
19. both of
20. hardly (ever) / rarely / never
21. can stay with
22. place / restaurant where we
23. is (that) she
24. rudest / most horrible...
25. by myself / on my own
26. In addition
27. was not / had not been
28. until
29. locking
30. rather stay/sleep/study

APPENDIX D

THINK-ALOUD PROTOCOL

NAME : _____
CLASS : _____
DATE : _____

GENERAL WAY OF DEALING WITH CLOZE TESTS	
• • • • • • • • • • •	
FOCUS ON MEANING	
CLARIFICATION / VERIFICATION	
1. Seeks overall schema	
2. Tries to understand the meaning of paragraphs	
3. Reads through a single blank to establish context	
4. Translates into L1 to understand context	
5. Confirms the answer by looking at the answer on a wider scale (sentence/paragraph or whole text)	
INDUCTIVE INFERENCING	
6. Infers meaning of unknown vocabulary from cognates	
7. Infers meaning of unknown vocabulary from context	
8. Infers meaning equivalent of missing word	
9. Infers meaning on the basis of its sound	
10. Practises referencing	

FOCUS ON FORM	
DEDUCTIVE INFERENCING	
11. Uses grammatical rules for the missing word	
12. Compares the item in the missing blank to one already known	
13. Analyzes the sentence structure surrounding the blank	
14. Classifies the item in the missing blank according to form	
15. Compares the item in the missing blank to L1 equivalent	
MONITORING	
16. Monitors choice of grammar (self-checks / self-corrects)	
17. Monitors sound (tests a possible sound / a number of options)	
18. Monitors the appropriateness of possible answer (rereads and makes changes to the form)	

APPENDIX E

THINK-ALOUD TAPESCRIPTS

SUBJECT A

***R= Researcher**

GENEL BÖLÜM

A= Hocalar hep okuyun diyor, ama ben paragraf paragraf okuyorum. Zor geliyor hepsi birden.

R= Bir paragrafı okuyup, onu yapıp sonra öbürünü mü yapıyorsun?

A= Evet. Mesela, belli kalıplar var. "most"u görüp, önüne "the" gelir. Onları görünce hemen yapıyorum okumadan. Ama yapamadıklarımı okuyorum. Bütününe bakıyorum. Sonra yerlerine koyuyorum.

R= Sonra öbür paragrafı okuyorsun. Peki, cümle cümle okuyup, cümleler arasındaki ilişkiyi anlamaya çalışıyor musun?

A= Tabi, cümleleri okuyorum. Anlamadıysam, bir önceki, bir sonraki cümleyi de okuyorum.

R= En çok ne yardımcı oluyor cloze test yaparken?

A= "Preposition"lar, bağlaçlar.

R=Nasıl yardım alıyorsun "text"ten peki?

A= "Tense"ten, "preposition"dan

R= "Blank"in etrafındaki kelimelerden?

A= Tabi.

R= Boşluğu doldurduktan sonra tekrar okuyor musun, boşluk dolu halde?

A= Sonunda evet.

R= Sesine bakıyor musun?

A= Evet, kulağıma iyi geliyor mu diye.

R= Peki, sence cloze testler zor mu?

A= "Upper"da zor.

R= Nesi sence zorluyor?

A= Bilmediğim kelime sayısı fazla, çıkartamıyorum pasajın anlamını.

METİN İNCELEME

Burada "interesting"in önüne "an"(1) gelecek. "Interesting" bir sıfat çünkü. "This"(2) living diye attım ikincisini. It's a culture in "between"(3) diye attım. "Man and women" diye görünce. İkisinin arasında olsa, olsa "between"dir dedim. Bir karşılaştırma olabilir diye. (Parçayı okuyor) "When" (4) kulağıma uygun geliyor. Bir bağlaç gelmesi lazım. Benim bildiğim şeyler var mesela, "however"dan sonra virgül gelir. Bazı kalıplar var. O yüzden onu oraya uygun görmüşüm. "The responsibility 'is'(5) equally shared." Oraya bir tane "verb" gelmesi lazım. "Is" işte. "Responsibility"den dolayı. (Parçayı okuyor) "Is"den sonra sıfat gelmiş. "a"(6) olması lazım. (Parçayı okuyor) "Is not 'only'(7) the woman's work". Cümlenin gidişinden öyle geldi. Sadece kadının görevi değil diye düşündüm. (Parçayı okuyor) "'Very' 'important" olması lazım ama aşırı derecede diye düşündüm, o yüzden "too"(9) yu koydum. (Parçayı okuyor) "The needs of 'others'(10). O da bir sallama. Kendi ihtiyaçlarını değil diyor, diğerlerinin ki olabilir. Genel bir şeyden konuşuluyor. Ben, sen demiyor.

"Those who are not strong 'have'" (11) to diye düşündüm, "to" dan yola çıktım. Diğer cümlede hiçbir şey bulamadım. Olumsuz bir cümle diye olsa diye düşündüm. "Passive" olabilir dedim ama değilmiş. O yüzden "not" (12) koydum. Bir bağlaç olabilir sonrakinde "but"(13). Oraya bir preposition olmaz, virgüller var. "The parents 'whose'(14) aims" oluyor, iki cümleyi bağlamış. (Parçayı okuyor) "They don't expect 'anything'(15) from the child except(yanlış okuyor) to... " diye düşündüm. "From" var, iki "preposition" olmaz, "anything" diye düşündüm. Sonraki, "carried 'out' (16), "carried 'out'" alır. (Parçayı okuyor) "Parents do 'not'(17), gerisinde "verb" var. Akışından da belli. Olumsuz bir cümle bu. "'Their'(18) existence" yani onların, "parents"ların olması lazım. (Parçayı okuyor). Bu "'the' most" (19) olması lazım. Öbürü "proud 'of'(20)". Bu bir kalıp. "However"(21), virgül olduğu için. "Important" 'for'(22) the child", çocuk için. "Avoid 'of'(23), kulak dolgusu. Mantığı yok. (Parçayı okuyor) "Must 'be'(24) developed", "passive" cümle. Bu "can"(25) , kendim yapamadım ama. "The purpose is 'to'(26) have", "have"den önce "to" gelir diye. Sıfat falan gelemez. "The"(27) groups, bir cümle başlangıcı. (Parçayı okuyor) "...which have 'been'(28) present for"dan dolayı tense bu. "Lack 'of' (29). "One cannot predict what the future 'will'(30) bring". Gelecek

B= İlk direk okumaya başlıyorum. Ondan sonra "blank"lere yaklaşınca, önündeki ve arkasındaki sözcüklere bakıyorum

R= Peki bütün metni okuyor musun?

B= Okumuyorum bütün metni.

R= Paragraf paragraf mı okuyorsun?

B= Daha çok cümle cümle okuyorum. Anlamazsam ilk okuduğum cümleden, zaten her yaptığım cevaptan kesin emim olmuyorum. Direk bir de kulak dolgunluğundan yapıyorum. Kullanılan cümlelerden okuyunca kendiliğinden geliyormuş gibi oluyor.Başlayıp da devam ederken, kendi aklımdan söylüyorum ve yazıyorum. Çıkartamazsam da, bir sonra ki cümleyi okuyorum.

R= Boşluğu doldurduktan sonra tekrar okuyor musun, boşluk dolu halde?

B= Her zaman değil. Emin olmadıklarımı 3 kere dolduruyorum, beş kere dolduruyorum.

R= "Blank"leri doldururken en çok ne yardımcı oluyor sana?

B= Noktalama işaretleri yardımcı oluyor. Bir de arkasından gelen sözcük, ondan sonra nasıl bir sözcük gelir diye soruyorum kendime. Nasıl eksik, nasıl tam anlamda bir cümle olur.

R= Peki, genel olarak sence cloze testler zor mu?

B= Zor çünkü hocalarımızın da dediği gibi her şeyi test etmesi.

R= Peki zor olan kısmı ne sence?

B= Birden abandone oluyorsunuz. Ben okuduğumda oraya gelebilecek üç şey birden düşünüyorum. Onları elemeye çalışıyorum sonra ve bu kulağa güzel gelmesi hadisesi var. Ondan da yapılan şeyler daha önce duyduğum cümleler gibi, kullanılan tanımlamalar, sözcükler, falan. Böyle bir şey var diye yapıyorum. Bir de, bunda bir kelime yazın diyor ama her şeyi test ediyor.

R= Peki pratik yaparak daha iyi olunabilir mi?

B= Tabi, bütün "cloze"lar aynı formda çıkıyor gibi geliyor bana. Her zaman aynı üç cümlesi var gibi, mesela. Çoğu zaman tanıdığım cümleyi yazıp geçiyorum düşünmeden. Üstünden iki kere okumuyorum, arkasındaki veya önündeki cümleye bakmıyorum. Kulak aşinalığı da var.

METİN İNCELEME

(Parçayı okuyor) "'an' interesting" diye düşündüm. "Is" var bir de "interesting" var. "An"(1) olabilir. (Parçayı okuyor) Yapamamışım burada. "Living"(2) den bahsettiği için onunla alakalı olmalı ama yapamadım. (Parçayı okuyor) Burada ikisinden de bahsediyor, o yüzden "both"(3) olmalı. Burada (Parçayı okuyor) bir şeyin yapılması gerekli, yani eğer, "if"(4) kullandım burada. Burada da "responsibility" eşit paylaşıldığı için "is"(5) diye düşündüm. (Parçayı okuyor). Ben bu tek heceli "the", "a" gibi kelimelerde yanılgıya düşüyorum. Hangisi kulağıma hoş geliyorsa onu koyuyorum. "Blank"den sonra "natural" geldiği için, özel bir şey olmadığı için "a"(6) dedim

(Parçayı okuyor, tekrar okuyor). Burada cümle olumsuz "is not blank the woman's work...." "Is not"dan yola çıkarak, biraz da Türkçe düşünerek "only"(7) koydum. Yani, sadece kadınların işi değil. Bir sonraki cümlede de zaten diyor ki "parents" (yanlış görüyor kelimeyi), yani "parents"ların görevi. (Parçayı okuyor) Mesela burada "far"ın tam kullanılış anlamını bilmediğim için tam emin olamıyorum bu cümleden. "Far 'of'"(9) yazmışım. (Parçayı okuyor) Bunda da "family"(10) yazmışım ama benim anladığım kadarıyla kendi ihtiyaçları, bir topluluk olarak düşündüm, ailelerin kadar düşündüm. (Parçayı okuyor) Buradaki sıfatlar "not old or strong", bir de burada "not" olduğu için "enough"(11) koydum buraya. Yeteri kadar değil anlamına gelmesi için (tekrar okuyor). Burada cümlenin akışından yola çıktım "not"(12) koydum ama pek yapamadım. Bu "however"(13) dedim, (tekrar okuyor) noktalama işaretinden öyle düşündüm. Annelik, babalık bir şey olsa da değişmez anlamında kullandım, "who"(14). (Parçayı okuyor) Bu cümle böyle gitmese de anlamlı oluyor, bunlar çıkartılır diye düşündüm ("non-defining relative clause" olarak düşünüyor, tekrar okuyor) "what they teach about the world" gerisini okumadım (cümleyi tam bitirmiyor). (Parçayı okuyor)"don't" olumsuzluk eki, "anything"(15) yani hiç bir şey beklemiyorlar çocuklarından. (16)"out, carried out", kulak dolgunluğu. Bilemediğim zaman böyle yapıyorum. "Phrasal verb" gibi. (Parçayı okuyor) Burası "do" olmasa her şey doğru ama bir boşluk var bir tek "not"(16) gelebilir. "Their"(17) onların, ailelerin, "parents" devam ettirecek bir şey olarak görmüyorlar. Burada da şeyden yaralandım (parçayı okuyor), "'the'(19) most", yani "the most", "the"sız kullanılmıyor ya "most", ondan. "Proud" da "proud 'of'(20)la kullanılıyor (tekrar okuyor).

(Parçayı okuyor) En zor bunlar geliyor, cümlenin başlangıcı olmuyor ben koymak zorundayım. Mesela bu cümleleri iki kere falan okuyarak yapıyorum. "However"(21) koymuşum (tekrar okuyor). Virgül var burada, cümle başlıyor, anlamına bakmam gerekiyor (tekrar okuyor), yani bu fikir anlamsız onlar için, fakat anlamında. (Parçayı okuyor) "for"(22) çocuklar için. "Avoid 'of'(23)" ikisi birlikte kullanılıyor. (Parçayı okuyor) Şunu "developed" diye görünce "passsive", "must 'be'(24) olacağına karar verdim. Öznesi olmayan bir cümle. One "can"(25) anlamamıştım ama. (Parçayı okuyor)"Is blank have" araya bir şey gelecek, ikinci cümle olarak atacak onu diye düşündüm, "which..."(26) dedim. "Four"(27) dedim "groups" gibi "young, rich, old ve poor." (Parçayı okuyor). "Been"(28) var olacak, ileride de, bir "verb" gelecek sonuçta. Zaten kendiliğinden çıkıyor yaparken. "Lack 'of'(29)" yine bir "phrase" (tekrar okuyor). Gelecek onlara ne getirecek diyor, (parçayı okuyor), "future" var, "will"(30) dedim.

SUBJECT C

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

C= İlk başta cümleyi okuyorum. Baştan sona okumam gerekiyor ama onu yapmıyorum, bir an önce bitirme telaşıyla. Genelde sesine bakıyorum, kulağa hoş geliyor mu diye. Anlamını da düşünüyorum. Ama mesela "noun"dan önce "adjective" gelir mesela, onları kaçırdığım çok oluyor. Genelde sesine ve anlamına göre yapıyorum.

R= Tümünü okumuyorum dedin, paragraf paragraf mı okuyorsun?

C= Evet, tümünü okumuyorum zaman yetişmeyecek diye, sınav paniğiyle ama o zaman da yanlış çok çıkıyor.

R= Peki doldurduktan sonra tekrar cümleyi tamamlanmış haliyle okuyor musun?

C= Zaman kalırsa okuyorum.

R= Sence zor mu cloze testler?

C= Evet, ben zorlanıyorum

R= Niye peki. Diğer testlerden farkı nedir o zaman?

C= Biz alışmışız mesela kelimeler veriliyor, bunu cümlenin içine yerleştir, veya "tense"ini değiştirmeye ama hiç ortada olmayan bir kelimeyi yerleştirmek zor. Biraz da kelime eksikliğinden kaynaklandığını düşünüyorum, ya da mesela "noun"dan önce ne gelir, bu tip şeyleri bilmemekten kaynaklanıyor, gramer kurallarının eksikliğinden kaynaklanıyor. Bir de olmayan kelime işte. Bir tek ben değil, bütün arkadaşlarım sınavda cloze test var denince ürküyor.

R= Peki sence cloze testi iyi yapmak için ne yapmak gerekiyor sence?

C= Her şeyi kapsıyor bence, gramer lazım neyi nereye koymak lazım, "reading" yapmak lazım, pasajın anlamını bilmeden hiç yapılmıyor, kelime de gerekiyor. Bazen, çok ender de olsa, "vocabulary" soruyorlar.

METİN İNCELEME

C= (Parçayı okuyor) 'an'(1) yazdım çünkü bir tane ilginç örnek gibi. Hem anlamından, hem kulağa uygun. (Parçayı okuyor) 'Their' (2) aslında pek

doğru olduğunu sanmıyorum, sanırım yanlış. Türkçe düşündüm onların yaşamları diye. (Parçayı okuyor) in 'which'(3) (parçayı okuyor) ama emin olmadan yaptım. (Parçayı okuyor) "'it'(4) something done" diye bir şey olmaz, şimdi daha iyi görüyorum yanlışlarımı, tahminle yaptım, çok bilinçli değil. "'At'(5) equally shared dedim, yine Türkçe düşündüm, eşit paylaşım diye düşündüm. Anlamdan çıkarmaya çalıştım. (Parçayı okuyor) 'too'(6) dedim, oldukça anlamında kullandım. (Parçayı okuyor) "'as'(7) the woman's work" yani as...as kalıbı burada. (Parçayı okuyor) 'the'(8) ama olmaz herhalde, "'their' partners"mı acaba? (Parçayı okuyor) "far 'away'(9) bir kalıp. (Parçayı okuyor) 'life'(10), yine anlamdan çıkarmaya çalıştım (anlamını açıklayamıyor). Burada 'enough'(11) dedim, yani yeterince diye. (12, 13, 14'ü yapamamış) Burada anlamı çıkaramadım, kopuk kopuk geliyor, hepsini okumak lazım işte. (Parçayı okuyor) "expect 'on'(15), (tekrar okuyor), kalıp olarak düşündüm. (16, 17, 18'i yapamamış) Burayı da anlamadım. (Parçayı okuyor) "The 'most'(19) valuable", hem anlamdan hem "the"dan. "'proud 'of'(20) alır. (Parçayı okuyor) 'However'(21), virgülden çıkardım. Büyük harf, virgül. (Parçayı okuyor) "what is important 'for'(22)", anlamdan, çocuklar için. (Parçayı okuyor) "try to avoid 'to'(23), sanırım o da yanlış. (Parçayı okuyor) "must 'be'(24) developed" gelişmeli diye. (25, 26, 27, 28 yok) Buralar ne geleceğini bilmiyorum. (Parçayı okuyor) "lack 'of'(29), bu belli. (Parçayı okuyor) "future 'is' bring", cümleyi tamamlama açısından.

BİTİŞ

R= Genel olarak nasıl çalışıyorsun cloze test için?

C= Özel bir şey yapmıyorum. Bilmiyorum belki bol bol cloze test yapmakla herhalde edilinir teknik çünkü her şeyi kapsıyor ve zor buluyorum ben. Bir tekniği var mı bilmiyorum ama mutlaka vardır.

SUBJECT D

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

D= Hocalarımızın hepsi ilk okuyun diyor ama ben okumuyorum. Direk başlıyorum.

R= Paragrafları okuyor musun?

D= Hayır, direk "blank"leri dolduruyorum.

R= "Blank"i doldurduktan sonra geri dönüp okuyor musun?

D= Evet.

R= Sence cloze testler kolay mı, zor mu? Nasıl buluyorsun?

D= Bence zor.

R= Nesi zor, nesi farklı o zaman diğer testlerden?

D= Tam olarak anlayamadığım için olabilir.

R= Ne yazacağını mı?

D= Hayır, o değil. "Text"i anlamadığım zamanlar oluyor, o zaman zorlanıyorum.

R= Sence cloze testi yapabilmek için neler yapmak lazım?

D= Bence okuma yapmak, böylece kalıpları görmüş oluyoruz. En azından göz dolgunluğu oluyor.

METİN İNCELEME

D= (Parçayı okuyor) 'an'(1) dedim, bir "preposition" düşünmüşüm, onu koymuşum. (Parçayı okuyor) "'sometimes'(2) living is loving", zaman kavramını düşünerek dedim. Üçüncü de 'where'(3), bir yeri belirttiği için orada. Sonra 'having'(4) (parçayı okuyor), "having something' gramer olarak doğru geldi. Beşe 'is'(5) dedim, "noun"dan sonra "is" gelir. (Parçayı okuyor) "is 'a'(6)", a "natural"a baktım. (Parçayı okuyor), cümle anlamına bakarak, sadece kadınların değil o iş diye 'only'(7) koydum. (Parçayı okuyor) "It is the work of 'both'(8) partners, yani her ikisinin. (9)"and", far ve "important"ı birleştirdim. (10) 'them', burada "Arapesh" olarak aldım. (11 yok). Burayı anlamadım. (Parçayı okuyor) "would 'choose'(12) ama anlamadan yaptım. (13 yok) Buraya "however", "although" gibi bir "linker" düşündüm, herhalde öyle, iki virgül arasında. On dörde 'whose'(14), yani "parents"ı anlatıyor. (Parçayı okuyor)."expect 'away'(15)" bir kalıp gibi, ama değil. (Parçayı okuyor) "carried 'out'(16)" alıyor. (17)çocukları nasıl görüyorlar 'how', bir de 'their'(18), onların "existence"ı. (19 yok) Bunu yapamadım ama "most" olmalı, "the" var. (Parçayı okuyor) "proud 'of'(20)" bir kalıp. (21) 'but', boşluk bırakmamak için koymuştum. (Parçayı okuyor) cümlenin anlamına bakarak, "culture" hakkında yani, 'about'(22). (23) "avoid 'of', ondan kaçınmak. (Parçayı okuyor) "must 'be'(24) developed", gelişmiş olmalı. "One 'thing'(25) yukarıda belirtilen şeylerden biri. (Parçayı okuyor) "'each' (27) the group",

"groups"dan yola çıktım. (Parçayı okuyor)"'own'(28) present", onların şimdiki duruma. "Lack 'of'(29) bir yerden aklımda kalmıştı. Son 'will'(30), "future"un neler getireceği.

SUBJECT E

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

E= Önce hiç doldurmadan sonuna kadar okuyorum. Sonra başa dönüp doldurmaya başlıyorum. Zamanım kalırsa kontrol ederek gidiyorum. Bir önceki, bir sonraki cümlesine bakıyorum.

R= Doldurduktan sonra hemen okuyor musun?

E= Tabi, deneyerek yapıyorum zaten. Yazdığımı mutlaka okuyorum tekrar, kulak dolgunluğu çok etkiliyor. Yapamadığım mutlaka oluyor, geri dönüyorum.

R= Peki sence cloze testler kolay mı, zor mu?

E= Biraz zor ama ben çok yaralı olduğuna inanıyorum.

R= Nesi zor peki, diğer testlerden farkı ne?

E= Testlerde mutlaka bir kelime oluyor, formunu veya "tense"ini değiştiriyoruz ama bunda tamamen yeteneğimize kalmış olduğunu düşünüyorum. Onun için bu da zorluk getiriyor.

R= Peki cloze testi iyi yapabilmek için ne yapmak lazım sence?

E= Grameri bilmek ama esas "reading" yapmak bence, kulak dolgunluğuna çok inanıyorum ben.

METİN İNCELEME

E= (Parçayı okuyor) "is"den sonra tekil olduğunu belirtmek için 'an'(1) koydum, birde sesli harf. (Parçayı okuyor) "man" ve "woman"dan bahsettiği için ortak, 'their'(2) koydum. (Parçayı okuyor) Buraya 'the' koymamın sebebi, bir önceki cümlede "man" ve "woman"dan bahsettiği için, tekrar belirtmek için "the"(3) koydum. Burayı 'they'(4) koydum, yine "man" ve "woman"ı düşünerek. (Parçayı okuyor) "'For'(5) equally shared, cümlenin anlamına göre, eşitliği paylaşmak için diye düşündüm, için yani. (6 yok) Burada konsantre olamadım, ben gününde olaya inanıyorum, o gün pek günümde değildim. (Parçayı okuyor)."is not 'only'(7) koydum çünkü devamında "husband"dan bahsediyor. Sadece bayanların görevi değil. Burada cümleyi anladım, onun için koydum. Hem sonraki cümleden de, hem sonuna kadar okudum. 'both'u(8) yaptıktan sonra, tersten başladım burada. Burada "'more'(9) important then"i gördüm (yanlış okuyor, "then"i "than" olarak algılıyor). (Parçayı okuyor) Burada cümlenin başını anladın, sadece kendilerini düşünmediklerini, o yüzden 'other'(10) koydu. Sonra da "example" var. 'Help' (11) yazdım, kulak dolgunluğu. On ikiyi "passive" olarak düşündüm 'be'(12) dedim, bu da kulak dolgunluğu. (Parçayı okuyor) Burada noktalama işaretine göre, "although"13) ve "however"ı anladığımı düşünüyorum. (Parçayı okuyor) Burada da "whose"(14), "relative clause", tanımladığını, belirtmek istediği için. (Parçayı okuyor) "They don't expect 'anything'(15)i olumsuz olduğu için koydum. (Parçayı okuyor) "carried 'on'(16), onların taşımalarını, kulak dolgunluğuyla yaptım. (17, 18 yok) Bunlara dönerdim sonra. Burada, cümleyi anladım, aile değerleri "'family' (19) valuable"

(Parçayı okuyor) "Proud 'of'(20), bu kalıbı biliyordum. Yirmi bir de virgülü gördüğüm için yazdım 'however"(21)ı. (Parçayı okuyor) "'to'(22) the child, "for", için anlamı kattığı için. (Parçayı okuyor) "Avoid 'from'u bildiğim için yaptım. (Parçayı okuyor) 'be'(24) "passive" burada. "One 'thing'(25), sonra açıklanacak bu "thing" diye düşündüm. (26 yok) Burayı anlamadım. "'Each'(27) the groups" gördüm "groups"u. (Parçayı okuyor) "Which have 'been' kulak dolgunluğuyla. "The 'lack'(29) of" kalıbını biliyorum. (Parçayı okuyor) "Future"ı gördüğüm için 'will'(30) koydum.

R= Peki sen belli bir şekilde çalışıyor musun cloze teste?

E= Alıştırma kitaplarım var, onları çözüyorum. Fazla çalışmıyorum çünkü konsantre ve gününde olmak önemli. Bir de "text"in anlaşılır olması lazım, şunun gibi. Bazılarını hiç anlamıyorum, bilmediğim çok kelime oluyor ama bunu anlayarak yaptım.

SUBJECT F

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

F= İlk şey, cloze testin uzunluğuna bakıyorum, kaç tane boşluk olduğuna. Sonra en baştan okumaya başlıyorum cloze testi. Eğer hiç aklıma gelmiyorsa o "blank"e ne geleceği, formunu bilsem bile, "preposition" falan gibi geçiyorum ama bilirsem direk yazıyorum. Üç, dört boşluk doldurabilirsem böyle, hepsini okumuyorum, sonra başa dönüyorum.

R= Yani başa dönüyorum dediğin bütün "text"i mi yoksa paragrafları mı okuyorsun?

F= Sadece paragrafı ele alıyorum.

R= "Text"in zorluğuna sen kara veriyorsun yani.

F= Evet, mesela "linker"lar zor oluyor, pek kelime istemiyorlar ama olursa onlar zor oluyor.

R= Boşlukları doldurduktan sonra tekrar okuyor musun, kulağına nasıl geliyor diye?

F= Evet okuyorum, cümleyi sonra başa dönmüyorum.

R= Peki, cloze test kolay mı, zor mu sana göre?

F= Genel olarak değil ama bu zordu.

METİN İNCELEME

F= (Parçayı okuyor) Burada bir "article"ın gerekli olduğunu düşündüm, kulağıma öyle geldi, "'an'(1) interesting example", "interesting example" yardımcı oldu. (Parçayı okuyor) "'Common'(2) living", burada bir önceki cümlede "common living" dediği için, ben tekrar onun açıklamasını yapıyor diye düşündüm, bir önceki cümleye bağladım. (Parçayı okuyor) "'in 'that'(3)", buraya ya "which" diyecektim ya da "that". Kulağıma "that" daha hoş geldi. 'If'(4) dedim, bir şeye ihtiyaç olunca diye gördüm. Cümlenin gidiş hattı da onu gösteriyordu. Burada da cümlenin fiili yok, başka bir şey olamazdı, 'is'(5) dedim. (Parçayı okuyor) "'so'(6) natural", burada bir vurgu var. O kadar doğal ki, Türkçe düşündüm biraz, anlamını düşündüm. (Parçayı okuyor) Burada da vurgu gibi bir şey, 'only' (7), sadece anlamında. Bunu sallamışım, "of"dan

sonra bir "article" gelmesi gerektiğini düşünmüşüm. O yüzden 'the'(8) demiştim. (Parçayı okuyor) 'more'(9), cümlenin genel anlamına göre yaptım. Tüm cümleyi okuduktan sonra karar verdim çünkü kadının işi daha önemliyse, bebekle erkek ilgilenir. (Parçayı okuyor) 'others'(10), diğer milletlerin, "those" Araplar, onlarla eş değer olan kabileler, bir sonra ki cümlede diğer kabilelerden bahsediyor. (Parçayı okuyor). Burasını sallamışım, anlamı yok, 'have'(11). "They would 'not'(12) dedim ama kelimenin anlamını bilmiyorum (neglect), o zorladı. Ya bir "always" gibi araya giren bir şey ya da "not" gelecek diye düşünmüşüm. On dördü yapamadım. Burada bir "example" olacak galiba, yani sadece o kelimeyi istiyor, "specific" bir kelime, o anda aklıma hiç öyle bir kelime gelmedi. "Parenthood"la eş anlama gelen bir kelime olabilir (13). (Parçayı okuyor) 'whose'(14), "relative clause" olması gerektiğini düşündüm, kişiyi "refers" edeceği için. (Parçayı okuyor) 'much'(15), çocuktan fazla bir şey beklemediklerini söylüyor, cümlenin gidiş hattına göre. (Parçayı okuyor) Aslında burası 'next'(16) olmayacak ama, yani bir sonraki kelimesini bulamadım. "Parents do 'not'(17) olumsuzluk anlamı için kullandım, iki fiilin arasına girmiş. 'Their'(18), varoluşlarını devam ettirmek için, Türkiye deki gibi, soyadı devam ettirmek onlar gibi düşünmüyorlar. Bağlantı var 'not' ve 'their' arasında. (Parçayı okuyor) 'most'(19), burada tüm cümleye göre kara vermedim. "Valuable" , en değerli gibi. Burada "proud"un arkasından zaten 'of'(20) gelmesi lazım. 'However'(21) da bu durumda, yani virgülden anladım. Böyle bir cümle gördükten sonra, boşluğun sonunda virgül var, "however" yazıyorum. Burada bir benzetme var, 'like' (22), ama aslında pek anlamadım bu cümleyi. Yirmi üçü yapamadım (23) ama bir "preposition" gerek galiba, "of", "form" belki.

(Parçayı okuyor) "must 'be'(24), "passive" kullanmış. "One 'can'(25) easily see...", ben "one" kelimesi bir insanın yerini tutuyor diye düşündüm. "Can"i de "see"den önce yine bir "modal verb" gelmesi gerektiğini düşündüm. (Parçayı okuyor) Bu cümlede fiil zaten kullanılmış, "have" dediği için, "'to'(26) have", yani kalıp olarak. 'Other'(27) demişim. Aslında "the other groups" olması gerekir dedim ama başka kelime bulamadım. Kulağa hoş gelmiyor bu, saçma olmuş. (Parçayı okuyor) 'a'(28) demişim. Bir "article" eksikliği düşündüm, "a present", hediye. "Lack 'of'(29), bunu biliyorum böyle kullanıldığını. (Parçayı okuyor) Burada gelecekten bahsettiği için "future tense" olacağını düşündüm).

BİTİŞ

R= Peki sen cloze testlere özel olarak çalışıyor musun?

F= Yo, hayır. Çalışarak nasıl yapılır bilemiyorum. Sınıfta yapıyoruz, onlar yeterli oluyor. Bir de çalışarak gelişecek bir şey olarak görmüyorum. Sınıfta yaptığımız "reading"ler, "listening"ler İngilizce'nin ilerlemesiyle ilgili bir şey cloze test. O yüzden eğer iyiyse, bu da ona paralel olarak iyileşecektir. İngilizce'si iyi olan bir insanın cloze test yapamaması mümkün değildir.

R= Sen "reading", "listening"den bahsettin. Sence bu tip şeyler mi yoksa gramer çalışıp kelime bilmek mi önemli?

F= bence "reading" önemli. Genelde kulak aşinalığı, cümlenin gelişi. Burada beş veya altı tanesi sadece gramer, bir ikisi kelime ama gerisi cümleden çıkarılabilecek şeyler.

R= Cümleden çıkarmak dediğin?

F= Onlar bir kısmı, geliştirebilecek kısmı ufak kısmı, gramer gibi, çalışabilecek kısmı. Mesela "lack of", "proud of". Bu üçte birlik kısım. Gerisi İngilizce'nin gelişimine bağlı.

SUBJECT G

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

G= O baştan okuyun diyorlar ya, ben hiç okumuyorum. Hemen boşlukları doldurmaya başlıyorum, tahmin ettiğim şeylerle. Genelde pek emin olmuyorum ama yazdığımdan. Doğruysa doğrudur, yanlışsa yanlıştır.

R= Peki cümle cümle okuyor musun?

G= Evet cümle cümle okuyorum. Bir de cloze yaparken kopuyorum ben. Mesela o baştaki cümleyi okuyorum. İkinci cümleyi okurken baştaki cümleyi unutuyorum. Ona bağlı olarak okuyorum. Bu benim en büyük hatam. Genelde bunu yapınca yanlış yapıyorum. Sanki başka bir parçaya geçmişim gibi ikinci cümleyi okuyorum, yapıyorum ve yanlış çıkıyor genellikle.

R= "Blank"i doldururken ne yardımcı oluyor sana, neye bakıyorsun?

G= "Am, is are"lara bakıyorum. Tekil, çoğul, bir de noktalamaya bakıyorum. "However", "therefore" gibi.

R= Peki "blank"i doldurduktan sonra tekrara okuyor musun?

G= Evet.

R= Cloze teste özel bir şekilde çalışıyor musun?

G= Hayır. Şimdiye kadar hiç öyle bir şey yapmadım. Ben zaten normalde pek ders çalışmıyorum.

R= Cloze testler sence zor mu, kolay mı?

G= Bir bakıyorum çok iyi sonuçlar çıkarıyorum, bir bakıyorum iğrenç, hiç doğrum olmuyor.

R= farkı ne sence cloze testi diğer sınavlardan?

G= Bence pratik yapmadığından kaynaklanıyordur bu. Eve gidip hiç cloze test çözdüğüm olmadı. Pratik yapsam belki daha kolay olur benim için.

METİN İNCELEME

G= (Parçayı okuyor) 'An'(1) dedim, çünkü bir "interesting example" diye düşündüm. Doğru mu bilmiyorum. (Parçayı okuyor). Burada bir cümle var bir şey anlatmış. Daha sonra demiş ki "living is loving." Ben de çünkü diye düşündüm, üstteki cümleye bağladım. O yüzden 'because'(2) dedim. Yanlış olabilir. (Parçayı okuyor) Kadın ve erkek, ikisi de diye 'both'(3) dedim. Buraya (4) 'so' düşünmüştüm ama yazmamıştım. Olabilir ama olmaya da bilir. "So"dan önce nokta kullanılmıyordu, neyse. 'Is'(5) olacak herhalde çünkü "responsibility"den bahsediyor, eşit paylaşılır diyor. (Parçayı okuyor) Aslında buraya "more natural" diyecektim ama 'much'(6) yazmışım, neden bilmiyorum. Belki "much" çok olarak düşünmüşümdür, "natural" "uncountable". Bilmiyorum. (Parçayı okuyor) Şimdi ben buraya geçtim ya baştakini unuttum, hiç okumammış gibi davranıyorum şu anda. Bu benim en büyük hatam ama başaramıyorum. Baştaki cümleyle bunu bağdaştıramıyorum, onu okumamış gibi farzedip, ikinci cümleye geçiyorum.

(Parçayı okuyor) Burada çocuk bakımının sadece kadınlara ait bir şey olmadığını söylüyor. 'Only'(7) dedim. Bütün eşlerin işidir diye düşündüm, 'all'(8) dedim. (Parçayı okuyor) "far 'more'(9) important, then..." Burada "then" hatalı sanırım, "than" olması lazım (yanlış okuyor). Bu daha önemli yani. (Parçayı okuyor) (10 ve 11 yok) Önemsemezler onların ihtiyaçlarını diyor, ihtiyaçlarından önemli. Burayı anlamadım. Şuradaki ihtiyaçların önemi mi? Yapamadım. Neyse. On bir de, (düşünüyor) yaşlı ve güçlü olan diyor. Burada ne gerekli olduğunu anlayamadım. (Parçayı okuyor) "'be' (12) neglect" bunu salladım. "Neglect"i adjective olarak düşündüm. Bence değildir ama. (Parçayı okuyor) İki tane virgül var (13). Aa, "which" (tekrar okuyor). Yok değil. "Parents" için 'whose' koydum, onların. Çocuktan hiçbir şey beklemiyorlar diye düşündüm 'anything'(15) dedim. "Carry"i görünce 'out'(16) yazdım. Buradan sonra koptum zaten salladım hep böyle. Burada fiil vardı. O yüzden 'to'(17) koydum "to see" oldu. "Existence"ı devam ettirmek için, için diye 'for'(18) koydum. Buraya hiç bakmadım, şimdi bakıyorum. (Parçayı okuyor) "the 'childrens'(19) of all olabilir. "Proud 'of'(20) birlikte kullanılıyor. (Parçayı okuyor) 'However' burada. Aileleri çocukları için gurur duyuyorlarmış değişik kültürlerde fakat bir fikre göre. Yok, fakat olamaz. Bilmiyorum belki de virgül etkili oldu bunu kullanmama. (Parçayı okuyor) "'for'(22) the child's understanding". Önemli olan ne çocukların anlaması için şeklinde. (Parçayı okuyor) "avoid" la ilgili bir "phrasal verb" olması gerekli herhalde. "Avoid"un anlamını hatırlamıyorum. (Parçayı okuyor) 'be'(24), gelişmeli diye. "One 'reason'(25) easily see" sebep olmalı. (Parçayı okuyor) "is 'not'(26) have cooperation" mı olacak. Boşluk doldurmak için. "Is"le "have" arasında. "Passive"le ilgisi yok. (Parçayı okuyor) "Between 'all'(27) veya 'each'" diye

Ben sınavda veya derste baştan okusam, zaman kaybı olur. Zaten çok geç dolduruyorum öbür türlü hiç yapamam.

SUBJECT H

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

H= Önce baştan sona okuyorum. Sonra boş bırakılan yerleri anlamaya çalışıyorum. Yazan kişinin o cümleyle ne anlatmaya çalıştığını anlamaya çalışıyorum. Daha sonra oraya gelecek olan kelimenin türünü anlamaya çalışıyorum. Sonra tüm bunları birleştirip, tahminlerde bulunuyorum. Kelimenin ne tür olması gerektiğini, olumlu mu olumsuz mu olduğunu, cümlenin ne şekilde olduğunu, hepsini birleştirip bir tahminde bulunmaya çalışıyorum.

R= "Blank"leri doldururken ne yardımcı oluyor sana?

H= Paragrafı genel olarak okuyorum. Artı bir önceki, bir sonraki kelimeler, o cümlede eksik olan bir fiil veya başka şey eksikse onları kontrol ediyorum.

R= Doldurduğun zaman boşluğu tekrar okuyor musun, boşluk dolu haldeyken?

H= Evet. Kulağıma hoş geliyor mu, kulak tırmalıyor mu, mantıklı görüyor mu onu kontrol ediyorum.

R= Peki cloze testleri nasıl buluyorsun? Kolay mı, zor mu?

H= Zor bence çünkü çok fazla konsantre gerektiriyor. İnsanın dikkatinin dağılmaması gerekiyor. Ayrıca boşlukların dışındaki yerlerdeki kelimelerin anlaşılması gerekiyor. Cümleyi anlayamazsanız, o boşluğu doldurmak çok zor oluyor. Ne gerektiğini anlayamıyorsunuz.

R= Peki cloze test yapabilmek için ne yapmak lazım? Sen, mesela, özel bir şekilde çalışıyor musun?

H= Elimde "material" varsa evet. Ama daha çok cloze testte geçen kelimeler önemli. Belki cloze test çözdükçe değil de, kelime bilgim arttıkça herhalde daha kolay olacak.

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gördüm. Kültürün içinde geçen bir şeyin açıklaması var. (Parçayı okuyor) 'When'(4) dedim çünkü bir şeyin yapılma ihtiyacı olduğunda kimin yaptığı önemli değildir. Burada zamanla ilgili bir şey olması lazım. Bir şey olması gerektiğinde. Cümleyi o şekilde çözdün ben. "When" mantıklı gibi burada. Burada "responsibility"i açıklıyor gibi geldi, onun anlamını. Bu yüzden 'means'(5) uygun gördüm. (Parçayı okuyor) Bir sorumluluktan bahsetmiş, bunun açıklamasını yapmış. Bir "adverb"e ihtiyaç var gibi geldi, "natural"ı açıklayacak. O yüzden 'almostly'(6) koydum. (Parçayı okuyor) 'Also'(7) diye düşündüm çünkü burada kimin ne iş yaptığını söylüyor fakat çocuklardan bahsetmiş ve bir bağlaca ihtiyaç olduğunu düşündüm. Bir "verb" falan eksik değil. Benim anladığın cümleden "also" mantıklı geldi. Burada birinin "partner"i olması lazım diye düşündüm, "'their'(8) partners" diye düşündüm. Cümleyi tahmin etmeye çalıştım. Ben olsam ne yazardım buraya diye düşündüm. (Parçayı okuyor) "Far"ı gördükten sonra, 'from'(9)u tercih ettim çünkü "far from"u bir şeyden uzak olmak diye tahmin ettim. (Parçayı okuyor) Yine burada da bir şeyin, birinin gibi bir kelime düşündüm. "Of"dan yola çıktım. Bir şeyin ihtiyacı diye. Çoğul olduğu için de 'them'(10) sözcüğünü koydum. Burada da cümleyi anlamaya çalıştım. Sanki güçlü veya yaşlı değillerse de, kendilerine bakmak zorundalar gibi düşündüm. "To"dan da faydalanarak "'have'(11) to" yaptım. (Parçayı okuyor) "Passive" olarak düşündüm bu cümleyi. Gerçi "neglect" kelimesinin anlamını çıkartamadım ama "passive" diye düşünüp 'be'(12) koydum. (13 yok) Ne kelime gerektiğini kara veremedim. Cümleyi çözemedim. (Parçayı okuyor) Burada bir "adjective" gerektiğini düşündüm. "Aim" vardı ve "aim"lerinin ne olduğunu

açıklamış. "Adjective" gerektiğini düşündüm. Asıl hedef gibi, 'main'(14) dedim. (Parçayı okuyor) Burada da cümleyi anlamaya çalıştı. Çocuktan hiçbir şey almadıklarını (accept olarak görüyor), sadece kendi kültürünü anlamasını istediklerinden bahsediyor. 'Anything'i (15) uygun gördüm. "Don't"da var. (Parçayı okuyor) Burada cümleyi anladım, gereken şeyi de anladım fakat kalıbı çıkartamadım. İlk başta "on to" veya "in to" diye düşündüm. Çelişkide kaldım. "In the past" diye kullanıyoruz diye "'in'(16) to future generations" dedim. Çok emin değilim. . (Parçayı okuyor) 'Not'(17) dedim çünkü gerekli olan hiçbir şey göremedim. Cümleyi olumsuz yapmak aklıma geldi. Sonra okuyunca cümle olmuş gibi geldi kulağıma. Bir önceki veya bir sonraki cümleyi niteleyecek bir kelimeye de ihtiyaç duymadım. (Parçayı okuyor) Burada da onların kendi "existence"larını devam ettirecek diye 'their'(18) koydum. (Parçayı okuyor) Burada "of"tan yola çıktım. "Of all"dan, hepsinin bir kısmı veya büyük çoğunluğun gibi. "'Most'(29) of all" gibi düşündüm. (Parçayı okuyor) Sonrakinde "proud"un arkasından gelecek bir kelime olduğunu düşündüm ama bilmediğim bir kelime olduğu için şansımı kullandım. 'On'(20) dedim, "verb"den sonra "preposition" gelir diye. Yirmi birde iki tane cümlenin bağlanması gerektiğini düşündüm. O yüzden 'however'(21) kullandım . Birbirine zıt iki cümle vardı. Bir sonraki cümleyi de okudum öyle yaptım. (Parçayı okuyor) Cümleyi anlamaya çalıştım. Önemli olan nedir diye çocuklar için. 'For'(22) dedim, için manasında. "Avoid" 'on'(23) alır diye düşündüm. Cümleyi anlayıp "passive"olması gerektiğini düşündüm. 'Be'(24) dedim, "must"la olduğu için. Bir sonraki cümlede bir yetenek söz konusu olduğunu düşündüm. Bu yüzden de 'can' (25) dedim, görme işi bir yetenek diye

düşündüm. Kolayca görülebilir gibisinden. 'Not(26) dedim çünkü eksik bir şey bulamadım aynı şekilde, olumsuz olabileceğini düşündüm. 'Each'(27)i uygun gördüm, "between"den sonra "blank" gördüğüm zaman o uygun geldi. En az iki şey olduğu için ve bu iki şey arasına bir şey gelmesi lazım. (Parçayı okuyor) Burada da "tense" olarak düşündüm, "have"den sonra 'been'(28) gelir diye düşündüm. "Present perfect tense". "Lack 'of'(29) diye kullanılıyor. Burada "future" var. O yüzden "future tense" gerekir diye düşündüm, o yüzden 'will'(30) dedim.

R= Peki bunu baştan okudun mu veya sınav olsa okur muydun?

H= Sınav olsa, vaktim kalırsa okurdum. Boşluk kaldıysa mutlaka dönerim.

SUBJECT I

GENEL BÖLÜM

R= Genel olarak bir cloze testte ne yapıyorsun?

I= Ben ilk başta genel olarak bir okuyorum. Ne anlatıldığını. Okuduktan sonra en az bir fikrim oluyor. Eğer çok uzunsa paragraf paragraf okuyorum ama yarım sayfa kadarsa hepsini okuyorum. Bu uzundu. O yüzden paragraf, paragraf okudum. Bu biraz zor geldi açıkçası.

R= Peki paragrafları doldurup sonra öteki paragrafa mı geçiyorsun?

I= Okuyorum. Bitirdikten sonra yapamadıklarım varsa tekrar o cümleyi okuyorum. Eğer hala yapamadıysam, ikinci paragrafa geçiyorum.

R= Paragraf paragraf yani?

I= Evet.

R= peki boşluğu doldurduktan sonra tekrar okuyor musun?

I= Evet. Yani uymuş mu, buraya "preposition"mu gelecek veya "adjective"mi gelecek, yakışmış mı diye bakıyorum.

R= Nasıl yapıyorsun cloze testi? Neler yardımcı oluyor sana?

I= Ben dergi çok okuduğum için, dergideki bazı kalıpları ezberlemiş oluyorum. Mesela o kalıplardan çıkınca, hemen buraya şu gelecek diyorum. O dergileri okumamın çok yararı oluyor. Burada da öyle.

R= Sence cloze test kolay mı zor mu?

I= Bazıları. Şöyle şöyleyim. Eğer bildiğim bir konuysa, daha kolay oluyor. Ama hiçbir fikrim yoksa, hiçbir şey bilmiyorsam "reading"de, cloze testte, zor oluyor. Yani pasajın anlamı çok önemli. Bazen de kelime formları zor oluyor.

METİN İNCELEME

(Parçayı okuyor) Ben buraya "'an'(1) interesting" dedim. Bence uyuyor, "interesting"in "i"sinden dolayı. Ama "the"da olabilir. Ama bu kulağa daha iyi geliyor. (Parçayı okuyor) 'Their'(2) dedim, "woman" ve "man"i düşündüm. 'Both'(3) dedim burada. "Man and woman" var diye. Burası bence doğru gibi geliyor (3 ve 4). Yani, eğer bir şey yapılmalıysa, bu yapılır ve kimin yaptığı sorun olmaz. O yüzden 'if'(4) ve 'is'(5) dedim. 'Is'in "tense"i "was da olabilir. Ama yok "am, is, are" gelecek, "passive". (Parçayı okuyor). "'So'(6) that" kalıp olduğu için kullandım. Yanlış da olabilir. (Parçayı okuyor) Yediye 'as'(7) dedim çünkü devamında da "as" var. "As...as" diye düşündüm. Burada ikisinin de diyor, 'both'(8). Buraya 'more'(9) dedim. Vurguluyor burada, "far" diyor. "Much" da olabilir ama. "A lot"da olabilir. (10 yok) . Burada "those who

are not old or strong"u çok düşündüm. Bulamadım, burada "that is"(i.e) diyor. O da kelimeyi açıklar. Açıklayan şey de bu cümle ama bulamadım. 'Them' mi acaba? On bire 'and'(11) dedim ama şunu bilseydim(10'u), bunu da yapardım. 'Not'ı(12) "neglect"den dolayı koydum. Önemsemek diye düşündüm. 'Also'(13) dedim. Bence burada ekleme yapıyor "take care" ve "neglect" fikrine. "The parents 'whose'(14) dedim. Burası doğru bence. "Whose aim" çünkü. "My aim" gibi. Burada bunu beklemiyorlar çocuktan anlamında 'this'(15) dedim. (Parçayı okuyor) Burada "preposition" gibi ama 'in'(16) değil sanki. "On to "olabilir. "Phrasal verb" gibi. Burada kendi çocuklarının kendi varlıkları gibi görmemesinden bahsediyor. O yüzden 'not'(17) ve 'their'(18) dedim. (Parçayı okuyor) Burada "the 'most'(19), the best" falan gelebilir diye düşündüm. "Proud 'of'(20)" bir kalıp. Buraya 'however'(21) dedim. Yani buna rağmen, "Arapesh"lere göre anlamsız diyor bence. Farklı kültürlerde çocuklarıyla gurur duyuyorlar fakat "Arapesh"lerde anlamsız diyor. Hep yukarıdaki cümleye bakıyorum. Bu ikinci cümlelerde "Arapesh"lerde farklı olduğunu vurgulamış. Bir de "to them" diyor (parçayı okuyor), anlayışları hakkında diyor. O yüzden 'about'(22) dedim. Burada "avoid 'from'(23)", yani ondan kaçınmak olarak düşündüm. (Parçayı okuyor) 'Being'(24) dedim ama kesinlikle yanlış. "passive" diye düşündüm, ya "be" ya da "being" olacaktı. "Simple present diye düşündüm. 'Can'(25) burada doğru bence. Kalıp olarak biliyorum bunu. "One can easily say" mesela. Burası 'to'(26) bu da doğru bence. Yirmi yedide 'each'(27) dedi, "groups" var çünkü. (Parçayı okuyor) 'To'(28) gelecek bence buraya çünkü iki "verb"ün arasında. "They try to" gibi. "Lack 'of'(29)" kalıp galiba. (Parçayı okuyor) "Future"dan bahsettiği için 'will'(30) dedim.

R= Peki cloze teste çalışabilmek mümkün mü sence? Nasıl başarı sağlanır sence?

I= Bence çok okumak lazım. Kitap ve magazin okumak lazım. Benim temelim hep orta okulda atıldı. Çok okurdum o zamanlar. Ve beynimde yer edinmiş bunlar. Kalmış aklımda. Çıktıkça da yapabiliyorum. Kalıplar önemli bence. "Carry in, out" gibi. Pasaja göre oturtmak lazım.

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