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The Effectiveness of Cloze Tests in Assessing Writing/Speaking Skills of EFL
University Learners

Case Study of Second Year Students at the Department of English, Chadli Ben
Djedid University

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DECLARATION:

We declare that the work in this dissertation titled “the effectiveness of cloze tests in assessing EFL learners writing and speaking skills” has been carried out by us in the department of English at chedli BenDjedid University, El Tarf. The information reported in the current paper has been duly acknowledged in the text and in the list of references provided. No part of this dissertation was previously presented for another degree.

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DEDICATION:

I dedicate my work for all my family, for my lovely mother and father for their prayers to me, for my dearest sisters; Oumaima and Khawla, for my brothers Nassim and Fares, to my best friends; Ilhem, Houda, Ahlem and Noura.

Hanene.

DEDICATION:

I dedicate my work for all my family, for my lovely mother and father for their prayers to me, for my dearest brothers: Abdesslam and Housseem, for my best friends; Hanene, Rabab, Rania, Noura and Ahlem.

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ABSTRACT

The present study aims to investigate the effectiveness of cloze tests in assessing the EFL learners writing and speaking skills. To achieve this purpose, this study is divided into three chapters. In order to confirm our hypotheses, the instrument used in this investigation to collect data is students' and teachers' questionnaire. The students' questionnaire is provided to second year students at Chedi Benjdid University, El Tarf. The results show that cloze test is implemented in written and oral expressions classes; the two questionnaires reveal that if the learners are assessed by cloze procedure technique, their writing and speaking skills would be improved. The study recommends some ways for writing and speaking assessor to emphasize their students' productive skills performance.

Key words: cloze tests, writing skill, speaking skill, EFL learners.

ملخص:

تهدف هذه الدراسة إلى تحقيق فعالية اختبار العبء في تقييم المهارات الكتابية و التعبيرية لدى طلاب اللغة الإنجليزية . و لتحقيق هذا الهدف حاولنا اللجوء إلى هذا البحث المنقسم إلى ثلاثة فصول، تم تسليط الضوء على اختبار العبء و فعاليته في تقييم طلبة اللغة الإنجليزية من ناحية مهاراتهم الإنتاجية. بغرض تأكيد الفرضيات المقترحة تم الاستعانة باستبيان خاص بالطلبة و آخر خاص بالأساتذة لجمع المعلومات. المجموعة المشاركة في هذا البحث هم طلبة السنة الثانية بجامعة الشادلي بن جديد الطارف. أظهرت نتائج الاختبار أن اختبار العبء مطبق في أقسام التعبير و الكتابة كشف الاستبائيين انه إذا قيموا الطلاب بمنهج اختبار العبء سيتحسن مستواهم في الكتابة و التعبير إضافة إلى أن هذا البحث يقترح بعض الطرق للأساتذة القائمين على تعليم التعبير و الكتابة من أجل تحسين أداء الطلاب

الكلمات المفتاحية: الكتابة ، التعبير ، اختبار العبء ، طلاب اللغة الإنجليزية.

LIST OF FIGURES:

Figure1: Model based approach.....	12
Figure2.1: Students' reaction toward their level.....	25
Figure2.2: Students' attitude toward the written expression.....	25
Figure2.3: The most important components in writing.....	26
Figure2.4: Students attitude toward the writing process.....	26
Figure2.5: Students' writing steps.....	27
Figure2.6: Students process of writing a topic of a test.....	28
Figure2.7: Students' attitudes toward their speaking abilities.....	29
Figure2.8: Students' preference of the oral activities.....	29
Figure2.9: Students' preference of test kinds.....	30
Figure2.10: Students' reaction to the cloze tests and exercises.....	31
Figure2.11: Students' reaction to the types of cloze tests.....	32
Figure2.12: Students' practice during a cloze test.....	32
Figure2.13: Students' choice to complete the deletion.....	33
Figure2.14: Students' reaction to the benefit of cloze test.....	34
Figure2.15: Teacher's approaches to teach writing.....	35
Figure2.16: Difficulties of the writing process.....	36
Figure2.17: Approaches to assess students writing tasks.....	36

Figure2.18: Activities used by teachers during the oral session.....	37
Figure2.19: Approaches to assess oral performance tasks.....	38
Figure2.20: Criteria used to assess the students' oral performance.....	39
Figure2.21: Teachers' exposure to cloze tests.....	40
Figure2.22: Teachers' specification of the modules.....	40
Figure2.23: Types of cloze tests used by teachers in the classroom.....	41
Figure2.24: Preference of types of deletion to teachers.....	41
Figure2.25: Types of deletion used by teachers to design a cloze tests.....	42
Figure2.26: Teachers' role during a cloze test.....	43
Figure2.27: Teachers' way of correction of a cloze test.....	43

LIST OF ACRONYMS & ABBREVIATIONS

EFL: English as a foreign language

MC: Multiple choices

TOFEL: Test of English as a foreign language

TABLE OF CONTENTS:

DECLARATION:	I
ACKNOWLEDGMENTS:	II
DEDICATION:	III
ABSTRACT IN ENGLISH:	IV
ABSTRACT IN ARABIC:	X
CONTENTS:	XII
LIST OF FIGURES:	XIII
LIST OF ABBREVIATIONS:	VIII
General introduction:	1
Introduction.....	2
1. Statement of the problem.....	2
2. Aims of the study.....	3
3. Research questions.....	3
4. Hypotheses.....	3
5. Significance of the study.....	3
6. Research methodology.....	4
6.1 Research design.....	4
6.2 Research instruments.....	4
6.3 Population and sample.....	4

7. Structure of the study.....	5
--------------------------------	---

Chapter one: A Review to The Writing/Speaking Skills and Cloze Tests:

Introduction.....	7
1.1 The writing skill.....	7
1.2 Nature of writing.....	7
1.3 Assessing writing.....	8
1.4 Approaches to scoring writing.....	9
1.4.1 Holistic approach.....	10
1.4.2 Analytic approach.....	10
1.4.3 Trait based approach.....	10
1.5 Approaches to teaching writing.....	11
1.5.1 The controlled to free approach.....	11
1.5.2 The free writing approach.....	11
1.5.3 The product-oriented approach.....	12
1.5.4 The process-oriented approach.....	12
1.5.5 The genre approach.....	12
2. The speaking skill.....	13
2.1 Nature of speaking.....	13
2.2 Testing speaking.....	13

2.3 Criteria of speaking assessment.....	14
2.3.1 Holistic scoring.....	14
2.3.2 Analytic scoring.....	15
3. Cloze procedure.....	15
3.1 Definition.....	15
3.2 A cloze unit.....	16
3.3 Example of cloze procedure.....	16
3.4 Types of Cloze tests.....	16
3.4.1 The fixed-rational deletion.....	16
3.4.2 The rational deletion.....	17
3.4.3 Multiple choice test.....	17
3.4.3.1 Example of MC test.....	17
3.4.4 The C-test.....	17
3.4.5 Cloze elide test.....	18
3.5 The measurement of cloze test.....	18
3.6 Types of deletion.....	19
3.7 Cloze test construction.....	19
3.8 The teaching procedure in applying the cloze procedure technique.....	20
3.9 Scoring cloze tests.....	21

Conclusion.....	21
-----------------	----

Chapter two: Research methodology and Data Analyses.

Introduction.....	23
Participants.....	23
Research institution.....	23
Data collection tools.....	23
Procedure.....	23
Description of the Students' questionnaire.....	24
Description of the teachers' questionnaire.....	24
Analyses of the students' questionnaire results.....	24
Analyses of the teachers' questionnaire results.....	34
Conclusion.....	44

Chapter three: Discussions and Recommendations

Introduction.....	46
Data discussion.....	46
Students' questionnaire discussion.....	46
Students' background information.....	46
Students' attitude toward the writing skill.....	47
Students attitude toward the speaking skill.....	47

Students' attitude toward cloze tests.....	47
The discussion of the main results of teachers' questionnaire.....	48
Limitations of the study.....	49
Recommendation for teachers.....	49
Conclusion.....	50
General conclusion.....	52
References.....	55
Appendices	
Appendix A: Students' questionnaire.....	61
Appendix B: Teachers' questionnaire.....	65

General Introduction

General Introduction

Introduction

Assessment is vital to the teaching and learning process. The educational assessment is a diagnostic tool to determine the learners' level and improvement in EFL classes and hence the four skills are always present in the assessment process.

Speaking and writing are the two productive skills that are mostly highlighted; speaking is an action of conveying information or expressing ones thoughts and feeling in spoken language, and writing is a complex process and an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.

Informal assessment is a spontaneous form of assessment that can easily be incorporated in the day-to-day classroom activities, cloze tests is one type of these lasts, that is defined as a way of testing comprehension by removing words from a passage or a sentence then the learner predicatively detect the missing elements. Cloze test is an affective activity that contributes to assess the writing and speaking skills of EFL learners since teaching speaking and writing is followed by an assessment activity.

1. Statement of The Problem:

In learning the productive skills, learners may encounter problems that hinder them to produce acceptable compositions and to use words a appropriately in a hand and hinder them to communicate easily in other hand.

As a reaction to solve the previous mentioned problems, many approaches have been introduced to emphasize the role of writing and speaking skills. In other words, to search for ways to improve the learner's level in writing and speaking, suggesting techniques to fulfill

their needs. Cloze test is one of the techniques that is intended to check student's global language proficiency and comprehension by deleting words based on a criterion, then they guess those words that may be inserted on the basis of the context.

2. Aims of The Study:

This study aims to:

1. Investigate the effectiveness of cloze tests in assessing writing and speaking skills.
2. Understand the correlation between cloze tests and the productive skills(writing and speaking).

3. Research Questions:

This study will address the following questions:

1. How can cloze tests be a reliable means to assess the EFL learners' writing skill?
2. How can cloze tests be an effective means to assess EFL learners' speaking skill?

4. Hypotheses:

1. Cloze tests are useful means to assess the EFL student's writing and speaking skills.

5. Significance of the study:

This study is significant because:

- a) It helps students to improve their speaking and writing abilities.
- b) It promotes more active class environment.
- c) It improves the students' productive skills, specifically in grammar and vocabulary.
- d) It persuades EFL teachers to use cloze test when teaching.

6. Research Methodology:

6.1 Research Design:

This study investigates the effectiveness of cloze test in assessing EFL learners writing and speaking skills. In order to test our hypotheses, the quantitative approach is chosen to be a dominant method then it is followed up by the qualitative approach. The quantitative method allows the researcher to test the hypotheses by systematically collecting and analyzing data, while the qualitative method is for exploring ideas, opinions and experiences.

6.2 Research Instruments:

To achieve the purpose of this study, two questionnaires were designed, one for the students and the other for the teachers, they consist of both close-ended and open-ended questions.

6.3 Population and Sample:

6.3.1 Population:

The current study deals with students and teachers of English at Chadli Benjdid University, El Tarf from which our sample was taken. The questionnaires of both students and teachers are used for data gathering and their answers are analyzed and discussed.

6.3.2 Sample:

Students: 39 students are chosen as a sample to test the validity of the previous hypotheses.

Teachers: 07 teachers are chosen as a sample to test the validity of the previous hypotheses.

7. Structure of The Dissertation:

The study is divided into three chapters , the first one provides a literature review concerning the nature of writing, the assessment of it, approaches to score it and approaches to teach it as well, also it tackles the nature of speaking, testing speaking, in addition to some criteria to assess the speaking skill. Moreover, a theoretical review about cloze test is tackled including its definition, types of deletion, cloze test's construction, scoring cloze tests, in addition to the teaching procedure in applying the cloze procedure techniques. The second chapter describes the research design including research method, sample, data collection instruments with the description and analyses of the students and teachers' questionnaires. The last chapter is concerned with the discussion of the findings as it includes a set of suggestions and recommendations.

CHAPTER ONE

A Review to The Writing/Speaking

Skills and Cloze Tests

Introduction:

The present chapter attempts to provide a theoretical background about the writing skill, speaking skill and cloze tests. The chapter provides the definition of each skill, their nature and how to test each of them. Cloze test is also presented by introducing its definition, its major types, types of deletion and how to construct it as well. Also, the chapter supplies a brief overview on the teaching procedure in applying the cloze procedure technique as well as scoring method of cloze test.

Writing

1.1 Nature of Writing

According to Collins (2003) writing is generally a group of letters or symbols written or marked on a surface as a means of communication .However; writing is more than being an activity of producing a piece of written language designed to be read then, it is going to be just a matter of transforming language into symbols which have to be arranged to form words and to combine them into sentences.

According to Collins and Gentler (1980, p.62) the learner should consider the four important levels in writing: the word structure, sentence structure, paragraph structure and overall text structure.

In the same seek, Ramelan(1997), explains that writing in a foreign language is using its graphic representations productively by using its structure and the lexical items(pp.248-249).

In addition , as writing is a productive skill that requires a high level of accuracy and , it is the most difficult language skill to learn comparing to speaking , reading and listening

(Hyland, 2003). Therefore, as Krill stated, it is the most difficult language to teach and even to assess, because it requires a lot of experience and practice of the language teachers (1990).

Since any teaching activity is followed by an assessment activity, teaching writing also requires an assessment phase which aims to provide information about the student's achievement and the program usefulness (Hyland, 2003).

1.2 Assessing Writing

Hyland (2003) describes the writing skill development as it is the highly most complex in comparison to the other skills, it requires some criteria including content, organization, Vocabulary, language use, spelling, punctuation, accurate capitalization and paragraphing.

According to Bachman and Palmer (1996), test purpose is one of the basic considerations in assessing writing. Kitao, Kathleen, Kitao and Kary (1996) states that testing language skills is difficult, but testing writing of EFL learners poses two major problems. The first is making decisions about the matter of control, objectivity of the evaluation, and naturalness in the writing test. The second problem is designing an objective scale if the test is done in a way that cannot be graded objectively.

Bachman and Palmer (1996) discuss two main purposes for language tests. The first purpose is to make inferences about language ability and the second purpose is to make decisions based on the first purpose, the students' responses are used as information to make inferences "Reading between the lines" and these last are in turn to make decisions at an individual, classroom, or program level. Three types of inferences are considered on the basis of language test: proficiency, diagnosis and achievement.

Inferences about proficiency to make decisions about for example changing or accepting the academic program, Knowing whether the student has the ability to be present on all coursework or to be free from some. Inferences about diagnosis to know about the student's needs and inferences about achievement to decide whether the student has reached the needed goals then to make decisions at the level of the program and curriculum.

Performance assessment is the description of any procedure that includes the performance of the ability being assessed and the evaluation of the performance used by raters, this is according to Bachman and Palmer's (1996) conceptualization of language use and language ability.

According to Hyland (2003), well -written performance criteria will allow the teacher to be regular in scoring overtime, if the teacher fails to introduce a clear sense of considerable dimensions of performance; he/she will not be able to teach students or to help them evaluating their own performance.

1.3 Approaches to Scoring Writing

Approaches to scoring writing or the scoring procedures are used in making decisions and inferences about the learner or the writer that's why they are critical , the score is not the result if only the test takers work but also it includes the test itself ,the rater(s) , and the rating scale (Hamp-Lyons, 1990; Kenyon, 1992; Mc Namara, 1996). Rating scales or what is called approaches to scoring writing are still controversies among teachers about how to assess student's writing tasks.

1.3.1 Holistic scoring

Holistic scoring is based on a single score to one script, it aims to rate the writer's proficiency as a whole that reflects the idea that "writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing" (Hyland, 2003, p.227).

According to White (1994, cited in Hyland, 2003), the holistic approach can reflect only what writers can do well but it cannot allow the teacher to know the real needs of his learners since it fails to pay attention to all the genres. Raters who use this method of scoring must be carefully trained because it requires response to the text as a whole.

1.3.2 Analytic scoring

According to Hyland (2003), analytic scoring is more useful nowadays, it has separate scales for mechanics and vocabulary that are added. In addition of course to the content, organization and grammar, they are useful as diagnostic and teaching tools so that teachers will be able to know his student's weaknesses in writing (Salmani Nodouslan, 2007).

However; analytic scoring also have some disadvantages, as Hyland (2003, p.229) noticed, "Point to the dangers of the halo effect, results in rating one scale may influence the rating of others while the extent to which writing can be seen as a sum of different parts is controversial: scoring is a time consuming and writing is more than simply the sum of its parts favors essays where scalable info is easily extracted".

1.3.3 Trait based scoring

Trait-based scoring as primary trait scoring and multiple trait scoring are predetermined set of criteria that allow to distinguish between a good and poor writing, They

are context – sensitive and different from the holistic and analytic approaches .According to Hyland (2003) the primary trait is used as priori views to the basis of the quality of a text, it is narrowed to just one feature relevant to the writing task.

Genre based scoring is an example that may address the correct moves as primary trait to assign scores then the rater will evaluate the text accordingly .However, as a disadvantage, it is not possible to respond to everything at once, in addition; it lacks in terms of generalization in which it is important to consider a detailed scoring guide. According to Hyland (2003), these limitations can only be in practice when teachers use it to judge learners about some specific writing.

1.4 Approaches to Teaching Writing

A great number of approaches of teaching have come out after the 1960's when writing became largely valued, all the approaches were successful from one period to another (Nemouchi, 2008).

1.4.1 The controlled-to- free approach

In this approach , students are supposed to write only the grammar exercises (Leki, 1992), it means that students have to change, for instance, questions to statements , plural to singular or present to past.

The controlled-to- free approach is characterized by focusing on accuracy rather than originality or fluency (Ghaith, 2002).

1.4.2 The free writing approach

This approach focuses on the quality rather than quantity, it emphasizes on content fluency rather than accuracy and form (Ghaith, 2002).

The role of the teacher is just a monitor who gives assignments to students to write about topics with large amount of free writing.

1.4.3The Product-Oriented Approach

It is concerned with the final result of the writing process, the learner has to be engaged by imitating a model text, the model based approach is seen by White (1998) as

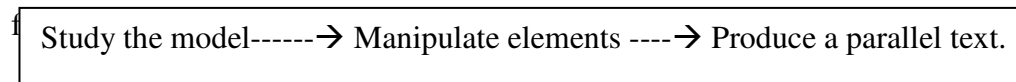


Figure 1: Model based approach (White, 1998, p.46)

The model should be analyzed from all points of view and then the students are invited for a parallel writing text.

1.4.4The Process-Oriented Approach

The purpose of this approach is to practice writing by planning, drafting and redrafting, taking to audience into consideration, to produce the final written paper (Nemouchi , 2008).

In the process-oriented approach, a number of questions should be asked by the learner before starting the activity “ranging from what do I write about? To who is my audience? To how do I structure my essay? To what sort of language and voice should I use?“(Gocsik , 2007) .

1.4.5The Genre Approach

This approach is concerned with teaching students particular genres that they need control of, it includes a focus on the language, context, and discourse features. (Nemouchi, 2008,p. 92-3).

2. The Speaking Skill

2.1 Nature of Speaking

Harmer (1993) defines the speaking skill as it is the principal skill among others because , according to his point of view , the listener can respond to the speaker only if the listener understands what he said and here, the communication happens. Meanwhile, Oprandy(1994) and EL Menoufy (1997,p.9) states that every listener is potentially a speaker .

According to Chastain (1998), speaking is a productive skill that is concerned on choosing the correct words rather than simply making the right sounds (pp.330- 358).

What is clear is that all definitions aim to the same sense because they are mostly scientific definitions, and what controversial is the different methods to assess speaking and which method is the most reliable.

2.2 Testing Speaking

According to kitao, Kathleen and kenji (1996) , testing speaking is difficult but it encourages the process of teaching it in class by relying on some useful activities like role play, interviews ,group or pair activities and so forth .

Ginther, A. (2013) stated that speaking is the most difficult skill to assess because it requires a continuous observation of the oral performance.

Indirect, semi- direct, and direct language assessment methods, are classified by Clark (1979) .Indirect tests are methods utilized to measure the reading comprehension of the student through evaluating his/her performance abilities, however; this method doesn't fit well the assessment of speaking.

According to Hughes (2003), “Testing is said to be direct when it requires the candidates to perform precisely the skill we wish to measure”. This quotation is recognized to what it called “ direct testing “ which means face to face format , it aims to offer a better validity for tests because it is done authenticity (Quian , 2009), The second method of testing is the semi- direct testing which is explained by Qian (2009) as “the semi – direct testing does not require a on-site examiner (or there of a live person) because the test taker’s performance can be sent to a different location for rating” and “ this economizes on the expert resources” (p.115) .

According to Qian (2009), semi – direct testing is reliable and fair because “By adopting the format of semi- direct testing, the test taker will receive standardized instruction and prompts and there will unlikely be the variation in examiner point” (p.115) . From the definitions and explanations above, it is clear that direct testing and semi – direct testing are becoming the most popular methods currently in an oral proficiency assessment.

2.3 Criteria of Speaking Assessing

Thornbury (2005, p.127) suggested two ways to assess the student’s performance: holistic and analytic scoring which are based on some sub-criterion like: fluency, pronunciation, coherence lexical resource, grammatical range and accuracy.

2.3.1 Holistic scoring

Is considering the whole test to assess each part independently .Regarding to this , Xi et al. (2006) maintain that:

In holistic scoring , raters consider the combined impact of delivery, language use , and topic development , and make a judgment about a person’s performance on a particular task .During this process , raters attempt to weigh the impact of different

dimensions on the overall effectiveness of communication to come up with a holistic score. (p.32)Thus, fluency, vocabulary, pronunciation, etc... are assessed as a whole under speaking .

2.3.2Analytic scoring

Analytic scoring is considered with assessing the components of the skill separately under testing to provide a score for each sub – criteria (fluency , pronunciation , coherence, lexical resource, grammatical range and accuracy .(Hughes ,1989) ,Alderson et al .(1995) , Mestler (2001).

Regarding to this definition ,Xi and Mollaum (2006) argued that: “An alternative scoring approach, analytic scoring, can be used to assess examiners ' performance on each of the three dimensions .In other words, separate delivery, language use, and topic development scores can be reported” (p.1) .

3. Cloze Procedure

3.1Definition

According to Taylor (1953), there is a new invented technique for measuring readability and named as “cloze procedure”. This latter derived from the concept « closure »in Gestalt theory (p. 414).Taylor defined cloze procedure as : “A method of interpreting a message from a transmitter ...mutilating its language Pattern by deleting parts and administrating it to receiver ...that their attempt to make the patterns whole again potentially yields considerable cloze units” (Taylor, 1953, p. 416)

3.2 A cloze unit

Taylor (1953) said “...any single occurrence of a successful attempt to procedure accurately a part deleted from a message ...by deciding from the context that remains, what the missing part should be” (p. 416). Accordingly, cloze procedure is a technique in which the passage or the paragraph has deleted words and students have to fill in the blanks.

3.2.1 Example of cloze procedure

Complete this passage with the appropriate word:

World, meters, built, structure, chambers, granite, ground, outside, intact, build.

The great pyramid of Giza wasby the ancient Egyptians .Originally over140.....tall, it stands justCairo, Egypt’s capital city. It is the only one of seven wonders of theto remain largely.....to this day .It is thought to have taken about 20 years tothe basicis made up of over 2,000,000 blocks of limestone andThere are threeinside ,one of which is cut into theon which the pyramids stands .

According to Lieweelyn (1990), cloze test is an exercise that contains a number of words that have been removed and the test takers are asked to read and to comprehend the message in which they have to supply the missing words that have been removed.

3.3 Types of Cloze Test

According to Douglas (2004), there are five major types of cloze test which are: the fixed-ratio deletion, the rational deletion, the multiple-choice cloze test, the C-test and the cloze-Elide.

3.3.1 The fixed -rational deletion

In this type of cloze test, every fifth of seventh word is deleted according to “n” the word formula. This ‘n’ is the deletion number, and its interval is between 3rd -11th words.

3.3.2 The rational deletion

This kind of cloze test also known as a selective deletion which means the tester deletes words that he or she wants to assess from the test (Eyckmans et al,2004).According to (Hadley and Naakens, n.d.), this type of cloze test aims to measure the knowledge of specific parts of grammar and vocabulary.

3.3.3 Multiple-choice cloze test

This type of cloze test is a compromise between modern and post-modern testing methods. The MC test provides the subject with many possible words that should be selected by test takers to fill in the blanks with the appropriate word.

Example of M.C test

While I was standing1.....a red light at the corner, a yellow car2.....the light and hit a blue car which was.....3.....through the intersection .Obviously, the driver of the yellow4..... was in fault.

- | | | | | |
|---------|------------|-------------|-------------|---------------|
| Space 1 | (a) in | (b) with | (c) at | (d) from. |
| Space 2 | (a) ran | (b) put out | (c) left | (d) put on. |
| Space 3 | (a) racing | (b) going | (c) driving | (d) stopping. |
| Space 4 | (a) lorry | (b) car | (c) bike | (d) van. |

3.3.4 The C-test

This type of cloze test is composed of words in which the initial part is kept in a text and the test taker should complete each shortened word: Alderson (1995) said “A C-test involves mechanical deletion of every second word and half each deleted word remain in the texts as to give the examinee a clue as to what is missing”.

3.3.5 Cloze - Elide

This type of cloze test includes words that are not relevant to the text and the test takers have to identify those wrong words and correct them. Davis (1965) used this technique and call it intrusive word techniques by the following this example:

Instruction: In the following passage there are words that are inserted deliberately where they do not belong. Read the passage and delete these words.

When I was being standing at a red light ,a yellow car ran over the light and hit a blue car is going through the intersection .The driver of the yellow car he was at fault

(The words that should be deleted are: being, over, is, he respectively)

4. The Measurement of Cloze Tests

Many researchers(Abraham and chappelle, 1992) have found that cloze tests can measure a wide range of language skill that includes knowledge of vocabulary, grammatical structure, discourse structure..etc) and they have suggested that they are valid tests of overall language proficiency. Aitken (1977) discussed in his paper the construction, administration, scoring and interpretation of cloze tests of all language proficiency. Finally, he concluded it by:

...I have found ,after having constructed, and scored over a thousand cloze tests to ESL student in the last three year ,that the cloze procedure is extremely simple, yet valid language proficiency test ...cloze tests yield more ‘mile per gallon’ of sweat spent in test construction that most ESL teachers realize (p. 66).

In other words, cloze tests for second language learners highlight the correspondence between their knowledge and language rules and the rules as they actually exist.

5. Types of Deletion

According to Liewelyn (1990), there are two main types of deletion which are single word deletion and sentence deletion and each one of them has its own purpose.

5.1 Single Word Deletion

In this kind of deletion, there are two varieties; we delete content words such as nouns and words that have grammar focus like pronouns, articles....etc This type of deletion focus on the practice of grammar and vocabulary.

5.2 Sentence Deletion

In this type of deletion, teacher gives to students two or three content words for each deletion as prompts .So, by using these prompts students will discuss what the missing sentence might be, will lead the discussion about syntax, discourse, and lexical items .from the previous explanation, the writer concludes that there are two kind of manner to construct a cloze test.

6. Cloze Test Construction

According to Gestalt school definition, the cloze test was the process of relating to the perception of incomplete geometrical figures by subconsciously filling in complete details Taylor applied this to test language in which it becomes a procedure by itself. Alderson (1979) pointed out that ‘cloze procedure’ is used in three ways: the first one is the systematic deletion of words .The second is the division of the word systematic into random deletion of a word or rational one the last one is the deletion of every fifth word from a text (i.e., not just pseudo - random, but specific deletion frequency). In the construction of cloze test, numerous variables may affect its difficulty and language proficiency that it measures (Abraham and Chappelle, 1992, p. 474).

There are many researchers' point of views (Abraham and chappelle, 1992) ask on which is the most effective method of close test. Bormuth, (1969) "Cloze test made by deleting every fifth word measure skills closely related or identical to those measured by conventional multiple choice reading or comprehension tests" (p.365). Otherwise, it is claimed that the rational deletion is reliable, valid and score it easily. "Deletion of every "n" the word almost always procedure problematic items, for example, impossible to predict the missing word" (Hughis, 2003, p.190). In the light of the previous definition, it is decided that the rational deletion may be the preferable method to construct cloze test.

7.The Teaching Procedure in Applying The Cloze Procedure Technique

According to Kustaryo (1988), the teaching procedure in applying cloze test in classroom is summarized in the following steps: Stating the purpose of the exercise and announcing the title of the passage. Explaining to students how to guess the missing words if they are not familiar with the cloze test.

- a) Handing out the cloze test and asking students to read silently.
- b) Reading the passage loudly with a correct intonation and making the necessary pauses.
- c) Asking students to read the passage silently, after ward starting discussion with the whole group.
- d) Giving some clues to help students to find the missing word.
- e) Asking students to read loudly the first finished passage.
- f) Showing the original passage and asking them to compare it with their completed passage.
- g) Grouping the class into groups in order to provide variety.
- h) The teacher interact with each group and works as a facilitator.

- i) Asking students to report their results.
- j) Again, showing the original passage and comparing it with student's answers.

8. Scoring Cloze Tests

According to Santos et al. (2007), there are two correction forms for the cloze procedure, literal correction and synonymic correction. The literal correction considers the right answer to be the correct completion of exact word that was omitted, respecting the correct spelling and accent mark. The synonymic correction considers the correct answer to be the completion of the blank not only with the excluded word but also with synonym of the omitted Word (p. 42). In other words, the first method of scoring cloze test (literal method) means that the only original word that was deleted from the accepted as a right answer ,but the second method signifies that the non-original words are counted as correct as well ,are grammatically and lexically appropriate.

Conclusion

The present chapter provides different explanations of the theoretical aspects related to the writing skill, speaking skill and the cloze test. A part of it was concerned with the clarification of its nature, how to assess it, its scoring approaches and five approaches to teach writing have been explained. Furthermore, the second part of this overview explained the nature of speaking, how to test it with some criteria to assess it. At the end of this chapter, the last part explored the definition of cloze test, what does cloze test measure, then, its types and types of deletion as well, the construction of a cloze test, the teaching procedure in applying the cloze procedure technique and its scoring methods. In the next chapter, we described the practical part of this research to examine the effectiveness of cloze test in assessing the EFL learners' writing and speaking.

Chapter Two:

Research Methodology and Data

Analysis

Introduction

This chapter is devoted to the research methodology and data collection. It provides a description to the research method and two instruments to collect data from the participants. The first is the student's questionnaire, while the second is the teacher's questionnaire. Also, this chapter is concerned with the analysis of the outcomes presented in this research.

Participants

This research carries out with EFL second year students at Chedli ben Jdid University, El Tarf. The sample includes 39 students. Seven EFL teachers of the written and oral expression are chosen to be the members of the sample of the present study.

Research Institution

The research take place at chadli Bendjedid University, El Tarf during the second semester of the academic year2020-2021. The two questionnaires were distributed to the students and teachers in the classroom.

Data Collection Tools

The questionnaire is the most common tool used in collecting and gathering data. In this study, students' and teachers' questionnaires were chosen to obtain the data needed to test our hypotheses. Both questionnaires were administered to EFL students and teachers.

Procedure

Our data collection process lasted for two weeks; it is a whole process of distributing the questionnaire and explaining the aim of the questions to our participants. After that, we have collected the data from our participants at different times of the day and week.

Description of The Questionnaire

Students' Questionnaire

The questionnaire is composed of 15 questions. This tool involves four sessions. The first one is about the student's background, the second concerned with student's attitudes toward the writing skill while the third is about the student's attitude toward the speaking skill. The last section is concerned with student's attitude toward cloze test.

Teachers' Questionnaire:

The questionnaire consists of 14 questions. It involves four sections (A-D). Section "A" is about the teacher's background information, section "B" is about teacher's attitude toward writing while section "C" is about teacher's attitude toward the speaking skill and section "D" is concerned with teacher's attitudes toward the cloze test.

Analysis of The Students' Questionnaire Results

Section1: Students' Background Information

Question one: Students' age

This question is asked to know the age of the participants. The majority of students are 20 years old while others range is from 21 till 39 years old.

Question two: How do you see your level of English?

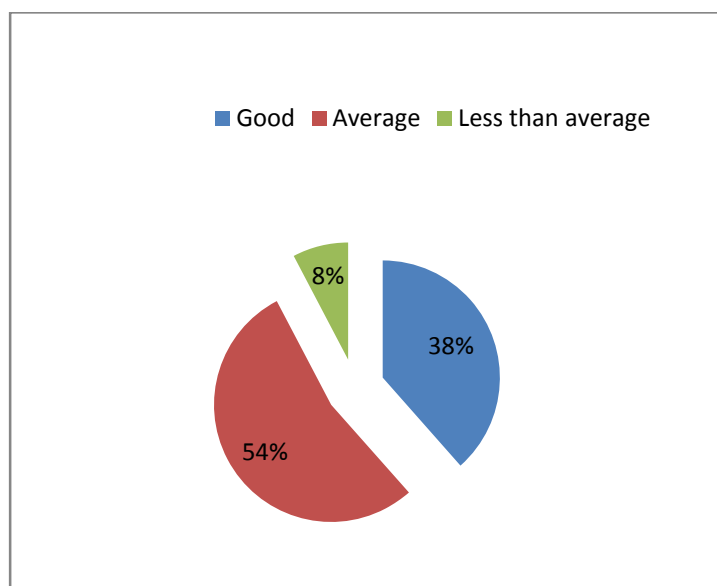


Figure 2.1 Student's Reaction toward Their Level

This question is put to know the students' level, as it is shown on the table above, 54% see that their level of English is average, 38% consider it as a good level and 8% consider it as "less than average" level.

Section 2: Students' Attitudes toward the Writing Skill

Question three: How do you find the module of written expression?

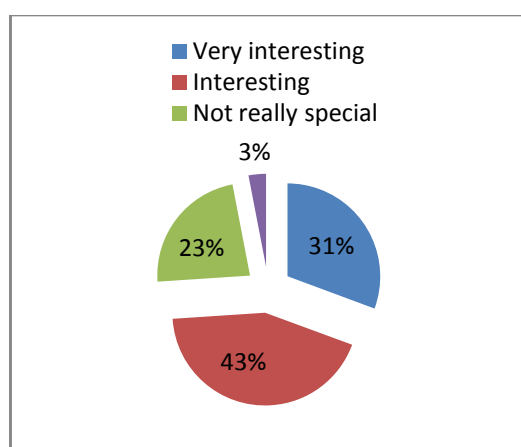


Figure 2.2 Students Attitude toward the Written Expression

As it is shown in the table above, the majority of participants said that they are interested with the writing expression module which means that writing session is important for learners.

Question four: According to you, what are the most important components in writing?

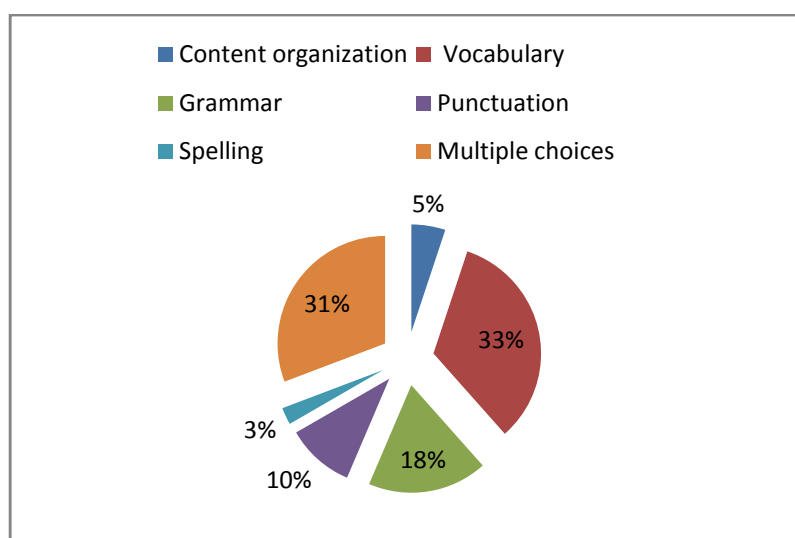


Figure 2.3 The most Important Components in Writing

This question is put in order to know the most important component in writing according to the students. As it is shown on the figure, the results obtained that the majority of the students (33%) said that vocabulary is the most important component in writing.

Question five: What is the most difficult step in writing, according to you?

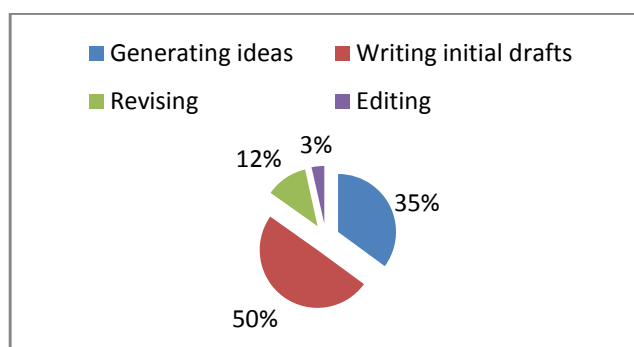


Figure 2.4 Student's Attitude toward the Writing Process

This question is asked in order to know the most difficult step in writing according to students.

The results show that almost all students 43% struggle in writing the initial drafts, 30% consider generating ideas as the most difficult step in writing while others 10% and 17% state that revising and editing are difficult for them.

Question six: When you write, what do you do?

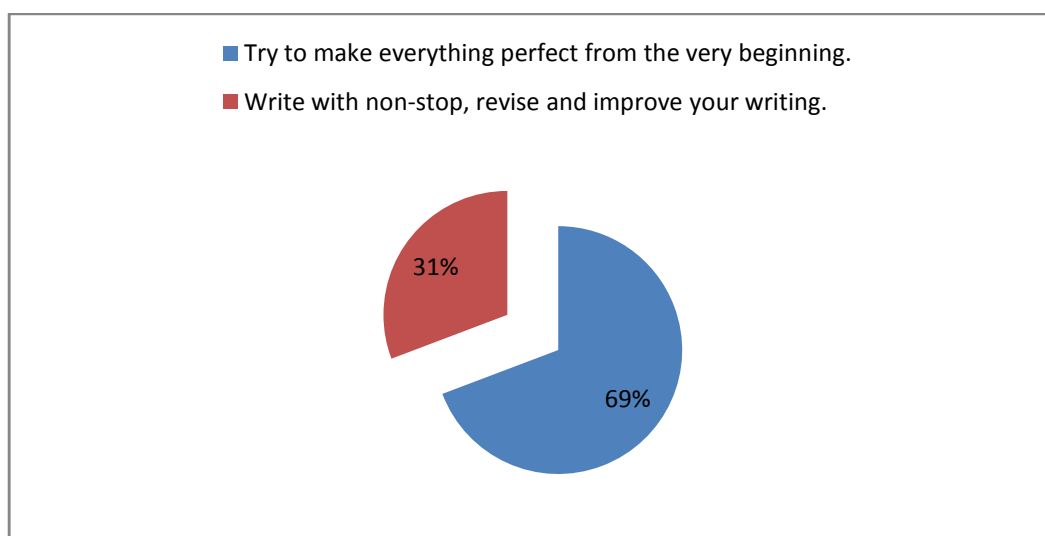


Figure 2.5 Students' Writing Steps

This question is put to know what students do when they write. The results obtained denote that 69% of students state that they try to make everything perfect from the very beginning when they write while others 31% write with non-stop, revise and improve their writing.

Question seven: After reading the topic of a test you are supposed to write about, what do you do?

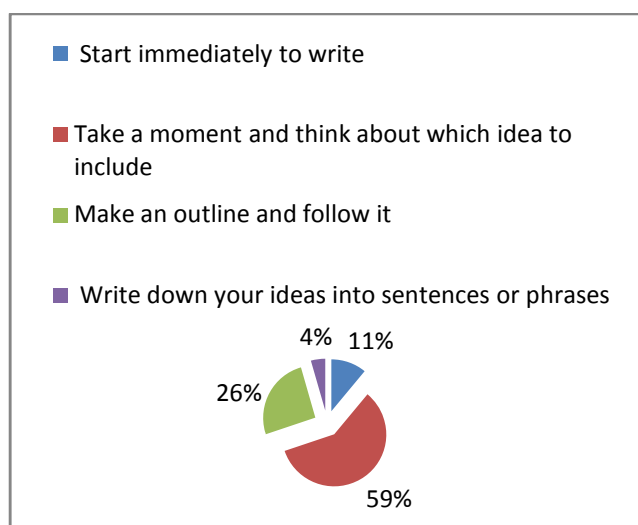


Figure 2.6 Students' Process of Writing a Topic of a Test

This question is asked in order to know what students do when they are asked about a topic.

The results obtained denote that 41% of students state that they take a moment to think which idea to include. While others, 8% start immediately to write, 18% make an outline and follow it and 33% state that they write down their ideas into phrases and sentences. But, there are some students that have different opinions, two students state that they take a moment and think about which idea to include then they write their ideas into sentences or phrases. The other students prefer making an outline and follow it then writing down their ideas into sentences or phrases.

Section2: Students' Attitudes toward the Speaking Skill

Question eight: What do you think about your speaking abilities?

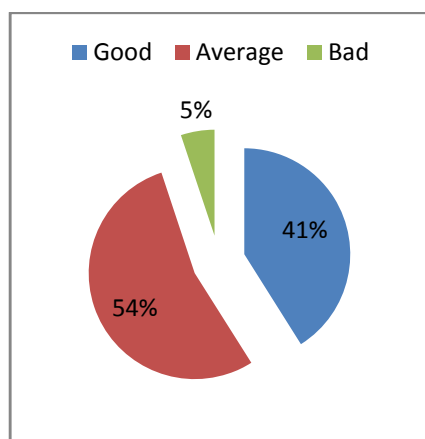


Figure2.7 Students 'Attitudes toward their Speaking Abilities

This question is asked to know the level of the students' speaking abilities. We can notice that 54% of the students consider their level of speaking abilities is average while 41% consider it as good and 5 % claim that their level is bad.

Question nine: What activities you enjoy the most during the oral class?

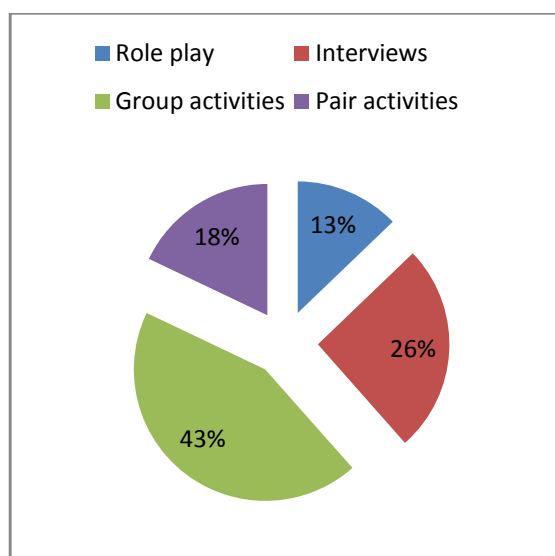


Figure2.8 Students' Preference of the Oral Activities

This question is asked to know which activity the student enjoys the most during the oral session.

It is noticeable that the highest percentage of students is 44%, they state that the most useful activity during the oral session is group activities. 25% state that interviews are the most enjoyable for them. 18% claim that they enjoy with pair activities while 13% said that the role play is the most enjoyable activity during the oral class.

Question ten: What kind of tests do you prefer?

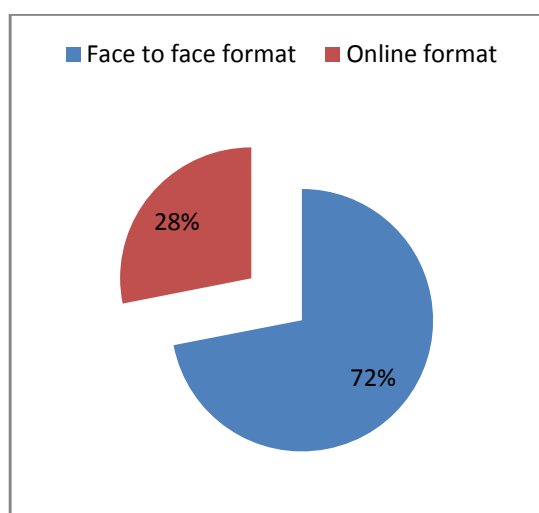


Figure 2.9 Students' Preference of Test Kinds

This question is asked to know the preferable test according to the students during the oral class then to know their justifications,

It is clear that the highest percentage of the students 64% state that they prefer face to face format while 36% prefer the online format.

Here are some students' justifications for the reasons behind preferring face to face format:

- a) It makes the students more honest and serious during any oral test.

- b) It helps students to tackle the problem of anxiety.
- c) It shows the real level of each student.

Section3: Students' attitudes toward the cloze tests

Question eleven: Have you been exposed to cloze tests or cloze exercises? Then, specify in which module?

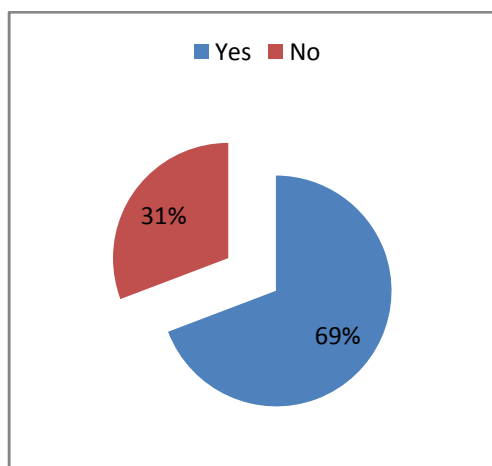


Figure2.10 Student's Reaction to the Cloze Tests and Exercises

This question is asked in order to know if students have been exposed to cloze tests or not. The results reveal that 69% have been exposed to cloze tests or cloze exercises, however; 31% state that they have not been exposed to this kind of tests.

Question twelve: Which of the following cloze tests types have you been exposed?

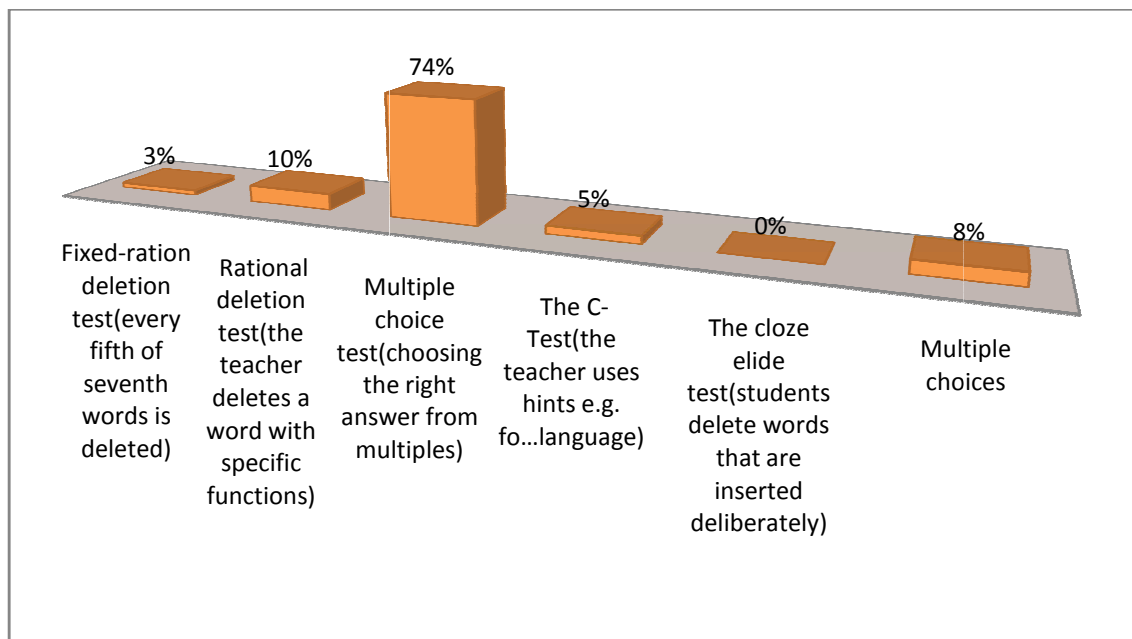


Figure 2.11 Students Reaction to the Types of Cloze Tests

As it is shown in the figure above, the results reveal that the majority of participants have been exposed to multiple choice test. Whereas, 10% have been exposed to rational deletion cloze test, 2% have been exposed to fixed-ratio cloze test and none of the participants have been exposed to the cloze elide. However, there are few participants have been exposed to multiple types of cloze tests.

Question thirteen: What did you usually do during cloze exercises?

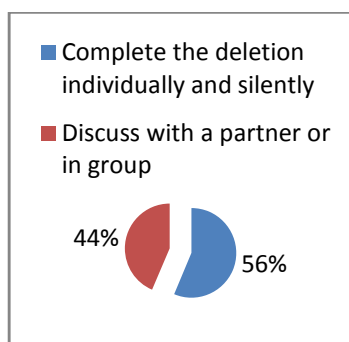


Figure 2.12 Students Practice during Cloze Tests

This question is asked in order to know what students do during cloze exercises. it is noticeable that the percentage of students are approximated; 56% state that they prefer to complete the deletion individually and silently, while 44% state that they like to discuss with a partner or in group during cloze exercises.

Question fourteen: During the cloze exercises, you complete the deletion by using:

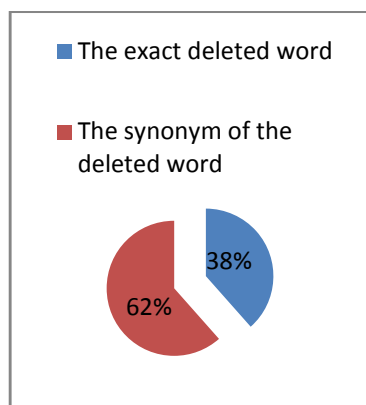


Figure 2.13 Students' Choice to Complete the Deletion

This question is asked in order to know what students use when they complete the deletion during the cloze exercises. It is observed that the highest percentage of students 62% state that they complete the deletion by using the synonym of the deleted word while others 38% state that they use the exact deleted word when they complete the deletion.

Question fifteen: Do you benefit from using cloze exercise?

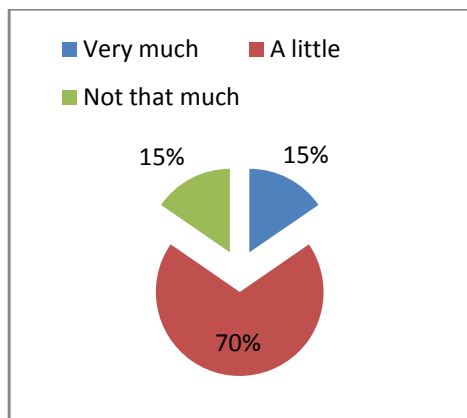


Figure 2.14 Students' Reaction to the Benefit of Cloze Tests

This question is asked to know if students benefit from using cloze exercises. The results reveal that the majority (70%) of students benefit a little from using cloze tests while 15% percentage said that they benefit very much from using it while other 15% said that they do not benefit that much from using it.

Analysis of the Teachers' Questionnaire Results

Question one: Which module are you concerned with?

This question is asked to know which module the teachers are assigned to, to answer on the sections that are concerned with such module(oral or written), seven teachers as total are chosen to be the sample of the research, four of them are assigned to the oral expression and the three others are assigned to the written expression.

Question two: How many years have you been teaching each of them?

This question is asked to know about the teachers' experience in teaching oral and written, there are two teachers have been teaching oral expression for two years, there is one teacher who has been teaching it for six years and another one has been teaching it for just

one year. There is one teacher has been teaching written expression for 13 years, another one has been teaching it for seven years and the last has been teaching it for six years.

Question three: What approach do you use to teach writing?

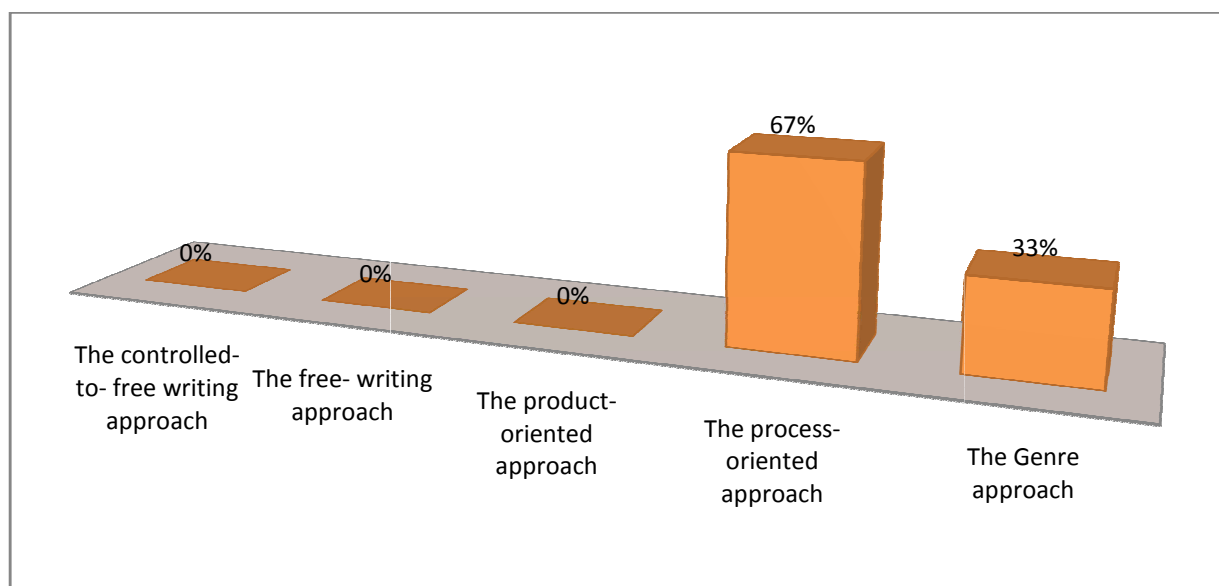


Figure 2.15 Teachers' Approaches to Teach Writing.

This question is put to know which approach the teacher uses to teach writing. As it is shown, 67% use the process oriented approach but the other 33% use the genre approach.

Question four: Explain the reasons for choosing this approach?

This question is put to know the teachers' justifications for choosing these particular approaches. Teachers who used the process oriented approach to teach writing, justify their answers by saying that this approach is concerned mainly with the process of writing and that really what students are missing, as well it considers the final product. Also, they said that it allows students to check their work, to correct their mistakes as it gives them an opportunity to ameliorate their work before submitting it. Teachers who used the genre approach justify their answers by saying that this approach combines the product and process approaches with emphasis on the genre and the reader.

Question five: What stage of the writing process is most difficult for your students?

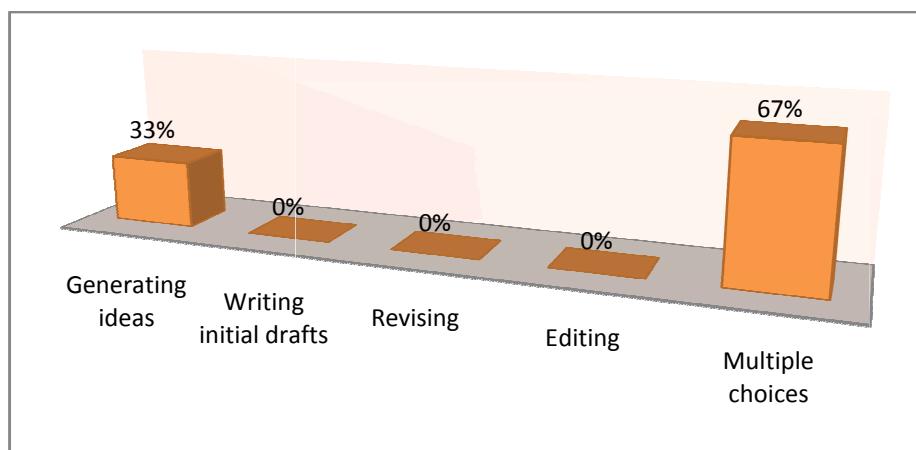


Figure 2.16 Difficulties of the Writing Process

This question is about the most difficult stage of the writing process for students. It is noticeable that the highest percentage of the teachers of writing said that the most difficult stages of the writing process are: generating ideas, writing initial drafts, revising and editing. Only one teacher said that generating ideas is the most difficult stage for students.

Question six: What approach do you use to assess your student's writing performance tasks?

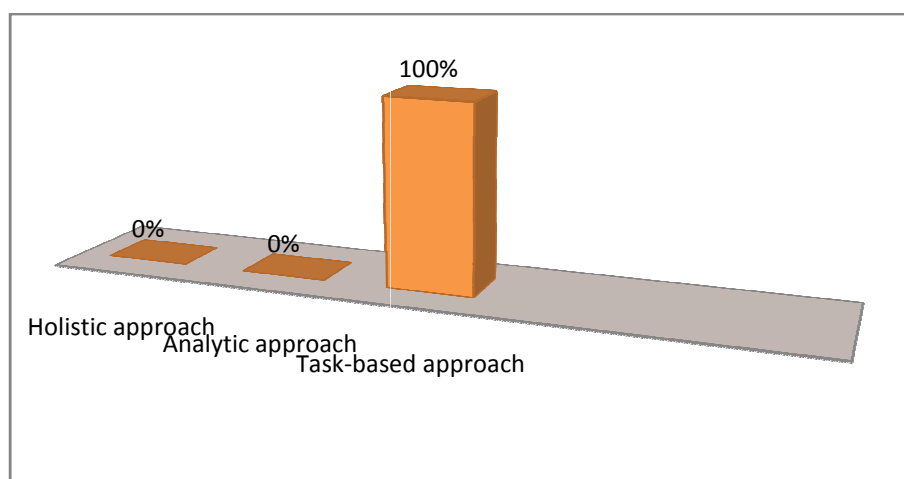


Figure2.17 Approaches to Asses Students' Writing Tasks.

This question is about the approaches that are used to assess the students' writing products. We can notice that all teachers of writing use the task-based approach when they assess their student's written products and they justified their answers by saying that the choice of the approach is based on the aim of the teacher and students' needs, as well as it allows teachers to evaluate their students to the task being asked to do. Also, they said that simply each task has its own purpose and its own assessment.

Question seven: Which activities do you usually use during your oral sessions?

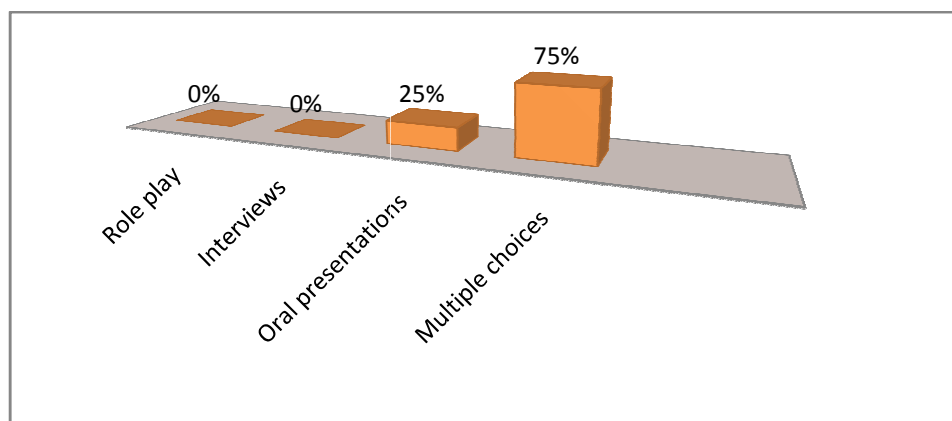


Figure2.18 Activities used by Teachers during the Oral Session

This question is put to know what kind of activities used during the oral session. The results reveal that most of the oral expression' teachers use multiple activities during the oral sessions, only one teacher rely on the oral presentations.

Question eight: What approaches do you use to assess your student's oral performance tasks?

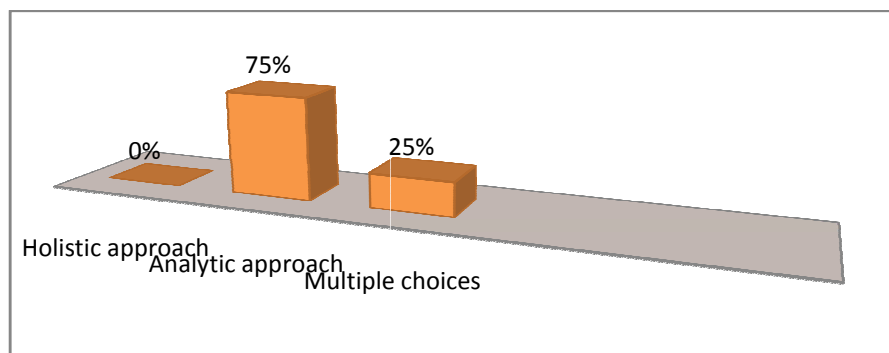


Figure 2.19 Approaches to Assess Oral Performance Tasks

This question is asked to know which approaches are used to assess students' oral performance tasks. It is noticeable that most of the oral expression teachers use the analytic approach to assess their students' oral performance. Only one teacher uses both of the approaches, holistic and analytic approach.

There is the same justification about why they choose the analytic approach because it analyses students' errors, determines their weaknesses and it covers all aspects of language.

Question nine: In which criteria do you rely the most while assessing the students' oral performance?

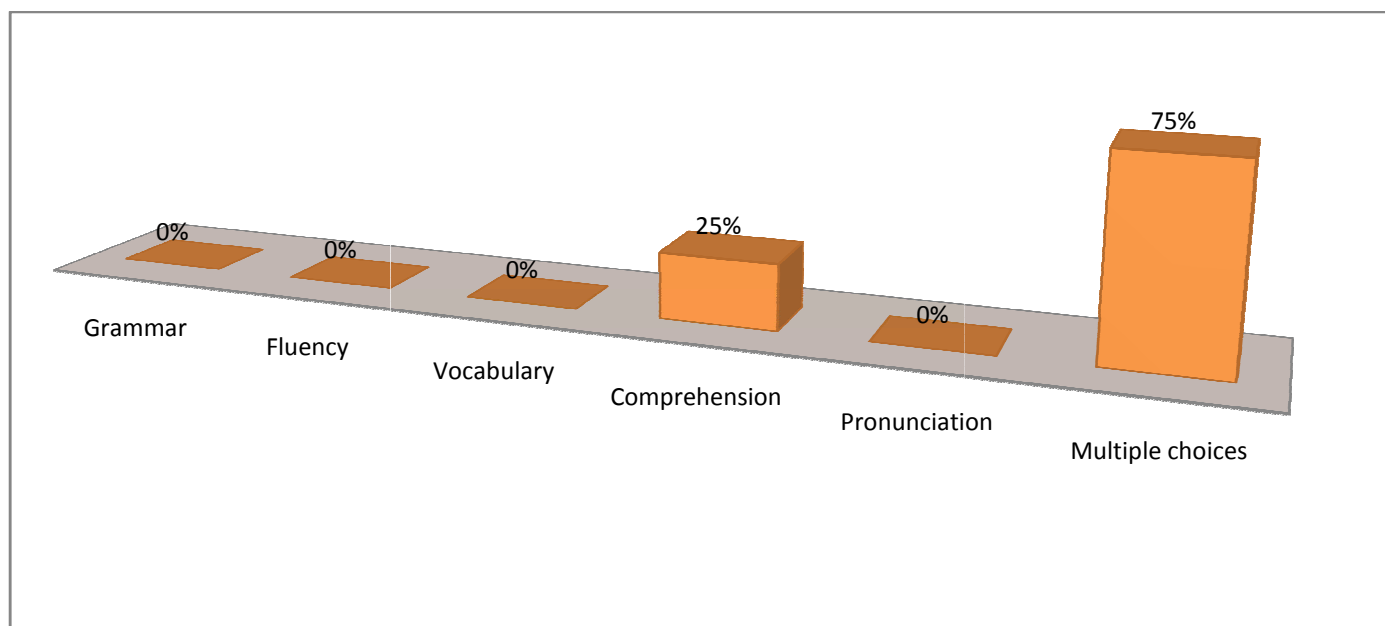


Figure 2.20 Criteria used to Assess the Students' Oral Performance

This question is put to know which criteria the oral expression' teachers rely most while assessing the students' oral proficiency. The results reveal that 75% of the oral expression teachers rely on grammar, fluency, vocabulary, comprehension ad punctuation while assessing students' oral performance. Only one teacher said that the criteria that she/he relies the most while assessing the students' oral performance is comprehension.

Question ten: Have you been exposed to cloze tests or cloze exercises? and specify in which module?

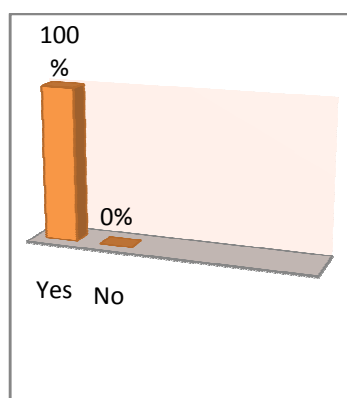


Figure2.21 Teachers' Exposure to Cloze Tests

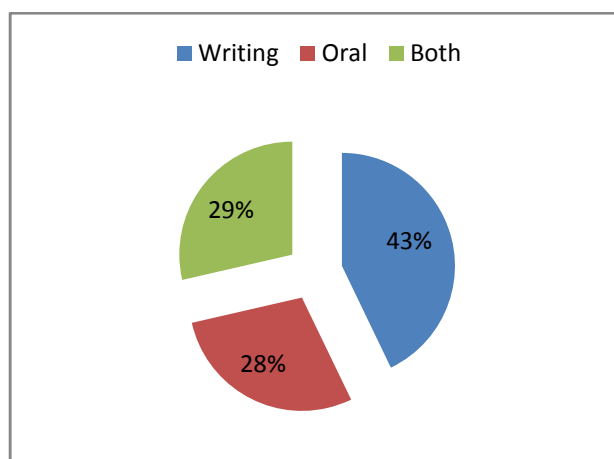


Figure2.22 Teachers' Specification of the Modules

This question is asked to know whether teachers have been exposed to cloze tests or not with a specification to which module. The figure shows that all teachers use the cloze test. Besides, few teachers use it in the module of writing, two teachers use it in the module of oral and few others use it in both writing and oral.

Question eleven: What are the cloze test types you use in the classroom?

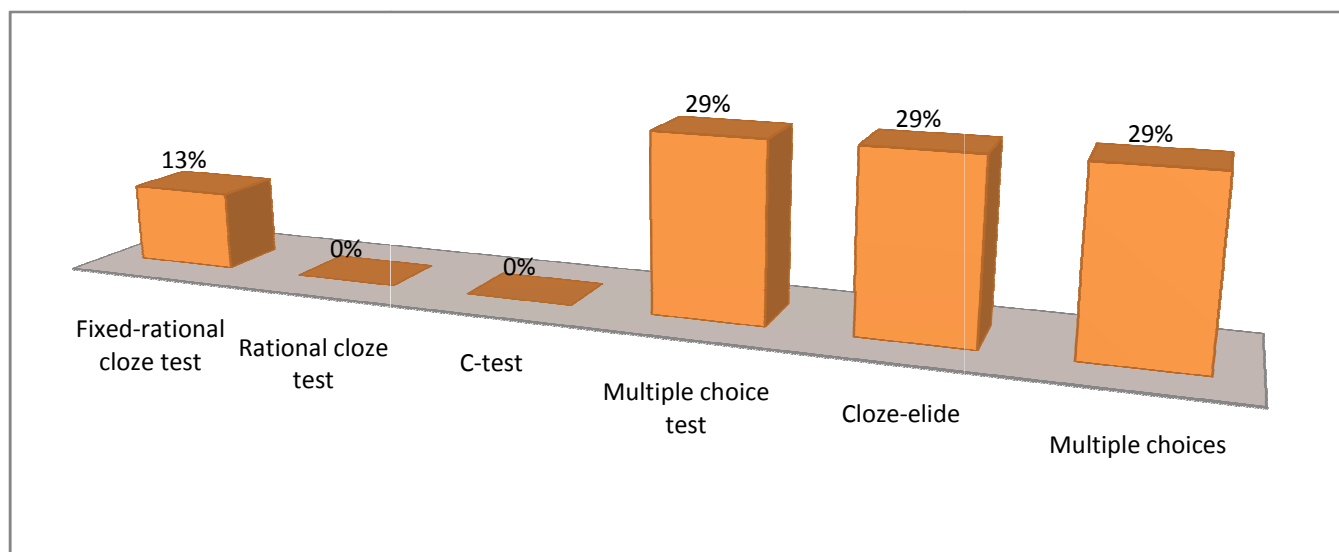


Figure 2.23 Types of Cloze Test used by Teachers in the Classroom.

This question is asked to know cloze test types that are used in the classroom. The table shows that there are two teachers use cloze elide test, two teachers use multiple choice and the two others use multiple types of cloze test, there is just one teacher use the fixed-ratio cloze test.

Question twelve: What type of deletion you prefer to apply?

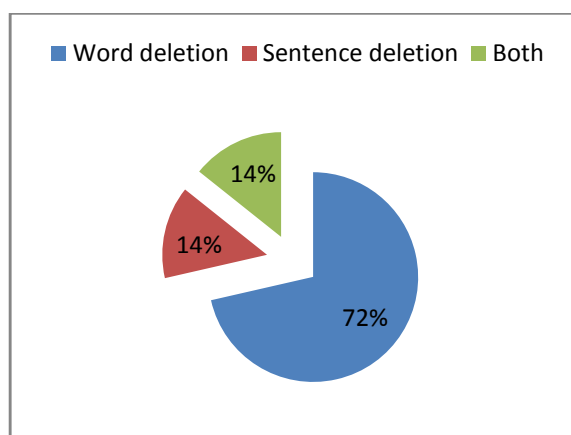


Figure 2.24 Preference of Types of Deletion to Teachers

This question is asked to know which type of deletion the teachers prefer to apply. The results reveal that 72% of teachers prefer to apply word deletion, 14% of them prefer to apply sentence deletion and 14% of them prefer to apply both of them.

Question thirteen: What do you use from the following to design a cloze test?

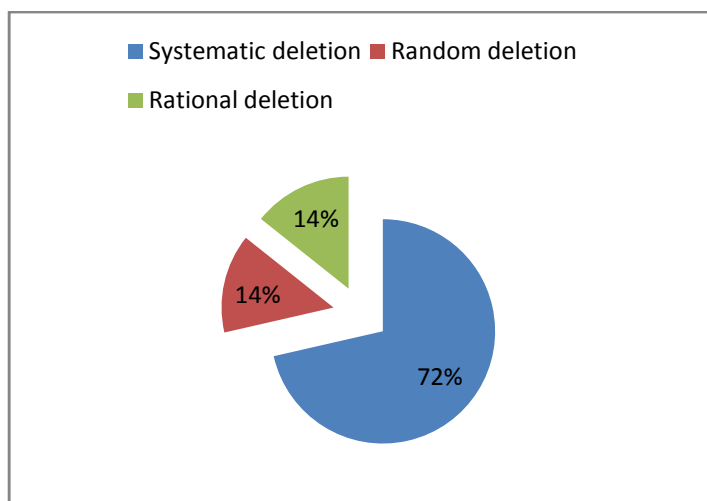


Figure 2.25 Types of Deletion used by Teachers to Design a Cloze Test

This question is about what the teachers do when designing a cloze test. The figure shows that the highest percentage of teachers 72% said that they use systematic deletion to design a cloze test; one teacher said that she/he uses the random deletion and another one said that he/she uses the rational deletion.

Question fourteen: According to you, which one may be the preferable and more effective?

This question is about teachers' justification when they said that the systematic deletion is preferable and more effective because it follows students' weaknesses and it has a practical goal, also they said that it is always dependent on the teacher's aim and the teacher himself is the one who is responsible for the word to be deleted and what vocabulary she/he focus on.

Question fifteen: During cloze tests, you interact with students and work as?

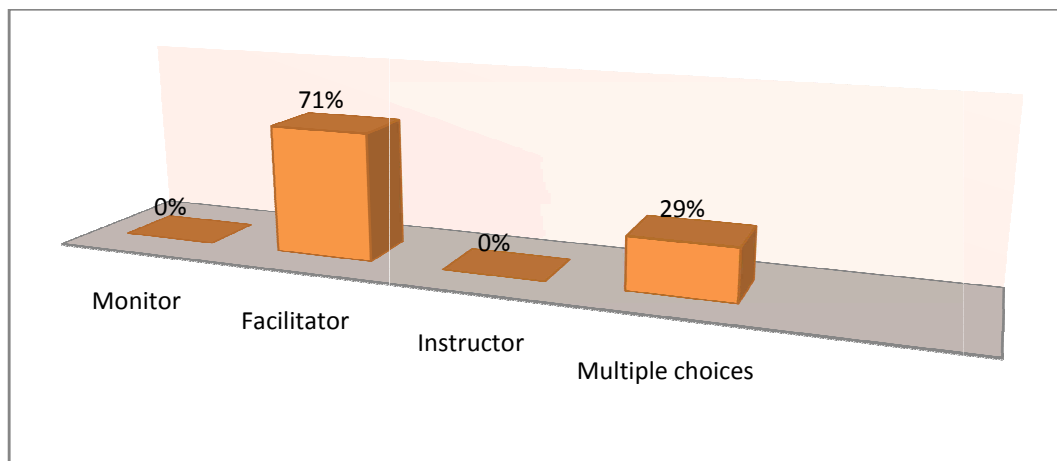


Figure 2.26 Teachers Role during a Cloze Test

This question is asked to know teachers' interaction during a cloze test. We can notice that the highest percentage (71%) of teachers said that they work and interact with students as a facilitator during the cloze test, 29% of them state that they work as a facilitator and instructor.

Question sixteen: While correcting your students' cloze test, what do you accept?

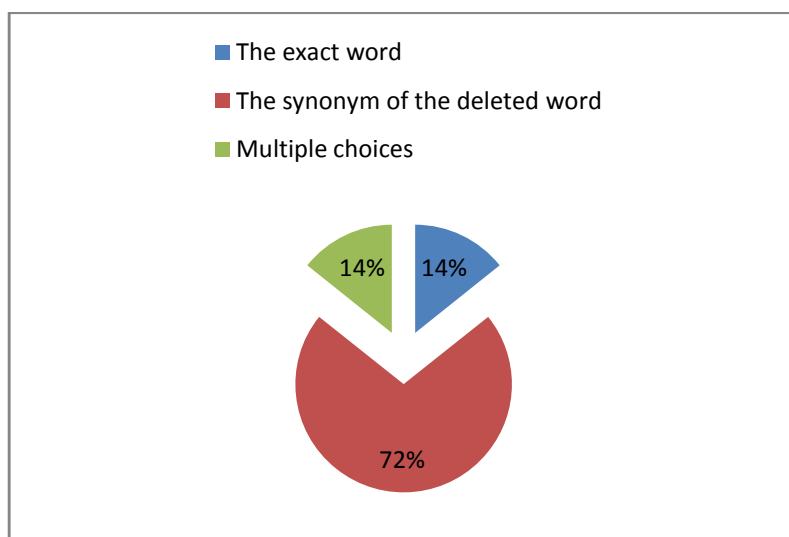


Figure 2.27 Teachers' Way of Correction of the Cloze Test

This question is asked to know how teachers correct their students' cloze test. It is noticeable that the highest percentage 72% of teachers state that they accept the synonym of the deleted word when they correct their students cloze test. Besides, others 14% of them state that they accept both the exact and the synonym of the word; also 14% state that they accept only the exact word.

Conclusion

To conclude, the results discussed of this study which are concerned with the effectiveness of cloze test in assessing the EFL writing and speaking skills, have confirmed our hypotheses. Thus, it is necessary to implement the cloze test in the speaking and writing classrooms. Cloze test effects positively students' written and oral performance. Thus, it is necessary to implement the cloze test in the writing and the oral classrooms to enhance students' productive skills (writing/speaking) and to achieve an effective teaching and learning process.

Chapter Three

Discussions and Recommendations

Introduction

The present chapter provides discussions of the analyses of both students and teachers' questionnaires. It is recommended some ways for writing and speaking assessors to maximize the use of cloze test as a solution to improve student's writing and speaking skills.

Data Discussion

After reading and analyzing the data obtained from the two instruments, students' questionnaire and the teachers' questionnaire, a discussion of the previous obtained findings is necessary. It is likely to explore the pre-mentioned hypotheses in relation to the main findings of this research. Consequently, in this section, it is proved that the suggested hypotheses concerning the effectiveness of cloze tests in assessing the EFL learners' writing and speaking skills.

Students' Questionnaire Discussion

Section1: Students' background information

Students' age

The chosen sample in this study show that there are different ages of the participants who study English, this may be due to the fact that they are interesting in studying foreign languages especially the English language.

Students' level

Concerning the second question which was about the level of students in English, all the students said that their level in English is average, this indicate that they are capable to improve their level from average to a good level.

Section2: Students' attitude toward the writing skill

Regarding the third and the fourth questions which were about the students' attitude toward writing, the results show that students like the writing session and their interest in the written expression. Besides, most of them find that vocabulary is the most important components in writing.

Concerning the fifth question, which was about the most difficult step in writing, all the students said that they encounter problems when they write the initial drafts which means that they are claiming about the difficult step in the writing process.

With regard to the sixth and the seventh questions which intended to get information about what students do when they write, the results show that they try to make everything perfect from the very beginning and others said that they take a moment and think about which idea to include.

Section3: Students' attitude toward the speaking skill

As for the eighth question which was about the level of students' speaking skill, the results show that their level in the speaking skill is between good and average level.

Concerning the ninth and the tenth questions which were about the enjoyable activities and the preferable format during the oral session, all the students said that they prefer group activities and face to face format, this may be because they enjoy group work.

Section4: Students' attitudes toward cloze tests

Concerning the eleventh and the twelfth question, which were about students' exposure to cloze test and its types, the results show that the majority of students have

been exposed to multiple choice test and the cloze elide test, this maybe because of the educational programs that contain this kinds of cloze tests in abundance.

With regard to the thirteenth and fourteenth questions which were about what students' do when they complete the deletion of a word, most of the students complete the deletion individually and silently by using the synonym of the deleted word.

The discussion of the main results of teachers' questionnaire

Clearly, the obtained results revealed that written expression teachers apply the process-oriented approach because according to them, it allows students to express themselves freely by checking and correcting their mistakes. In addition, teachers said that students still face difficulties in the writing process like generating ideas.

Also, they all share the same type of assessment approach which is the task-based approach and they justify their answers by saying that each task has its own purpose and its own assessment. Additionally, oral expression teachers use several types of activities during the oral sessions like oral presentations, interviews...Also, the teacher assess their students' oral task by following the analytic approach because it analyses the students' errors and determines their weaknesses.

From the results obtained, oral and written expression teachers clearly use cloze test in the classroom by using different types like cloze elide and multiple choice tests. Teachers follow the systematic deletion to design a cloze test, their interaction is an essential part of an effective learning environment in the sense that teachers help their students by facilitating the cloze exercise then, they correct their cloze test by accepting either the exact deleted word or the synonym of the deleted word.

Limitations of the study

Covid19 was the major obstacle for the present study when some students were absent because they study by batches. Besides, the questionnaire was planned to be delivered for 12 teachers but only seven teachers represent the sample of this study and they were the ones who give back the questionnaire in the adequate time.

Recommendations for teachers

After identifying the shortcomings of this research, some recommendations are suggested below.

Using cloze strategy in the classroom

According to Chatel (2001), the use of cloze procedure that is included in such lessons can help students to improve through the creativity of their language and knowledge while predicting unknown words.

To set up this strategy in the classroom, teacher should follow the tips below:

- Select a contained passage for a text that is both appropriate in length and reading level for the age of the students.
- Remember to leave the first and last sentence of the passage intact with all punctuation and grammar.
- Cover up some of the words or parts of words from the text. Focus the strategy on one reading strategy, whether that is in a semantic or syntactic way.
- Assist the students as they use the passage cues and structure to figure out the missing words.

The link of cloze test to writing

This strategy can contain a writing element by asking students to write their own cloze procedure based on a shared text. This can contribute for the authenticity of the learning process.

- Teachers should encourage their learners to write their own content and create a completely original story and cloze procedure for the story. This will work on the creativity of the writing skill.
- Teachers should take into consideration the discussion between classmates because when they exchange their cloze passage with other classmates, this naturally will reinforce the critical components of the story including key vocabulary as students interact with each other and share what they create. This also gives students ownership in the learning process.

Conclusion

This final chapter seeks to discuss the findings obtained throughout the research process in order to answer the research questions. Therefore, it reveals the necessity of cloze tests during the written and oral expression sessions. In addition to that, it is recommended some ways for the written and oral expression teachers to enhance their learners' productive skills.

General Conclusion

General conclusion

This project sheds light on the writing and speaking skills which are considered as major elements in the process of teaching and learning in which they have to be mastered by students. By learning to write, the students will get knowledge about how to write effectively, express ideas and share their thought. Additionally, speaking is the most required skill to communicate easily and to express one's self and thought. Cloze procedure technique was suggested through the present study as a way to assess the EFL learners' productive skills (writing/speaking).

The current research provides a measurement of cloze tests in assessing the EFL learners' productive skills (writing/speaking) at the level of second year classes, El Tarf University. The hypotheses were confirmed by this investigation that if students are assessed by cloze procedure technique, their writing and speaking will be improved.

This paper has focused on the cloze test in assessing the EFL learners writing and speaking skills, what kind of cloze test the teachers use during the oral and writing sessions, what type of deletion you prefer to apply, the role and the interaction of teachers during the cloze test and how they correct their students' cloze tests is emphasized.

In its practical side, the study used the descriptive method in order to describe the situation of learning and teaching writing and speaking skills in the light of implementing cloze test. To test the hypotheses, two questionnaires are designed in this study for data collection, the first one is students' questionnaire and the second is teachers' questionnaire. The obtained results have confirmed the hypotheses after analyzing and discussing the collected data.

The results pointed out a possible use of cloze test in testing EFL learners' speaking and writing and it has an effect on the progress of students in their learning in general.

In conclusion, if cloze procedures used correctively, it can be valuable tools in assessing speaking and writing skills.

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APPENDICES

APPENDIX A

The Students Questionnaire

Students' Questionnaire:

Dear students, you are kindly asked to answer this questionnaire which aims at investigating the effectiveness of cloze tests in assessing the EFL learners writing and speaking skills.

Section A: Background information.

1. Age:
2. How do you see your level of English?

Good Average Less than average

Section B: Student's attitudes toward the writing skill.

Circle the most appropriate answer

3. How do you find the module of written expression?
 - a) Very interesting.
 - b) Interesting.
 - c) Not really special.
 - d) Do not know.

4. According to you, what are the most important components in writing?
 - a) Content organization.
 - b) Vocabulary.
 - c) Grammar.
 - d) Punctuation.
 - e) Spelling.

5. what is the most difficult step in writing , according to you :
 - a) Generating ideas.
 - b) Writing initial drafts.
 - c) Revising.
 - d) Editing.

6. When you write do you :
- Try to make everything perfect from the very beginning.
 - Write with non-stop, revise and improve your writing.
7. After reading the topic of a test you are supposed to write about, what do you do?
- Start immediately to write.
 - Take a moment and think about which idea to include.
 - Make an outline and follow it.
 - Write down your ideas into sentences or phrases.

Section C: Student's attitude toward the speaking skill.

8. What do you think about your speaking abilities?

Good. Average Bad

9. What activities you enjoy the most during the oral session? (circle the appropriate answer)
- Role play
 - Interviews
 - group activities
 - pair activities
10. What kind of tests do you prefer?
- Face to face format.
 - Online format.

Why?

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Section D: Student's attitudes toward the cloze tests.

11. Have you been exposed to cloze tests or Cloze exercises?

Yes No

If yes, please specify

- a) In writing.
- b) In speaking.
- c) Both.

12. Which of the following Cloze tests have you been exposed ?

- a) Fixed- ratio deletion(every fifth of seventh words is deleted)
- b) Rational deletion (The teacher deletes a word with specific functions e.g. : articles , adverbs ...etc) .
- c) Multiple choices (choosing the right answer from multiples).
- d) The C-test (the teacher uses hints e.g. fo.....language).
- e) The Cloze elide (students delete words that are inserted deliberately).

13. what did you usually do during Cloze exercises ?

- a) Complete the deletion individually and silently.
- b) Discuss with a partner or in group.

14. During the Cloze exercises , you complete the deletion by using :

- a) The exact deleted word.
- b) The synonym of the deleted word.

15. Do you benefit from using cloze exercises?

Very much A little Not that much

APPENDIX B

The Teachers' Questionnaire

Teacher's Questionnaire.

Dear teacher, this questionnaire is a sub ordinary method to approach the validity of the study that aims at investigating the effectiveness of cloze tests in assessing the EFL learners writing and speaking skills. As a case study, we have selected second year students at the department of Chedli Benjdid University of El Tarf.

Section A: General information.

Which module are you concerned with?

- a) Oral
- b) Writing

How many years have you been teaching each of them?

..... Year(s).

Section B: Teacher's attitudes toward writing.

1. What approach do you use to teach writing?

- a) The controlled-to- free writing approach.
- b) The free-writing approach.
- c) The product-oriented approach.
- d) The process-oriented approach
- e) The Genre approach.

2. please , explain the reasons for choosing this approach

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3. What stage of the writing process is most difficult for your students?

- a) Generating ideas.
- b) Writing initial drafts.
- c) Revising.
- d) Editing.

4. What approach do you use to assess your Student's writing performance tasks?

- a) Holistic approach
- b) Analytic approach
- c) Task – based approach

Please, explain the reasons for choosing this approach

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Section C: Teachers attitudes toward speaking.

5. Which activities do you usually use during your oral sessions? (You are free to tick more than one box if you see various activities throughout the whole year).
- a) Role play
 - b) Interviews
 - c) oral presentations
6. What approach do you use to assess your students ' oral performance tasks?
- a) Holistic approach
 - b) Analytic approach

Please, explain the reasons for choosing this approach

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7. On which Criteria do you rely most while assessing the student's oral performance?
- a) Grammar
 - b) Fluency
 - c) Vocabulary
 - d) Comprehension
 - e) Pronunciation

Section D: Teacher's attitudes toward the use of cloze tests.

8. Do you use cloze test?

Yes No

If yes, in which module?

- a) Writing
- b) Speaking
- c) Both

9. What are the cloze test types you use in the classroom?

- a) Fixed -ratio cloze test.
- b) Rational Cloze test.
- c) C- test
- d) Multiple choice
- e) Cloze elide

10. What type of deletion you prefer to apply?

- a) Word deletion
- b) Sentence deletion

11. What do you use from the following to design a cloze test?

- a) Systematic deletion.
- b) Random deletion.
- c) Rational deletion.

12. According to you, which one may be the preferable and more effective?

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Please, Specify why

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13. During Cloze tests , you interact with students and work as :

- a) Monitor.
- b) Facilitator.
- c) Instructor.

14. When you are correcting your students ' Cloze test, you accept :

- a) The exact word.
- b) The synonym of the deleted word.