

Schriftenreihe

Marek Krawiec / Robert Pritchard (eds.)

LINGUA

Fremdsprachenunterricht in
Forschung und Praxis

Band 45

ISSN 1614-5550

Seize the Day: New Perspectives
on Foreign Language Learning
and Teaching

Verlag Dr. Kovac

Verlag Dr. Kovac
Hamburg 2018



Leverkusenstr. 13 22761 Hamburg Tel. 040 - 39 88 80-0 Fax 040 - 39 88 80-55

E-fvlai I info@verlagdrkovac.de Internet www.verlagdrkovac.de

Reviewers:

(in alphabetical order)

Prof. Dr. Hab. Sylwia Adarnczak-Krysztofowicz (Adam Mickiewicz University in Poznań, Poland)

Prof. Dr. Jonathan Aliponga (Kansai University of International Studies in Hyogo, Japan)

Prof. Dr. Hab. Anna Cietlicka (Texas A&M International University in Laredo, USA)

Prof. Dr. Eduardo Encabo (University of Murcia, Spain)

Prof. Dr. Hab. Jarosław Krajka (Maria Curie-Skłodowska University in Lublin, Poland)

Bibliografische Information der Deutschen Nationalbibliothek

Die Deutsche Nationalbibliothek verzeichnet diese Publikation

in der Deutschen Nationalbibliografie:

detaillierte bibliografische Daten sind im Internet

über <http://dnb.d-nb.de> abrufbar.

ISSN: 16f4-5550

ISBN: 978-3-339-10238-2

OVERLAG DR. KOVAC GmbH. Hamburg

Formatting: Alicja Mokrzycka-Kubiaczyk

Printed in Germany

Allé Rechte vorbehalten. Nachdruck, fotomechanische Wiedergabe, Aufnahme in Online-Dienste und Internet sowie Vervielfältigung auf Datenträgern wie CD-ROM etc. nur nach schriftlicher Zustimmung des Verlages.

Gedruckt auf holz-, chlor- und saurefreiem, alterungsbeständigem Papier. Archivbeständig nach ANSI 3948 und ISO 9706.

APA Citation:

Kılıçkaya, F. (2018). Recycling English vocabulary through rational/selected deletion cloze, c-test and cloze elide. In M. Krawiec, & R. Pritchard (Eds.), *Seize the day: New perspectives on foreign language learning and teaching* (pp. 133-154). Hamburg: Verlag Dr. Kovac.

Recycling English vocabulary through rational/selected deletion cloze, c-test and cloze-elide

Ferit Kılıçkaya

Mehmet Akif Ersoy University, Burdur

Turkey

Abstract

Cloze procedure is a technique generally used to assess learners' reading comprehension by deleting words based on a criterion. Learners are then asked to supply the omitted words to complete the sentences as they read the text, guessing the words that may be inserted based on the context. Cloze procedure can also be used to assess, recycle, and measure learners' retention and production of previously learned vocabulary as well as improving learners' ability to benefit from the context clues in a text. This paper aims to determine pre-intermediate learners' views and experiences of using rational/selected deletion cloze, c-test and cloze-elide in recycling previously studied vocabulary on the coursebook. The participants of the study included twenty freshmen enrolled in the General English course offered in the Department of Economics at a state university in Turkey. The participants were provided with a different text, including the vocabulary in the coursebook, with different cloze procedures, every three weeks. It was ensured that the sentences in the texts contained enough semantic and syntax cues for the participants to determine the suitable words to complete the sentences. Semi-structured interviews were conducted with each participant every three weeks to discuss how different cloze procedures contributed to recycling vocabulary. The results of the study indicated that the participants valued rational/selected deletion cloze procedure more than the c-test and cloze-

elide as it enabled them not only to supply the suitable word in the blank but also to produce the word rather than to recognize it. The results also indicated that c-test and cloze-elide procedures were determined to be difficult and did not serve the aim of recycling vocabulary.

Keywords

recycling vocabulary, cloze procedure, rational/selected deletion cloze, c-test, cloze-elide

1. Introduction

Vocabulary knowledge is considered as a crucial component of foreign and second language proficiency (Nation and Waring 1997; Kamil and Hiebert 2005; McCarthy, O’Keeffe and Walsh 2010). In other words, vocabulary is seen as central to teaching any language, as it is not possible to express one’s opinions and feelings or understand any other’s ideas without sufficient vocabulary knowledge. As Wilkins (1972: 111-112) clearly pointed out: “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

The contextualization of vocabulary has received much attention in testing vocabulary. Rather than posing individual items that require learners to provide synonyms or to select the best word based on the given definition, called the ‘discrete point approach’, it is more beneficial to provide sentences and/or short paragraphs where students have clues to determine which word might fit the context (Read 1997, 2000). For years, cloze procedure has been used in language classrooms to estimate learners’ overall ability by ‘measuring how well they can restore a reduced text to its original form’ (Hughes 2003: 187). In addition, it is a tool for determining a learner’s reading comprehension level.

Another important factor that helps learners to improve their vocabulary knowledge is that they need to be exposed to high-frequency lexical items and recycle the words that they have studied, which is called the ‘frequency principle’ (Macalister 2016: 47; Siyanova-Chanturia and Webb 2016.). Moreover, learners’ attention plays an important role. Vocabulary knowledge is believed to improve when learners’ attention is drawn deliberately to high frequency and

useful lexical items. Moreover, cloze procedure can be used as a vocabulary reinforcement activity promoting meaning and usage (Williams 2017).

2. Cloze procedure

Cloze procedure is a technique generally used to assess learners' reading comprehension or to determine overall language ability through deleting words or units based on a criterion or various other criteria such as content or function words. According to Taylor (1953: 416), a cloze unit is "any single occurrence of a successful attempt to reproduce accurately a part deleted from a "message" (any language product) by deciding, from the context that remains, what the missing part should be". In a typical cloze test, beyond the sentence level, short or long passages or, in some cases, dialogues are presented to learners, who are then expected to complete the missing units based on semantic and syntactic features of language. The learners are asked to supply the omitted words to complete the sentences as they read the text, guessing the words that to be inserted based on the context. Writing the missing words requires learners to benefit from critical thinking as two mental competences, "syntagmatic competence" and "paradigmatic competence" are invoked in cloze procedures (Bailey and Curtis 2015: 101). Trying to find the missing word, learners first need to know what part of speech is required in the blank. In other words, they need to consider the rules of syntax or word order in any language. This process requires learners of syntagmatic competence. For example, if a learner is given a sentence like "I want to buy a new _____", based on the syntagmatic competence, s/he will know that the blank should be replaced by a noun, not a verb. In deciding on the semantic features, on the other hand, learners make use of paradigmatic competence. Referring to the same sentence, the learner will know that the blank cannot be filled in using words such as "headache" or "ear", as the action of "buying" cannot be used with these words.

There are several types of cloze procedure to assess overall language proficiency: Fixed-ratio, Rational/selected, Cloze-elide, and C-test (Read 2000; Alderson 2000; Richardson, Morgan, Fleener 2009; Brown, Abeywickrama 2010; Carter 2012; Sattarpour, Ajideh 2014; Green 2014; Bailey, Curtis 2015; Cheng, Fox 2017). The following examples are created from the texts on the

coursebook, English Break (A1 Level) by Bektaş (n. d.), used in the current study.

2.1. Fixed-ratio cloze procedure

In this type of cloze procedure, every nth word (5th, 6th, 7th, 8th, or 9th) can be omitted, and a blank line is automatically selected in its place. In this respect, this procedure is considered too mechanical, and the activity produced will include blanks which require any word such as a preposition or a verb. Below is an example of fixed-ratio cloze procedure, in which every seventh word is omitted, leaving the first and the last sentences intact.

We aren't a big family, I think. _____ mother's name is Sally and my _____ name is Kevin. They live in _____ small village in London. I'm married. _____ husband's name is Patrick. He's a _____. We have got a girl and _____ boy. Our daughter's name is Sophia _____ our son's name is Brandon. I _____ got two brothers, William and Benjamin William is married but Benjamin is single.

2.2. Rational/selected cloze procedure

In this type of cloze procedure, the blanks are selected based on some rational decision. For example, where the aim is to test learners' knowledge of prepositions or auxiliary verbs, only prepositions or auxiliary verbs are selected and omitted in the text. In the following example of a fixed-ratio cloze procedure, the verbs used in daily routines were omitted, leaving the first and the last sentences intact.

My name is Christian. I'm twenty years old. I _____ with my parent. I'm a student at the university. I _____ Engineering. I _____ at 7.00 every day. I _____ a shower and then _____ home at 7.45 to go to school. In the canteen, I _____ a sandwich and _____ a cup of coffee with my friends. I _____ to school by bus. I _____ at school at 08.15. My classes start at 08.45 and finish at 17.00.

2.3. Cloze-elide procedure

In this type of cloze procedure, some irrelevant or incorrect words are inserted into a given text. Learners are then asked to detect the words that do not belong and to cross them out. Cloze-elide procedure is also believed to test learners' attention in addition to syntagmatic and paradigmatic competence. In

the following example of cloze-elide procedure, several irrelevant words are inserted into the text, such as “in”, “leave”, and “got”.

I'm a nurse and I work at a big in hospital in the city center. My days are usually work very busy and tiring. Jerry works as an accountant. He has an office at home. I start work leave very early in the morning, but Jerry gets up late. I don't have got breakfast at home. I drink a cup of tea at the hospital, but I don't do eat anything. Jerry has breakfast with Tommy every morning. He reads the newspaper and smokes his cigarette after a breakfast. I'm is lucky because I don't smoke.

2.4. C-test procedure

In this type of cloze procedure, the text is mutilated by removing the second half of every second word. Therefore, it is also called ‘second half’ cloze procedure. If a word has an odd number of letters, the larger part is omitted. One-letter words are ignored. Moreover, the first and the last sentences are left intact.

I'm in Antalya with my sister, Jessica. We a__ having __ great ti___. I a__ writing th__ email a__ a ca__ by t__ sea. __ am sit_____ in t__ garden a__ having __ cold lemo_____. It i__ hot a__ sunny. __ know i__ is co__ in Switz_____ now, b__ I a__ wearing sho_____ and san_____. Jessica i__ wearing __ white dr_____ and ri_____ now s__ is eat_____ a hamb_____ and watc_____ people. Th_____ is __ couple sit_____ at t__ next ta_____. They a_____ from Switz_____, too. Th_____ are eat_____ Turkish ke_____ at t__ moment. __ is rea_____ delicious. Th_____ is __ German fam_____ at t__ table o__ my le_____. They are trying to learn Turkish from the waiter.

3. The use of cloze procedure in research

Cloze procedure can be considered one of the tasks based on the linguistic theory of structuralism, as this procedure seems to engage learners in activating the knowledge or formal language through specific patterns such as in the areas of vocabulary and/or syntax. Therefore, several suggested that cloze procedure may prioritize students' view of a language as a set of structures rather than a means of communication. This view was strengthened with the

emergence of Communicative Language Teaching in the 1970s by its emphasis on learners' use of language for communication. This approach calls for more of learners' development of communicative competence (Hymes 1972; Canale and Swain 1980) than the knowledge of language patterns and structures. In this perspective, cloze procedure lends itself to be viewed as a structural based activity. However, as Ferlazzo and Sypniewski (2018) have indicated, cloze procedures can be tools used to enhance vocabulary and reading comprehension by using the clues provided in context. The studies to be reviewed in this section touch upon the several features of cloze procedure and help us better understand its functions and status in language teaching and learning practices.

A plethora of research has been conducted on the use of cloze procedure. The research conducted on different types of cloze procedure has yielded results regarding the use of cloze procedure in three different contexts: as a measure of reading ability, as an assessment of language proficiency, and as a teaching device (Ereke and Okonkwo 2016). Cloze tests are reported to be a valid measure of general language proficiency provided that appropriate texts and scoring procedure are selected (Fulcher 2015). Regarding assessing vocabulary, Karimi (2011) investigated the use of c-test in assessing vocabulary and determined that c-test had the potential to assess vocabulary knowledge, while Maroko (2016) analyzed cloze testing practices in the coursebooks and materials used in primary schools. Poole (2012) utilized cloze test items to assess learners' productive knowledge of concordance-based glosses for academic vocabulary acquisition and found that the concordance based group performed better than the dictionary group while producing the vocabulary in cloze tests. Lee (2009/2010) compared two groups of students, one of which did rational cloze exercises after the instructions, while the second group performed reading comprehension activities. The delayed tests conducted indicated that the group who did rational cloze exercises performed better on paragraph summary activities. Moreover, the students in the rational cloze group considered this activity more useful compared to other types of activities, as they believed that the cloze procedure helped them re-use the vocabulary.

As for assessment of reading, Klapwijk (2013) suggested combining a word reading and cloze tests for teachers to determine their students' reading ability for diagnostic purposes to better serve the students' needs in addition to effective instruction and assessment. Gellert and Elbro (2013), in their investigation of the reliability and validity of a comprehension-focused cloze test, found that

cloze tests were more sensitive to decoding ability than question-and-answer tests and those cloze tests were a good measure of learners' self-reported reading difficulties. Similarly, Sattarpour and Ajideh (2014) aimed at examining the use of three different types of cloze procedure (cloze-elide, multiple-choice cloze test, and c-test) for measuring reading comprehension level. Based on the statistical significance analysis among these cloze types, it was concluded that cloze-elide, multiple-choice, and c-test cloze procedures could be used interchangeably to measure learners' reading comprehension abilities.

Previous research has also shown that cloze procedure can be effective in teaching vocabulary and that this technique can be highly interesting (Blackwell, Thompson and Dziuban 1971; Norbert and Reyhner 2002). Cloze procedure is also reported to be useful for helping students to be aware of lexical collocations as well as grammar and vocabulary (e.g. Lee 2008; Mohammadzadeh 2015). Regarding the differences among the different types of cloze procedure, Lee's study (2008) indicated that rational/selected cloze vocabulary activities, when combined with teacher-student discussion, were highly valued by secondary school low intermediate learners. Based on the results, it was also expressed that rational/selected cloze procedure promoted vocabulary learning, especially in the productive use of vocabulary and using vocabulary in other contexts.

Cloze procedure can be used to assess, recycle, and measure learners' retention and production of previously learned vocabulary as well as to improve learners' ability to benefit from the context clues in a text. Unlike the other studies conducted regarding cloze procedure, this paper aims to determine pre-intermediate learners' views and experiences of using rational/selected cloze, c-test and cloze-elide in recycling previously studied vocabulary from a coursebook.

4. Methodology

4.1. Research design

The study benefited from a mixed-method approach using both quantitative data obtained through the participants' scores on each cloze text and qualitative data collected through semi-structured interviews conducted with each par-

ticipant every three weeks to discuss how different cloze procedures contributed to recycling vocabulary.

4.2. Participants

The participants of the study included twenty freshmen enrolled in the General English course offered in the Department of Economics at a state university in Turkey. The participants' average age was 18.6. Of the twenty students, 14 were male, while 6 were female. They were all graduates of high schools where general English courses had been taught during the first two years of their programme.

4.3. Data collection instruments and procedure

The researcher was also the English instructor of the class in which the study was carried out. English Break A1 (Beştaş n.d.) was used as the coursebook, with the course covering the following units:

- Introducing yourself
- Giving information about people
- Talking about possessions
- Talking about family

During the first week, the participants were informed of the coursebook to be used during the semester, teaching policy and the requirements. They were also informed that a study would be conducted regarding recycling vocabulary, and their consent was obtained. The following week the participants were provided with hands-on practice on the three types of cloze procedure. Each procedure was first introduced to the participants, and then example activities were conducted in the classroom.

Every unit was covered within three weeks, and the following week, the participants were asked to complete three different short texts as paragraphs including 50 words on average. The texts were taken from the same unit and were similar to the ones discussed in section 2. Before conducting the study, the first two units were analyzed to determine the frequently used words, and then depending on these words, the texts on the coursebooks were selected.

These texts were provided in different cloze procedures, namely, rational/selected, c-test, and cloze-elide, including 50 words on average. Of these texts, four were changed into rational/selected by using the online website available at <http://l.georges.online.fr/tools/cloze.html>. The other set of four texts were transformed into cloze-elide procedure by the researcher, while the rest of the texts based on c-test procedure were prepared by using the website available at <http://lingofox.dw.com/index.php?url=c-test>. The aim was to recycle the vocabulary of each unit every three weeks and it was ensured that the sentences in the texts contained enough semantic and syntax cues for the participants to determine the suitable words to complete the sentences. The study lasted for 12 weeks, and each participant completed three texts for each type of cloze procedure, resulting in twelve texts in total.

The semi-structured interviews took place in the researcher's office in the participants' mother tongue (Turkish) and lasted 12 minutes on average. The participants were asked the following questions regarding their views on specific types of cloze procedures as well as their advantages and disadvantages:

- Which type of cloze text(s) have you found useful to review vocabulary? Why?
- Which type of cloze text(s) have you found inefficient to review vocabulary? Why?
- What are the difficulties/challenges that you have experienced while answering each cloze text?
- What are the advantages/disadvantages of doing the activities in groups?
- Do you have any suggestions or comments regarding the cloze texts?

4.4. Data analysis

The quantitative data obtained through the cloze texts were analyzed with the use of IBM SPSS 24. A one-way repeated measures ANOVA was used to determine whether there were any statistically significant differences between the means of three cloze procedures (rational/selected cloze, cloze-elide, and c-test). The qualitative data included the semi-structured interviews regarding the issues and challenges while completing the text in each cloze procedure. The responses obtained through the interviews were transcribed verbatim and

subject to content analysis. Since the interviews were conducted in Turkish, the selected quotations were translated into English and were checked against consistency by an EFL lecturer to ensure that the translations represented the responses in terms of content.

5. Results and discussion

A one-way repeated measures ANOVA was conducted to compare the average scores obtained through completing the texts in three different cloze types (rational/selected cloze, cloze-elide, and c-test). The means and standard deviations are presented in Table 1. There was a significant effect for the type of cloze procedure, Wilk's Lambda = .035, $F(2, 18) = 248.68$, $p < .001$. A statistically significant difference was found between the three sets of scores, and the effect size calculated as multivariate partial eta squared was determined to be = .96, which suggests a very large effect size.

Table 1: The descriptive statistics on the average scores on the texts presented in three different cloze types.

Cloze procedure	N	Mean	Standard deviation
Rational/selected	20	86.25	8.447
Cloze-elide	20	52.90	8.334
C-test	20	48.35	6.020

While the participants obtained the highest average on the texts created based on the rational/selected cloze procedure ($X = 86.25$), the lowest average score was obtained on the c-test texts (48.35). The participants' average score on cloze-elide texts was determined to be 52.90. Pairwise comparisons were also conducted to determine which set of scores obtained on different types of cloze procedure differed from one another. The statistical analysis related to these comparisons is provided in Table 2.

Table 2: Pairwise comparisons among the scores obtained on the types of cloze procedures.

(I) cloze type	(J) cloze type	M. difference (I-J)	Std. Error	Sig. ^b
Rational/selected	Cloze-elide	33.350*	2.885	.000
	C-test	37.900*	1.755	.000
Cloze-elide	Rational/selected	-33.350*	2.885	.000
	C-test	4.550	1.916	.085
C-test	Rational/selected	-37.900*	1.775	.000
	Cloze-elide	-4.550	1.916	.085

* The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Benferroni.

According to the statistical analysis, the participants' scores on the rational/selected texts differed significantly from the other types of cloze procedure. The difference was found to be significant at the 0.5 level. However, no statistically significant difference was obtained between the cloze-elide and c-test ($p > .05$). Therefore, rational/selected cloze was found more useful while reviewing the vocabulary, which was inconsistent with the findings of the study conducted by Sattarpour and Ajideh (2014), who found that cloze-elide and c-test could be used interchangeably. However, it is worth noting that this study was conducted regarding reading comprehension, rather than vocabulary teaching or reinforcement. The themes and codes that emerged from the responses, as well as the representative quotations provided during the interviews are presented in Table 3.

The participants' responses to the rational/selected cloze procedure

The responses regarding the positive and negative aspects of different cloze procedures indicate that the majority ($n=19$) found the rational/selected cloze procure highly beneficial for recycling vocabulary. This finding might be attributed to the fact that rational/selected cloze procedure allows the instructor to delete words deliberately based on their frequency in the units, and so the participants meet the previously-learned or studied words in context again.

Table 3: The themes and codes that emerged during the interviews.

Theme	Code	Sample Response
Rational/Selected	Production	<i>This type of exercise required me to provide the word that would best suit the sentence. I must admit that it was a difficult process. You should not only know which word to use to complete the word but also produce or write the word. I was used to multiple choice questions. It was a lot easier.</i>
	Promoting vocabulary review	<i>The missing words in the texts were selected from the words that we studied in the coursebook. In that respect, I found it very useful since I recycled the words that I studied. Moreover, I also practiced how to spell these words. Compared to other types of exercises, I think that this one was the most useful one.</i>
Cloze-elide	Promoting Syntax / Grammar	<i>I do not think that this exercise type was suitable for reviewing vocabulary. While trying to detect the irrelevant words in the text, I was so confused. Grammar knowledge seems to be tested in these exercises.</i>
	Difficult / complex	<i>This exercise was difficult for me because I could not decide which word was not needed in the sentences. I remembered the meanings of the words in the text, but could not find which one was not needed. Moreover, I sometimes selected a word although I later learned that it was necessary. It was a little bit confusing.</i>
	No production	<i>This exercise was based on recognition rather than the production of words. I mean, we did not have to provide or write anything but to select the words that were not needed in the text. I remembered several other words that could be written in the blank but since it did not fit the blank, I could not answer some of them.</i>
C-test	Difficult /complex	<i>It was very difficult for me to determine the word. I mean, half of the word was there, but it looked so complex to me. It seemed like a group of letters were in front of me. I would also find this kind of activity in my mother tongue.</i>
	Limited production	<i>It was good to have some cues regarding the word that we were supposed to write in the blanks. The first letters were given in the blanks, but it was still challenging for me and I think for my other friends. I would have rather liked to write the full words.</i>

Group work	Learning together	<i>I think it was beneficial to work with my friend while doing the exercises. My friends suggested words and we tried to come to a conclusion regarding which word to write in the blanks. It helped me a lot, and we learned from each other.</i>
	Increased productivity and performance	<i>Doing the activities together with my classmates was I think better than the individual work. There are several reasons for this. One of them is sharing the ideas with others and getting feedback from them. The other is discussing the possible answers. I think it has a pivotal role in understanding why the selected words should be written in the blanks.</i>

It is widely acknowledged that vocabulary learning is a challenging process for both teachers and learners as one cannot assume that once any word is learned, it will be remembered anytime. Therefore, recycling and production play a pivotal role in vocabulary learning, and it can be stated that many participants consider rational/selected cloze superior to other types of cloze procedures since it also allows production of the words. One of the participants expresses this important role as follows:

“This exercise allowed producing the words. I mean, we first thought about which word would best suit the sentence given. Then, considering the meaning of the sentence, we wrote the word in the blank. Therefore, it was not enough to understand the meaning. We also provided the form of the word; I mean how to write it.” (Female, Interviewee ID 18)

This finding corroborates the findings of the studies conducted by Lee (2008, 2009/2010), which indicated that rational/selected cloze procedure was considered more useful compared to other types of cloze procedures. Moreover, this finding is also consistent with the findings of the aforementioned studies as rational/selected seemed to promote vocabulary learning and enabled them to produce the words.

The participants' responses on cloze-elide procedure

The participants' responses on the use of cloze-elide procedure clearly indicated that they (n= 18) considered this type of cloze unsuitable for recycling vocabulary. The participants expressed that detecting the irrelevant words in the texts was more related to the English syntax and grammar. They also added that this cloze procedure was rather difficult and confusing for them (n= 16). As some of the participants (n=8) noted, although they knew the words in the sentences and remembered the meanings, they could not detect the intrusive or irrelevant words in the text. This might be attributed to the fact that readers, especially fast and efficient ones, cannot be good at detecting these words (Brown and Abeywickrama 2010). The following extract brings this issue out clearly:

“This exercise was rather difficult and confusing. Although I know the vocabulary, I mean the meaning and the spelling, I could not use this knowledge. I think it was based on how words follow each other [syntax] and English grammar. Therefore, I believe that it is not suitable for reviewing vocabulary. I had difficulty in deciding which word was not needed. Moreover, I did not write anything. I just crossed out the unnecessary word, and this, I believe, cannot encourage me to remember the words.” (Male, Interviewee ID 10)

A great majority of the participants (n= 16) stated that this exercise was based on recognition of the irrelevant words rather than the production of them. As indicated previously, the participants attached great value to the production of the words; as a result, they also took this into consideration while considering this procedure insufficient in terms of recycling vocabulary.

The participants' responses to c-test procedure

Similar to the responses obtained on the use of cloze-elide procedure, almost all the participants (n=19) considered c-test procedure rather difficult and complex. The participants found that the removal of half of every second word resulted in a text which included many letters, making it difficult to read and to determine the words to fill in the blanks. As the texts were transformed into c-test exercises by removing every second-half of every second world, this might have resulted in the participants' finding this sort of exercises difficult. Moreover, due to the nature of this procedure, it was not possible to remove function

words such as “or”, “but”, and “because”. Therefore, in addition to frequently used words, some other items were also removed in the text. As a solution to this issue in further research, rational/selected cloze and c-test procedures may be combined, and the new procedure can be involved, called rational/selected c-test, in which the half of the selected words can be removed. One of the participants commented on this issue as follows:

“Compared to the rational/selected cloze, I think this exercise was more difficult. It seemed that there were many letters, and I had difficulty in determining the words. Moreover, I was expecting the words that we learned but I had to provide the second half of other words. Therefore, I think it is not suitable for the vocabulary review.” (Male, Interviewee ID 8)

The participants (n=17) found C-test procedure limited in terms of vocabulary production as they only had to provide the second half of the words. Although the first half of each word was provided to the learners so that they could guess the remaining second half, it seems that the participants did not appreciate this type of cue. One of the participants expressed this view as follows:

“Unlike the exercise in which we wrote the words [Rational/selected cloze procedure], this exercise did not require writing the full sentences. Instead, we provided the half of the words. I think it does not suit vocabulary review, as I believe, we need to write the full words. I know that it provided us with some cues but remembering the full word is very important to me.” (Female, Interviewee ID 8)

The participants’ responses on group work

Since the participants worked in groups to do the exercises, their responses were also obtained regarding the group work. All the participants highly valued doing the activities in groups. The study did not aim to evaluate the effectiveness of different cloze procedures in assessing vocabulary. The participants provided two benefits of group work: learning together and increased productivity and performance. The participants expressed that they benefited from their classmates while doing the vocabulary review cloze procedures as they exchanged ideas and got feedback. Moreover, they valued the role of discus-

sion while deciding or explaining why the selected words should be written in the blanks. One of the participants expressed this view as follows:

“I think doing the activities in groups was great. We worked in groups while doing the activities, and we enjoyed the process a lot because we also learned from each other. For example, when I did not understand why a specific word was needed in the blank, one of my other friends helped me remember the word.” (Male, Interviewee ID 19)

To sum up, the results of the study indicated that the participants believed that selected deletion cloze procedure enabled them to revise the previously learned vocabulary items. They proposed several reasons for this view. First, the selected cloze procedure provided them with the necessary context to supply the suitable word in the blanks. Moreover, they practiced remembering the meaning of the words as well as producing them by writing, rather than recognizing. The results also indicated that that c-test and cloze-elide procedures were difficult to understand for several reasons. First, c-test required them to provide the second half of every second word, which was sometimes difficult as it was based on recognizing the word without a due focus on the words. Moreover, in the cloze-elide, as extra words were added, it was most of the time easy to determine which ones were not needed. Based on the participants' responses, it was concluded that cloze-elide was the least useful procedure, as it did not encourage vocabulary revision, but metalanguage knowledge. Another problem determined was that although the half of each missing word is provided to the participants, some answers were found to be unanswerable as indicated by Alderson, Clapham, and Wall (1995). Compared to these two cloze procedures, selected deletion cloze was determined to be better in recycling and assessing previously learned vocabulary items as it led to production through enough contents based on semantic and syntactic cues. The participants also believed that they were motivated to do this type of cloze.

This study focused on using three different types of cloze procedure in enabling twenty participants to review previously-studied words in a general English class. Therefore, it might well be stated that the number of participants poses a serious concern, as it limits the results and analyses conducted, and the generalizability of the results to the population. However, the results can be transferred to similar teaching and learning contexts, and similar studies can be conducted to better represent the situation regarding the use of cloze

procedures. Based on the results, the responses provided by the participants, and the researcher's experience while carrying out the study, the following implications could be put forward:

In addition to other types of vocabulary activities used in the language classrooms, different cloze procedures can be used in the language classroom as an aid to reviewing and recycling vocabulary, rather than merely as an assessment tool to determine learners' reading comprehension and/or overall language proficiency. Therefore, they can be also used as teaching devices.

- The results of the current study indicated that the participants valued rational/selected cloze procedure more than the other two types of cloze procedure. Since in rational/selected cloze procedure the words are deleted deliberately, it seems that this type of procedure enables learners to focus more on the objectives of the lessons or units. Moreover, learners are also required to produce the words, rather than only to recognize them in such tests that include multiple-choice items. Therefore, it is suggested that teachers take this finding into consideration while deciding on which cloze procedure is to be introduced in their review activities into the classroom.
- The participants found c-test procedure difficult and complex, and it was not possible only to select the words that were frequently used in the coursebook. Therefore, teachers willing to use c-test procedure can combine both rational/selected cloze and c-test into a new procedure in which only the half of the selected words are removed.
- The results also indicated that when students are allowed to work in groups, in other words, collaboratively, to complete the missing words, it creates a pivotal interaction and promotes creative reasoning among the students. Working in groups can provide the learners with the opportunity to construct knowledge by exchanging their ideas while focusing on the language content. Therefore, it is suggested that in addition to individual activities, cloze procedure can also be done in groups in order to allow learners to learn from each other and to achieve together.
- Clozes can be used as tools to improve learners' vocabulary knowledge and reading comprehension. However, to obtain these benefits, students can also be asked to provide reasons for their choices while completing the text or finding the correct answer. This is believed to

entail the facilitation of particular kind of interaction, which is grounded in meaningful discussion about their choices, possible reasons and help them go beyond asking learners to provide just the correct answer. This will also help overcome the criticisms provoked towards cloze procedure as it focuses less on interaction and communication.

- Learners should also be encouraged to create their own texts in different cloze procedures. The texts, source materials, and guidance can be provided to learners by their teachers to create the cloze activities. The activities created then can be shared with other students.

6. Conclusion and suggestions for further research

This paper aimed at determining pre-intermediate learners' views and experiences of using three different types of cloze procedures, namely, rational/selected deletion cloze, c-test and cloze-elide, in recycling previously studied vocabulary on the coursebook. The results indicated that of these three cloze procedures, rational/selected cloze was favored by the participants due to several reasons. One was that the missing words were deliberately based on the words used frequently in the units. Another reason was that the participants produced the words while trying to determine the word that best suited the blank. The results also indicated that they learned from each other while working in groups, which increased their motivation. Regarding the limitations of the study, it can be stated that as the results based on the qualitative data were impressionistic and based on subjective responses, in further research a methodology can be designed that also benefits from quantitative data collection. This can be done through an experimental study in which different types of texts can be used to determine and compare the participants' success in remembering and using the vocabulary learned. Furthermore, as the research findings and conclusions from this study conducted through purposive sampling may not be generalizable to the whole population, random sampling in future research may help overcome this issue.

References

ALDERSON, J. CHARLES, CAROLINE CLAPHAM, DIANNE WALL (1995), *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

ALDERSON, J. CHARLES (2000), *Assessing Reading*. New York, NY: Cambridge University Press.

BAILEY, KATHLEEN M. BAILEY, ANDY CURTIS (2015), *Learning about Language Assessment: Dilemmas, Decisions, and Directions* (2nd ed.). Boston, MA: National Geographic Learning.

BLACKWELL, JANET M., RICHARD A. THOMPSON, CHARLES D. DZIUBAN (1971), An investigation into effectiveness of the cloze procedure as a vocabulary teaching tool. *Journal of Reading Behavior* 4(4), 53-54, doi: 10.1080/10862967109547010.

BEKTAŞ, MINE, N.D. *English Break Student's Book A1*. Ankara: Gündüz Yayıncılık.

BROWN, H. DOUGLAS, PRIYANVADA ABEYWICKRAMA (2010), *Language Assessment, Principles and Classroom Practices* (2nd ed.). White Plains, NY: Pearson Education.

CANALE, MICHAEL, MERRIL SWAIN (1980), Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1(1), 1-47, doi: 10.1093/applin/l.1.1.

CARTER, RONALD (2012), *Vocabulary: Applied Linguistic Perspectives*. New York, NY: Routledge.

CHENG, LIYING, JANNA FOX (2017), *Assessment in the Language Classroom*. London: Palgrave.

EREKE, J. S., F. A. OKONKWO (2016), Cloze procedures and Nigerian secondary school students' achievement in comprehension of expository texts. *International Journal of Humanities and Social Science* 6(6), 182-188, http://www.ijhssnet.com/journals/Vol_6_No_6_June_2016/18.pdf (date of access: 30th June 2017).

FERLAZZO, LARRY, KAITE HULL SYPNIESKI (2018), *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. San Francisco, CA: Jossey-Bass.

FULCHER, GLENN (2015), *Re-examining Language Testing: A Philosophical and Social Inquiry*. New York, NY: Routledge.

GELLERT, ANNA S., CARSTEN ELBRO (2013), Cloze tests may be quick, but are they dirty? Development and preliminary validation of a cloze test of reading comprehension. *Journal of Psychoeducational Assessment* 31(1), 16-28, doi: 10.1177/0734282912451971.

GREEN, ANTHONY (2014), *Exploring Language Assessment and Testing Language in Action*. New York, NY: Routledge.

HUGHES, ARTHUR (2003), *Testing for Language Teachers* (2nd ed.). Cambridge: Cambridge University Press.

HYMES, DELL (1972), On communicative competence. In: John B. Pride, Janet Holmes (eds.), *Sociolinguistics: Selected Readings*. Harmondsworth: Penguin, 269-293.

KAMIL, MICHAEL L., ELFRIEDA H. HIEBERT (2005), Teaching and learning vocabulary: Perspectives and persistent issues. In: Elfrieda H. Hiebert, Michael L. Kamil (eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 1-23.

KARIMI, NEDA (2011), C-test and vocabulary knowledge. *Language Testing in Asia* 1(4), 7-38. doi:10.1186/2229-0443-1-4-7.

KLAPWIJK, NANDA M. (2013), Cloze tests and word reading tests: Enabling teachers to measure learners' reading-related abilities. *Per Linguam – A Journal of Language Learning* 29(1), 49-62, doi: 10.5785/29-1-541.

LEE, SIOK H. (2008), Beyond reading and proficiency assessment: The rational cloze procedure as stimulus for integrated reading, writing, and vocabulary instruction and teacher-student interaction in ESL. *System* 36(4), 642–660, doi:10.1016/j.system.2008.04.002.

LEE, SIOK H. (2009/2010), Vocabulary and content learning in Grade 9 Earth science: Effects of vocabulary preteaching, rational cloze task, and reading comprehension task. *The CATESOL Journal* 21(1), 75-102, http://www.catesoljournal.org/wp-content/uploads/2014/06/CJ21_lee.pdf (date of access: 20th June 2017).

MACALISTER, JOHN (2016), Applying language learning principles to course-books. In: Willy A. Renandya, Handoyo Puji Widodo (eds.), *English Language Teaching Today: Linking Theory and Practice*. Switzerland: Springer, 41-52.

MAROKO, GEOFFREY MOKUA (2016), Uncovering cloze testing practices in selected practice papers for primary schools in Kenya. *Journal of Applied Linguistics and Language Research* 3(4), 121-134, <http://www.jallr.com/index.php/JALLR/article/view/319> (date of access: 30th June 2017).

MCCARTHY, MICHAEL, ANNE O'KEEFFE, STEVEN WALSH (2010), *Vocabulary Matrix: Understanding, Learning, Teaching*. Hampshire: Heinle.

MOHAMMADZADEH, BEHBOOD (2015), The application of pedagogical stylistics in ELT literature and language teaching courses. *International Online Journal of Primary Education* 4(1), 21-26, <http://www.ijtase.net/ojs/index.php/IOJPE/article/view/422> (date of access: 10th June 2017).

NATION, PAUL, ROBERT WARING (1997), Vocabulary size, text coverage and word lists. In: Norbert Schmitt, Michael McCarthy (eds.), *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press, 6-19.

NORBERT, FRANCIS, JOHN REYHNER (2002), *Language and Literacy Teaching for Indigenous Education: A Bilingual Approach*. Clevedon, UK: Multilingual Matters.

POOLE, ROBERT (2012), Concordance-based glosses for academic vocabulary acquisition. *CALIO Journal* 29(4), 679-693, <https://journals.equinoxpub.com/index.php/CALICO/article/download/23714/19719> (date of access: 27th June 2017).

READ, JOHN (1997), Vocabulary and testing. In: Norbert Schmitt, Michael McCarthy (eds.), *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press, 303-320.

READ, JOHN (2000), *Assessing Vocabulary*. New York, NY: Cambridge University Press.

RICHARDSON, JUDY S., RAYMOND F. MORGAN, CHARLENE E. FLEENER (2009), *Reading to Learn in the Content Areas* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

SATTARPOUR, SIMIN, PARVIZ AJIDEH (2014), Investigating the relatedness of cloze-elide test, multiple-choice cloze test, and c-test as measures of reading comprehension. *Journal of English Language Teaching and Learning* 6(13), 89-112, http://elt.tabrizu.ac.ir/article_2171_0.html (date of access: 30th June 2017).

SIYANOVA-CHANTURIA, STUART WEBB (2016), Teaching vocabulary in the EFL context. In: Willy A. Renandya, Handoyo Puji Widodo (eds.), *English Language Teaching Today: Linking Theory and Practice*. Switzerland: Springer, 227-239.

TAYLOR, WILSON L. (1953), Cloze procedure: A new tool for measuring readability. *Journalism Quarterly* 30(4), 415-433, doi:10.1177/107769905303000401.

WILKINS , DAVID A. (1972), *Linguistics in Language Teaching*. Australia: Edward Arnold.

WILLIAMS, CLAY H. (2017), *Teaching English in East Asia: A Teacher's Guide to Chinese, Japanese, and Korean Learners*. Singapore: Springer.