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Savaş AKBAŞ

COMPARATIVE RELIABILITY, DIFFICULTY AND VALIDITY OF THE CLOZE TEST AND TEACHER-MADE TESTS

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YÜKSEK LİSANS

TEZ YÖNETİCİSİ
Yrd.Doç.Leyla TERCANLIOĞLU

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ÖZET

YÜKSEK LİSANS TEZİ

SAVAŞ AKBAŞ

Danışman: Yrd. Doç. Dr. Leyla Tercanlıoglu

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Yabancı dil eğitim ve öğretim sürecinin en önemli safhalarından birisi Ölçme ve Değerlendirmedir. Ölçme araçları öz olarak Öğretmen Yapımı Testler ve Standard Testler şeklinde sınıflandırılabilir. Uzmanlar tarafından hazırlanan Standard Test Teknikleri Öğretmen Yapımı Test tekniği olarak da kullanılmaktadır. Burada değişen test kullanımındaki amaçlardır. Genelde Standard Testler öğrencinin potansiyel bilgisini ölçerken öğretmen yapımı testler müfredatla sınırlıdır.

Bu tezin amacı, test tekniklerinden birisi olan "Cloze Test" tekniğinin öğrencinin linguistic yeterliliğini ölçüp ölçmediğini öğrenmektir. Bu amaçla tezin teorik kısmında dil testlerinin üç boyutu-dil, öğrenme/öğretme ve değerlendirme dolayısıyla Cloze Test tekniği teorik olarak sunuldu.

Tezin uygulama kısmına gelince, denek gurubu olarak Edirne Anadolu Öğretmen Lisesi 2-F sınıfı seçilmiş ve tez konusuna uygun olarak correlative araştırma metodu izlenmiştir. Correlational araştırma tekniği araştırmada yer alan değişkenleri etkilemeye çalışmadan değişkenler arasındaki mevcut ilişkileri araştırmaya çalışır. Bir başka deyişle Correlational araştırma tekniği ya önemli insan davranışlarını açıklamak yada muhtemel sonuçları tahmin etmek için kullanılır.

Bu nedenle hem araştırma tekniğine hem de araştırma konusuna bağlı kalarak bilgi toplamak amacıyla dönem boyunca yapılan üç adet öğretmen yapımı test, iki adet Cloze test uygulaması, bir adet anket çalışması ve öğrencinin bilgi seviyesi konusunda öğretmen görüşlerine baş vurulmuştur. Test sonuçları ve öğretmen görüşlerinden istatistiksel sonuçlar elde edebilmek için SPS programından yararlanılmıştır.

Araştırmada, elde edilen istatistiksel sonuçlar yorumlanmış, iki farklı test tekniği hem format hem de soru yapısı olarak karşılaştırılmıştır. Anket çalışması sonucunda öğretmenlerin test teknikleri hakkındaki düşüncelerine ulaşılmıştır.

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ABSTRACT

This study is a descriptive research. It focuses on cloze test and aims in investigating if cloze tests are effective in evaluating the linguistic competence of language learners.

Chapter two contains review of literature about language views, learning/teaching views and test and test technique. This chapter provides a theoretical general information and presented the relationships among three dimensions mentioned above.

Chapter three presents how the researcher collected data, analysed data and compared and contrasted two different test technique.

Chapter four presents a comparison between the scores of the test applied in the classroom 2-F Anatolian Teacher Lise during the educational year and that of C.T. applied by the researcher in the same classroom and then the results obtained from this comparison were interpreted. A comparison between test items of tests is presented at this chapter.

Chapter five presents a summary of the study, and conclusion depending on the results of data and questionnaire given to the teachers are given.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

ADJ/adj	: Adjective
ADV/adv	: Adverb
CONJ	: Conjunction
C.L.T.	: Communicative Language Teaching
C.T.	: Cloze Test
D.P.	: Discrete-Point
F.C.	: First Certificate
G.T.T.T.	: Grammar Translation Trend of Testing
INF/Inf	: Infinitive
L.	: Language
L.T.	: Learning Theory
N/n	: Noun
PREP/p	: Preposition
PRON/p	: Pronoun
R.C.	: Relative Clause
T-M	: Teacher-made
T.T.	: Teaching Theory
V	: Verb

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CHAPTER I

INTRODUCTION TO THE STUDY

One of the most common behaviours made by human being is testing. Although it has a wide place in our life, it is carried out unconsciously. Actually, human being test every cognitive effort being made by himself everyday. When we buy a new pair of shoes we test it in order to understand if it will fit to our foot. We don't know that decisions made by us are the results of tests. In general, testing is a neglected field and many people do not know its technical features. When we ask a person working at the brick factory "what is test?", s/he should try to explain it by describing test procedure applied at the bricks at the factory. When the same question is asked to another person working at another job, he should answer by building a connection between his job and test procedure being used in his place of employment.

"A test is a way of arriving at a meaningful decision, and a test is a substitute for a more complex procedure" (Baker; 1989: pp. 3-6).

The first description of the test shows us that test is a tool for arriving at a meaningful decision. When someone or something is exposed to a test, this action means that there is a meaningful decision to be made about the testee. Here, the aim in testing is to learn one or more features of the testee and making decisions about these features of the testee. Tasting from the meal in order to learn its taste is not different from testing. As to the second description of the test, it shows as the economic and confidential features of the test. If you want to test the quality of the bricks there is no need to test all bricks, it is enough to test only one of them. In language teaching/learning procedure, descriptions mentioned above show themselves too. Tests being made during the course time take the same features. While testing, the teacher has a goal such as to learn about student's performance, success of the course or self-success etc. He can arrive at a meaningful decision looking at the test results. When we think the time being spent

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during testing students one by one, we understand how test are economic and confidential and also are a substitute for a more complex procedure.

Regarding the importance of the tests in language teaching/learning process, there is an undeniable relationship. Because it is testing.

> Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language (Heatan, 1990:5).

In the former case, language test are geared to the teaching. This kind of tests can help students in at least two ways.

Firs-such kind of tests can help create positive attitudes toward the teacher's lesson. Teachers aim at providing positive classroom experiences for their students, in the interest of motivation and efficient instruction.

Second, tests help them master the language. Here, language tests are a part of the curriculum of the course. When the students study for exams and again when exam sheets are returned and discussed, the students are helped. As the number of tests increases, the student will have to study more and thus learning should be enhanced by student's growing awareness on the topics. By this kind of tests, the teacher can diagnose what each student has mastered and which language topics need more attention.

Regarding to the second case of the description made by Heaton (1990), teaching is geared to the test. This kind of tests cover standard tests such as TOEFL, Cambridge Exams Teaching/learning are arranged depending on the test. That is, the aim of the teaching/learning is to success the target exam. This kind of tests aims to assess the student's performance in the language.

Testing which is as scientific field, has a wide literature of terms. Three terms of the most common ones are 'Test', 'Measurement' and 'Evaluation'. Generally, these terms are used interchangeable instead of each other. In a technical and scientific meaning, they mean different things.

> "Test" often connotes the presentation of a set of
> questions to be answered. (Farhady; 1995:3-4)

According to this description test is a tool consisting of questions and a tool arranged depending on the field. Thus, it is understood that test is a vehicle in order to make decision. Test by itself mean nothing. It is only a step.

The second term "Measurement" appears after the application of the test As a result of the testee's answers to the test, we obtain a numerical value. This numerical value means the measure of characteristic of that testee. That is, Measurement is the result of the application of the test. Measurement having a broad sense means information in quantitative form being obtained from using observations, rating scales or other devices. Regarding to the term "Evaluation", Stufflebean (1971) states that "evaluation is" the process of delineating, obtaining and providing useful information for judging decision alternatives. So, in evaluation, we have a goal or objective in mind. In education, the gathered data are not measures of specific educational goal, on the contrary, they are gathered to help specialist make decisions about what goals should be set or determine which instructional procedures are employed to arrive at the goals.

1.1. Statement Of The Topic

Edirne Anatolian Teacher Training Lycee is a state school. The school consists of 15 classrooms. It was established in 1882. It has had various names from 1982 to the present. As understood from its name, this school aims to educate the students as candidates for teaching. The curriculum of this school had been developed by their teacher. Curriculum of this school was sent as a model to the other Anatolian Teacher schools by the Ministry of National Education. Although there are a lot of High Schools such as Super Lise and Anatolian Lise and state schools, this research was carried out at Edirne Anatolian Teacher Training Lycee.

The classroom 2F of this school was chosen as subject for this research. The course book of the classroom 2-F contains topics such as;

1. Stories containing models, adverbial clauses, wish clauses 2. views of the future, hopes for the future containing simple Future, Future continuos and Future Perfect tense, 3. environments containing relative clauses, non-defining relative clauses, ellipses, 4. recollection containing simple past, past perfect, used to, would etc, 5. stories containing verbs of senses with infinitive/present participle, 6. travel containing concession clauses,

7. critics about people's feelings and Generation Gap containing infinitives, adjective, infinitive, verb infinitive, 8. Reading for developing critical thinking, 9. short stories, 10. talking (about past, present and future events etc).

During the second half of the educational semester, students are taught these grammatical rules and words taking part in the reading passages. And during the semester students are given tests at given days.

Tests are tools measuring indirectly the performance of the testee. We measure success of the testee, programme and teacher in language instruction by utilising these tools. In addition, tests are used in both measuring of learning performance and in steering learning. In teaching, the level of succeeded objectives is determined by the test scores. We utilise these test scores for developing language teaching programme. Language tests are used for measuring learner's learning level too. Because of the reason that tests indirectly measure the performance of the testee, tests are effective in different levels depending on the validity, reliability, and practicality.

As a result of this, it is important to choose the appropriate test types in order to measure the feature we want to test effectively.

In language teaching in addition to the standard test, teacher-made tests are also used in schools. Validity, reliability, acceptability and practicality of teacher-made tests are directly proportional with the education and the effort of the teacher who prepares test. Teachers use different test techniques at the same time. Moreover, it is known that teacher-made test are, in general, in a grammatical construction and do not measure enough learning level deeply. So as to develop a test type to measure features of this type, it is necessary to train teachers related with this subject and to introduce new test techniques to them. Few who used cloze test technique, can also use teacher made tests in measuring linguistic competence of the student in addition to using different test techniques in measuring linguistic competence.

1.2. Statement Of Purpose

Cloze test technique is the most widely used test technique in standard tests such as TOEFL and Cambridge exams. The importance of C.T. it has got in Standard Tests can be taken in to the classrooms. That it is easy to prepare a C.T. is an advantage for

teacher, in addition, that scoring of cloze test is easy is another advantage for English teacher. While teacher prepares a language test, he/she should take into the consideration the aim of the test. Thus, he should choose appropriate test items to his aim at making test. While choosing appropriate test item he should have got knowledge about the use of test techniques.

The focus of this study is on the use of Cloze Test. While making this study, it was aimed at learning whether cloze test tests linguistic competence, in what degree C.T. measure Linguistic competence when compared to teacher-made test, whether teachers utilise C.T. technique in developing learner's linguistic competence and in what degree teachers know cloze test technique and use it.

1.3. Statement Of The Method

This research will be carried out in four steps:

At the first step, literature on language test and dimensions of a language test will be reviewed. While reviewing the literature, language theories, Language Teaching/Learning views and evaluation will be handled. The relationships among these views will take part in the part of literature review. At this step, the physical features and using of Cloze Test technique will be worked in detail.

Second step consists of two parts. At the first part, students will be informed about C.T. technique and they will be explained what is being asked them during the C.T. exam. At the second part, two samples of C.T. will be selected and these samples of C.T. will be given to the teachers. Thus, part of the data collection of the research will be completed.

Third step while analysing data, the researcher will use both qualitative and quantitative research method. But the great part of the study will lie on the features of qualitative method. The features of quantitative method will have a role as supporter of the results of qualitative method. While analysing data test sheets of the students will be marked one by one and test scores will be listed separately according to the exams.

The aim of the researcher in making this is to evaluate test scores while using tests. Later, test item taking part in every test will be inspected. The researcher inspected the items and answers and then, made a classification from the wrong and true answers. The

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researcher will make a comparison between test items of two different kinds of tests and looked for answers for the different scores between two kinds of tests.

Meanwhile, the result of questionnaires will be evaluated.

At the fourth stage, as a result of literature review and analysing of data findings on both in what degree C.T. tests Linguistic competence when compared to other test techniques, whether C.T. test linguistic competence or not have been achieved. Depending on literature review and the findings from data, implications and suggestions will be offered to the teachers of English in Edirne Anatolian Teacher Training Lise to develop and improve their test techniques.

1.4. Statement Of Limitations

This study was carried out at **Edirne Anatolian Teacher Training Lise.** The reason for choosing this school is that this school is the most successful school providing education in English among other high schools. The students of the school are selected through a central examination being made by the state and only a small minority of these students are accepted as the students of the school.

The other limitation is that this study is limited with the application of C.T. on classroom 2-F. The reason for this is that while other classes were shifted into the credit system, classroom 2-F went on its normal status. All students of classroom have been attending to the course. They have been taking English lessons of 14 hours per week at this course in addition to their school education.

This study is limited with comparison and contract of the results obtained from teacher-made tests and C.T. being applied on the students. Scope of the study is limited with 25 students.

CHAPTER II

LITERATURE REVIEW

This study concentrates on the dimensions which take part in language testing and the relationship among them. These dimensions are;

LANGUAGE-LEARNING/TEACHING-EVALUATION

2.1. Language As A Dimension Of Language Test

One of the terms which both linguists and philologists have been trying to define is the term language. Because of this, definition of a language can be handled from different scientific point of view such as linguistics, applied linguistics, psycholinguistics and sociolinguistics etc.

Linguistic view sees language as a set of systems such as the intonation system and the tense system.

According to the psychological view language is accepted as cognitive. This cognitively structure of language is associated with language, learning and thinking and all production process.

According to the sociolinguistics, the term language means the inherently variability across time and space.

Definitions made about language are generally illustrated one or more features such as;

> Language is any set systematic linguistic symbols and used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another (Brown,1987:4).

Such kinds of definitions on language can be found in dictionaries. But both linguistics and its subfields deal with more scientific aspects of language such as:

- With the system of language such as is syntactic, semantic and phonological systems
- With the history of language
- With the symbolic nature of language
- With phonetic features of language such as its phonology, writing system, kinesics, proxemics and paralinguistic aspects.
- With its semantics
- With its communicative systems
- With the relationships between language and culture
- With bilingualism
- With first and second language acquisition

At the base of the studies lying to describe the term language. There are three different theoretical language views.

Richard and Rogers (1986) states these language views as follows; (1) The Structural View, (2) The Functional View and (3) The Interactional View

- The Structural View:
- This language view accepts language as a system of related elements for the coding of the meaning.

- The Functional View:
- According to the advocates of the functional view, language is a tool for the expression of functional meaning.

- The Interactional View:
- According to this language view, language is a vehicle and by this vehicle, the realisation of interpersonal relations and appearance of social transaction between people are provided.

While trying to describe language, linguists and language specialists have also tried to develop language learning theories and language teaching methods connected with their language views.

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2.2. Language Learning Theories

LANGUAGE THEORIES	LANGUAGE LEARNING THEORIES
The Structural View	Behaviourism
The Functional View	Cognitive Code Learning Rule Governed
	Creativity
The Interactional View	Communicative Competence

Theories made by linguists on how people learn and acquire a language show us close relations among these theories, that is, there is an interaction between the language acquisition-second language acquisition and second language learning.

Language acquisition takes place in infants and in young children. Language acquisition of an infant starts from his/her babyhood and goes on. Starting of acquisition in infant is an unconscious process.

At the end of their first year, they try to make specific attempts such as imitating words and speech sounds and then about 18 months later they try to combine some words. These words can be named "Telegraphic Words". When they reach school age, they begin to learn the social functions of their mother tongue.

At his classic <u>Verbal Behaviour</u> (1957), Skinner explains beginning of language acquisition of baby as operant conditioning. Skinner builds a relationship between baby's utterances and behaviours of family members depending on baby's utterances. In this relationship between baby and its family members, there is both rewarding and punishment.

Chomsky explains child's mastery of his mother tongue by his LAD (Language Acquisition Device) theory. According to Chomsky, human being is created with a little black box in his brain and child's innate knowledge of his native language is embodied in this little black box.

As per Mc. Neil (1966), he classifies Chomsky's LAD as;

- The ability to distinguish speech sounds from other sounds in the environment.
- The ability to organise linguistic events into various classes which can later be refined.

- Knowledge that only be a certain kind of linguistic system is possible and the other kinds are not.
- The ability to engage in a constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the linguistic data that are encountered (Richards and Rogers, 1986:10-20).

In the later studies on language acquisition, linguists such as Don Slobin and Bloom brought a new approach to language acquisition. Don Slobin builds a relationship between semantic learning and cognitive development.

While considering the terms "Learning" and "Acquisition", the very first thing considered is Krashen's theory. According to Krashen, there is a close similarity between child's acquisition first and second language. That is, child's acquisition of second language consists the same stages of his mother tongue acquisition. But learning is a conscious process whereby the learner, first, learns the rulers of the target language such as grammatical rules, prefix, suffix etc. and later applies them consciously.

Krashen's Input hypothesis on second language acquisition and learning consists of five hypothesis. These hypothesis are;

- **Acquisition-Learning Hypothesis:**

According to Krashen (1987):

> Acquisition is a subconscious process identical in all important ways to the process children utilise in acquiring their first language, while "learning" is a conscious process that results in "knowing about" language (p.1).

As seen, there are two ways of developing ability in second language. Second language is either acquired or learnt. During the acquisition process, children are not aware of anything, but during the learning process, children are aware of everything.

- **The Natural Order Hypothesis:**

Krashen (1987) states that:

> We acquire the rules of language in a predictable order, some rules tending to come early and others late (p.1)

To this hypothesis, acquisition of the rules of language is provided by human in order. This order changes from easy to difficult.

- The Monitor Hypothesis:

This hypothesis focuses on how acquisition and learning are used in production. This hypothesis builds a gap between utterance production and acquired competence. Which is subconscious knowledge.

Learning takes place only as monitor. Explains this by stating:

> We appeal to learning to make corrections, to change the output of the acquired system before we speak or write (p.1).

-   The Input Hypothesis:

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According to this hypothesis, human beings acquire language by understanding message or acquire language by receiving comprehensible input. Sometimes, human being can meet an unknown grammar, at that time, it can appeal to the context. By the help of the context unknown grammar rule gains meaning. According to Input Hypothesis, speaking is the production of acquisition and as a result of this, speaking can not be taught and again refer to this hypothesis, if input is understood grammar is provided.

-   The Effective Filter Hypothesis

Krashen believes that:

> Comprehensible input is necessary for acquisition, but it is not sufficient. The acquirer needs to be "open" to input. The effective filter is a mental Block (Krashen, 1987: 3)

Learner's emotional situations such as self-confidence, anxiety works as filter. When the learner's effective filter is open, acquirer may understand what he hears and

reads. When it is low, we can not see the same success. Here, motivation gains an importance for the acquisition of language.

2.2.2. Chomsky's Universal Grammar Theory And Second Language Acquisition

Chomsky uses two terms and makes distinctions between them. These terms are "Competence" and "Performance". According to Chomsky, competence means knowledge of the system of a language such as its grammatical rules, its vocabulary and so on. As for linguistic competence, it means one's knowledge of particular language. A person's linguistic competence is unobservable and it is the production of linguistic events.

Chomsky's another statement is about Universal Grammar. According to Chomsky's view of Universal Grammar, human beings are born innately with a universal language with a specific knowledge. Without having this capacity, human being cannot learn and acquire a language.

Chomsky produces another theory. Chomsky's theory is on how that human mind is structured -deep structure of the mind- and on how all the necessary syntactic and semantic information are transferred to surface structure of the mind (Allen, 1971:).

Chomsky's theory consists of a double movement. These movements are from the base the 'deep' structure with phrase structure rules, and then from the 'deep' structure to the 'surface' structure with transformational rules. According to Chomsky's thought, the phrase structure rules demonstrate the unconscious workings of the mind of human being; 'deep' structure demonstrate meaning underlying sentences; and 'surface' structure demonstrates the sound. As a result, transformational rules alter the 'deep' structure, occurring in the 'surface' structure all the sentences in a given language.

2.2.2.1. The Schemata Theory

The previously acquired knowledge structures are called schemata* (Anderson and Person, 1990). Previous language knowledge of the student directs him to analyse the

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passage appropriately. According to the "schemata theory", a text only provides directions for a reader to construct meaning from his/her previously acquired knowledge. Here, previously acquired knowledge means student's background knowledge. In that phase, the students activate their schemata.

In cloze tests, the students try to guess the amitted words by taking into consideration both their native language and background linguistic knowledge.

In conclusion, language is either acquired or learned by human beings. There are different things effecting acquisition or learning of first or second language such as Chomsky's innate capacity and Krashen's input hypothesis; environment, effective filter, monitoring, etc.

2.3. Interrelationships Among Language Views And Their Teaching Approaches

There are three types of language views; Structural, functional and interactional views and these views of language inform their language teaching approaches. Each one of these language views can inform several language teaching approaches but here most common ones of these approaches of language views will be handled.

LANGUAGE THEORIES	LANGUAGE TEACHING APPROACHES
The Structural View	Audiolingual Teaching Approach
The Functional View	Communicative Approach
The Interactional View	Functional-Notional Approach

2.3.1. Structural View And Audio-lingual Teaching Approach

Structural view which appeared after the traditional language view accepts language as a system of related elements for the coding of meaning. Structural view formed several teaching approaches such as Audio lingual method, Total Physical response and The Silent Way. One of the famous ones is The Audio Lingual Method. In this approach, a lot of teaching materials such as tape, audio programmes etc. were used widely. Depending on this language view, target at language learning is to be the mastery

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of elements of this system such as grammatical units, grammatical operations and lexical items. Dialogues and drills take important parts at teaching activities.

Dialogues are used for repetition and memorisation. Imitation and repetition of language items support the language learner to do things. After a dialogue was presented, specific grammatical patterns taking part in dialogue are practised. While practising, the learner plays with the words changing pronouns, verbs and makes restatements and transpositions and also makes expansions, constactions, transformations and integrations.

2.3.2. Functional View And Communicative Approach

To Functional view, language is a tool for expression of functional meaning. As a product of this language view, communicative language teaching method derived. For this language view, the semantic and communicative dimension of language gains more importance rather than grammatical dimension of language.

CLT method aims to;

- make communicative competence the goal of language teaching.
- develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rogers, 1988: 66).

The desired goal of CLT is Communicative Competence. So, attempts made by learners to communicate is encouraged. This method enables the language learner to use four skills of the target language. With respect to teaching activities of CLT approach, the range of activities of CLT is unlimited. But, materials used in the approach of CLT can be classified as text-based, task-based and relia. Table of contents of text-based materials suggest a kind of grading and sequencing of language practice. Exercise books, cue cards, pair communication etc. as task based materials are prepared to support the learners to communicate. With the respect to relia the use of authentic, from life materials such as magazines, newspapers, etc. is widespread.

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2.3.3. Interactional View And Functional-Notional Approach

For Interactional view, language is a vehicle and by this vehicle, the realisation of interpersonal relations and appearance of social transaction between human beings are provided. Language is a means in order to provide and maintain social relationships among human beings. Interactional view of language consists of interactional analysis, conversation analysis and ethnomethodology. Interactional dimension of this view of language concentrates on the patterns of moves, acts an interaction created by human beings during the conversation.

2.4. Testing

It is seen that there are relationships among them when made a comparison among language views, language teaching/learning theories appearing as a result of language views and language test trends. As a result of the relationship between language views and language learning/teaching views a language test trend appears. While inspecting classification of Language Test trends from different sources we meet a confusion of concepts. While making on classification of Test Trends, Davies (19) handle them from the points of view of language-learning views 'supporters'. He classifies linguists as the "strict separatists", "the separate" but "equal" supporters and supporter of a urited view of language and L.Learning and then explains their testing methods after introducing their teaching methods.

On the other hand, while explaining the chronicle orders of Tests Spolsky divide it into three parts and calls them as;

- the 'prescientific' period-prior to the early 1950.
- the psychometric structuralist period-from the early 1950, through the late 1960.
- the 'integrative-sociolinguistic' period-from the late 1960, to the present time (Brown,1987:227).

While making a classification in his book Writing English Language Test Heaton (1990) classifies and call them as:

- the essay-translation approach
- the structuralist approach

- the integrative approach
- the communicative approach

Farhady makes a similar classification and calls them as;

- Grammar-Translation
- Discrete-point
- Integrative
- Functional-pragmatic.

Although there are different concepts used for a single.

Trends they imply are the same trend. The reason for this is that these specialists making classifications under the different titles should be from different schools or from the different echols.

2.4.1. The Relationships Among Language Views And Testing Trends

LANGUAGE VIEW	LEARNING THEORY	TEACHING THEORY	TESTING TREND
	Grammar Translation	Grammar Translation	Grammar Translation Approach
The Structural view	Behaviourism	Audiolingual Teaching Approach	Discrete point Approach
The Functional View	Cognitive Code Learning	Communicative Approach	Integrative Approach
The Interactional view	Communicative Competence	Functional Notional approach	Functional Pragmatic Approach

Table 1: The Relationships Among Language Views And Testing Trends

Like everything constituting a place in the world, language which is phenomenal constitutes a place in the world. Thus, it had been field for many specialists such as Skinner, Chomsky, Brumfit etc, during the ages. These specialists approach to the language should be gathered under three main titles, the structural view, the functional view, and the Interactional view. These views handle the language from different paints of views. While one of them divides language into its structural units, another one tries to

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construct a relationship between human behaviours and language or one else handles the language depending its role among human beings. So, development of the language testing shows a historical chronology like that of the language views.

From here, the relationships among language views and testing trends will given by giving information about language views briefly. The scheme given above illustrates a chain among language views, its L.T., its T.T. and its Testing trend developing as a result of the language views. Normally, these relationships appear as a result of the studies made by linguists and Applied linguists.

While linguists try to describe the phenomenon "language" and its structural features and its role among human beings, applied linguists try to develop Language Teaching/Learning approaches and then to apply these approaches on students in the classroom. At the end of this instructional process they test the students to the test trends developing under the light of the language views.

2.4.11. Grammar Translation Trend of Testing

This testing trend having no language view is called 'pre-scientific' stage of language testing. This kind of testing appeared as a result of the employment of Grammar-Translation method in teaching.

> "They see language as a thing in itself; for them 'real' language exists in text;
> there is no spoken language; learning is a matter of gobbets like dates in history"
> (Davies, 1976: p.1).

No one of language skills is required. Because of this, focus of test is on correct form in reading and writing. Tests in G.T.T.T. consists of translation, essay writing and grammatical analysis. Because teaching is carried out by the Grammar Translation Method. What the student is expected to do is to translate the passage in a stylistic manner. For this trend, focus was on the passage, so needs of learner were not considered.

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2.4.1.2. The Structural View Of Language And Discrete-Point Approach

As mentioned above, the structural view accepts language as a system of related elements for coding of the meaning. Teaching method of this view is Audio-lingual method. In Audio-lingual method, laboratories, tapes, video-cassettes, shortly, all technological instruments are used as teaching materials. And also imitation, repetition are used in this teaching method. According to this approach language learning is related with systematic acquisition of a set of habits. That is, language is accepted as a machine and it is part of human behaviour with out having direct comexion with the environment. The structural views of language's test trend is called "Discrete-Point" approach. During the testing of language skills; listening, writing, reading, speaking are separated from each other. This testing approach aims to asses learner's one skill at a time. The rationale of D.P. testing trend appeared as a result of co-operative idea of structural linguistics and behavioural psychology. While linguists of this view defend the idea to divide language into its small parts, psycholinguists defend the idea that language learning is achieved by habit formation.

As a result of both views, test items of D.P. testing trend are designed in order to measure the learner's control of phonemes, intonation patterns, vocabulary, structure of the target language.

2.4.1.3.The Functional View and Integrative Approach of Testing

This view accepts language as a tool for the expression of functional meaning. This view appearing as a reaction to the Behaviouristic learning theory emphasises the creative ability in language learning. The advocates of this language view developed the Communicative. Method in language teaching. Communicative Method, in contract to the Audio-lingual method, aims to enable the learner to use language skills at the same time. During the teaching process four skills of language are developed in the same way.

Test trend of the functional (view is called "Integrative" approach. This kind of test trends aim to test the language in context. So this approach of testing focuses on the meaning and the total communicative effect of discourse. That is, the mentality of Integrative approach is that function of language is communication and thus language

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tests should carry the aim of measuring the communicative use of language. Test types of Integrative approach such as Cloze, dictation, composition, writing and oral interview merely require the learner to exhibit simultaneous control over many different aspects of the language system and often that of other aspects of verbal interaction, but it does not measure the ability to communicate in the language. Instead of measuring the testee's ability to communicate in target language, they measure the testee's knowledge of usage.

2.4.1.4.Interactional View and Functional-Pragmatic Approach

Language for Interactional view is a vehicle and by it, the realisation of interpersonal relations and appearance of social transaction between people are provided. As a reflection of this view Functional/Notional and Communicative Interactional approaches as language teaching approaches were developed. These approaches focus on the pattern of moves, acts and interaction found in conversational. These approaches focus on the patterns such as moves, acts, interaction and negotiation taking part in conversational exchanges. And during the instrumental process the learner is active and creative as in the conditions of real communication.

With the appearance of this view, focus of the language teaching was turned toward communicative competence. What is expected from the learner to learn the knowledge about the form of target language and about how to use this knowledge in context. As a result of Interactional view, Functional pragmatic approach in Language testing was developed. The aim of this kind of test trends is to measure the ability to communicative, other words, learner's communicative competence. Communicative tests are based on the hypothesis 'language's divisibility'. At the end of the communicative testing, different profiles of testee's performance in the language are obtained. These different profiles cover reading, writing, speaking, listening abilities of the testee.

In sum, it can be said that every language view develops a test trend reflecting the principles of language view. And each language view and its test trend appears as a reaction to the previous one.

It can be mentioned that there is a relation between two different language views and their test trends. That is, it is no possible to say that this test is integrative or discrete or communicative purely. Instead of drawing a certain line, it should be mentioned that

this test has more discrete-point items or integrative items. Lastly, no test trend is perfect and able to measure the testee's knowledge and ability and language. Test are only tools measuring the testee's performance partly indirectly.

To sum, there is a reason and result relationship between views of language and language-teaching approaches. Studies on language caused a classification of language views such as structural view, and functional view. Later, while linguists and language specialists tried to develop the quality of language teaching theoretically as a result of these studies applied linguists improved different language teaching approaches. While they tried to improve language teaching approaches they surely state faithful to one of the language views mentioned above. That is, approaches in Language teaching are on states of embodiment of language views.

According to Anthony (1988) approach is the level at which assumptions and beliefs about language and language learning are specified; Method is the level at which theory is put into practice and at which choices are made about a particular skills to be taught, the content to be taught, and the order in which the content will be presented.

An approach derives theoretically from a view of language and it consists of a method and technique. In an approach, depending on the type of approach everything taking part in Teaching/Learning activity such as roles of teachers/learners, instructional material and syllabus shows differences from one approach to another. So, different views of language and language learning create a special language teaching approaches.

2.5. Evaluation

Third dimension of Language Testing is evaluation. This term "Evaluation" having a wide field of use implies the systematic process of data collection, data analysing and interpreting the output of data analyse in order to determine the extend to which learners are succeeding instructional goals. Evaluation process contains either quantitative descriptions or qualitative descriptions and also contains value judgement due to the result. During the evaluation process, there are steps to be taken. These steps can be listed as such:

- Determine the learning outcomes to be measured.
- Select the appropriate evaluative technique.
- Do not use a single evaluation technique if you want to obtain a complete picture of student progress. It is necessary to make a combination of another appropriate tests.
- Be careful at choosing best representatives and samples of the subject.
- Consider factors effecting test results.

2.5.1. Language Tests As A Tool Of Educational Process

There are a lot of test definitions. Carroll (1985) defines test as following;

Psychological or educational test is a procedure designed to elicit certain behaviour from which one can make inferences about certain characteristics of an individual (Carroll, 1985:20).

Baker defines test as both a way of arriving at a meaningful decision and a substitute for a more complete procedure (Baker 1989). These definitions show us the importance of the test in educational process. Therefore, preparing a language test demands a specific knowledge and attention. Specific knowledge is necessary for both preparing a test construction and using a language test properly. Suppose that if a well-designed language test is used and evaluated by an inexperienced user, a miss leading result appears. At the same time, if a poorly designed language test is used, the result of the test scorer will not be apt to the aim of making test. In using of language tests there is a varieties of purposes. In her work Dunkel (1985) groups purposes of language test in two categories as follows;

Language tests are used for a variety of purposes. First, the results of language tests may be used to make inferences about test takers 'language ability or to make predictions about their capacity for using language to perform future tasks in contexts outside the test itself. Second, decisions (e.g., selection, diagnosis, placement, progress, grading, certification, employment) may be made about test takers on the basis of what we infer from test scores about their levels of ability or their capacity for nontest language use.(Dunkel, 1985: 178).

2.5.2. Functions Of Language Tests In Education

Language tests have a lot of functions in language instruction. Before listing these functions. It would be useful to note that a test has to be employed for true purpose. That is, there is an inevitable relationship between test purpose and test type. Because of this a test user should clearly determine the use for which a test is to be used. A test should be used for appropriate purpose and be used on appropriate person/s. By making so test user can arrive at successful decisions, otherwise, he will arrive at unjustified decisions and as a result of these decisions he will meet undesirable consequences. As Harris (1995) listed these uses of language tests these uses can be listed under six headings. According to this list; we use language test for those purposes;

1. To determine readiness for instructional programs: these kinds of tests are used to select appropriate candidate for an academic or training program. This kind of test is prepared in order to measure the general proficiency of participant. At the end of the test the testee either pass or fail the test.

2. To classify or place, individuals in appropriate language classes. This kind of tests are used in order to determine testes degrees of proficiency, so the testes are placed to specific sections or activities. There is no pass or fail at the end of this kind of tests. Testes are grouped according to their degrees of proficiency and then they continue their educational process at the groups. Language courses use generally this test types.

3. To diagnose the individual's specific strength and weakness. Diagnostic tests are used in order to plot the testee's performance profile which will presents us his strength and weakness in the various areas. This kind of tests consists of several short test measuring different language skills and language components.

4. To measure aptitude for learning. These tests are employed to predict testee's success in succeeding certain objectives in the future. These tests can also determine the testee's major fields of study. There is no need for the testee's little or no knowledge about the field. These tests asses the testee's potential.

5. To measure the extent of student achievement of the instructional goals. These tests assess the student's success at the instructional program. Since these tests ape the instruction, they have an important role in education.

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6. To evaluate the effectiveness of instruction. The goal of these tests is to assess the success of the instruction. This kind of tests is applied in research. For this, control classes are chose for the research and then the same educational goal is given to these classes, but while giving the some educational goal, different materials and techniques are used. The test results obtained from different classes indicate us which instruction is more effective.

Regarding to Davies (1990) he makes a classification about sort of information which language testing provides. They are in turn;

- use of language testing in research. The aim of the researcher at using language testing is to test his/her hypotheses. By using language testing techniques research tries to produce data from the test results. These kinds of researches were made recently about language and language learning, but since these researches have an applied potential they cover language teaching programs too.

- use of language testing in experiment. Such a use of language testing constructs a subject of the use of language testing in research. But there is an important difference between both uses of language testing. In the former use of language testing the researcher think of research into language testing in the second use, researcher thinks of tests as criteria for language teaching experiments.

- use of language testing is the washback effect on the syllabus of language testing. This use of L Testing carries reflexive feature. In this use, test results are accepted as a critique of the bath syllabus and the teaching.

- use of language testing is measuring progress among learners.

This use of language testing presents us the learner's progress during the instructional process.

- use of language testing in selection of students.

This use of language testing is seen at tests which aims to determine the testee's language learning ability or the testee's aptitude for the next stage of education or for a particular job.

- use of language testing is evaluation of courses, method, materials, this use of language testing carries the aim of evaluation of instruction and instructional things such as success of the course, of method and of materials being used using the teaching process.

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As substance, when we compare all these purposes and uses of the language test argued by the specialists we see that all of them involve same goals. Therefore, there is an indivisible interrelation between the function of a test and the purpose of testing. So, a test is designed according to the purpose so a tie appears between the function of a test and purpose. A test reader should identify the function of the test depending on the use of to test.

Farhaday (1995) categorises the function of language tests as in figure 1
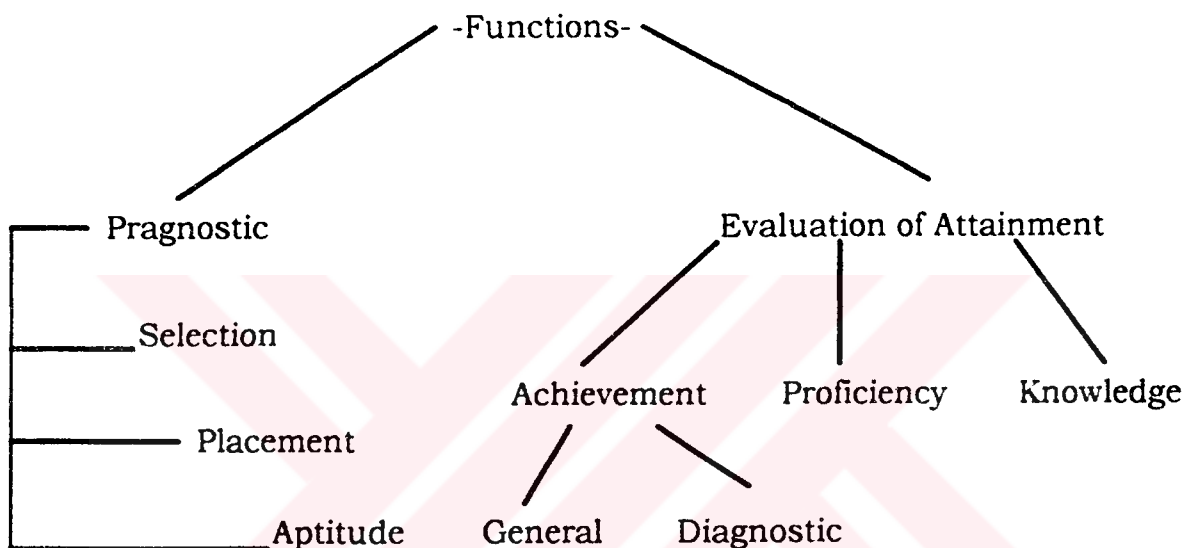
Figure 1: The functions of language tests (Farhady, 1995:18)

When handled functions of language tests it is obvious that many of them are prepared by a group of test experts (e.g.., proficiency, aptitude etc.). This kind of test are called Standard Tests.

2.5.3. Differences Between Teacher-Made Tests And Standard Tests

We can classify tests as teacher-made tests and standard tests. Classroom test, Teacher-made tests are informal tests. Such tests are generally prepared, administered and scored by one teacher teaching that lesson. Tests are prepared and evaluated by the same person. Test objectives are based on course objectives. Test content derives from

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the course content. Because of this, the students are aware of what is expected of them. The students are aware of likely being covered by the test questions, And they know what kind of standards are to be applied in the scoring of the questions. So the scoring and interpretation of results will be done by the teacher of the lesson the standards will remain consistent from answer sheet to answer sheet. Teacher's ultimate evaluation of students appears after a number of tests, not only one test. In teacher-made test, the number of students to be tested is small.

Regarding to standard tests, they are different from teacher-made test in many aspects. Standard tests are prepared and scored by a group of testing specialist. Standard tests are designed to be used with hundreds, thousands of subjects throughout the nation or all over the world. The aim in standard tests is different from that teacher-made tests have. While teacher-made tests are limited with course book, instruction and learner and sometimes teacher's target, standard tests are related with learner's competence and language knowledge in general.

2.5.4. What Should Be Tested In Language Testing

Language is a tool providing communication among human beings. That is, communication among people is provided by language. So, communication covers three important components these are addressee-message-addresser. The message is provided by language during the communication between human beings. For communication human beings use language skills such as reading, writing, speaking, listening. During the language test, what tested are both language skills and language sub-skills. Tests measuring the performance at these four skills of student show differences from each other.

In writing English language tests Heaton (1980:8) classifies forms of tests of four skills as following:

- Listening (auditory) comprehension, in which short utterances, dialogs, talks and lectures are given to the testee.

- Speaking ability, usually in the form of an interview, a picture description, role-play and a problem-solving task involving pair work or group work.

- Reading comprehension in which questions are set to test the students ability to understand the gist of a text and to extract key information on specific points in the texts; and.

- Writing ability, usually in the from of letters reports, memos, messages, instructions and accounts of past events, etc.

In the part of listening comprehension of test, listening is used either as a tool to evaluate something else such as to assess, the beginners worked mastery or used as a means of evaluating student's low-level proficiency in both grammar and punctuation. This use of listening tests covers the recognition of world and structures and pronunciation features of the target language. And there is a third use of listening tests, it is that by means of a dictation, listening is used to evaluate more advanced integrative skills.

In speaking test of assessing speaking ability, grammar, vocabulary and pronunciation are the components of speaking skills. During the speaking test student's mastery of these components are evaluated. There are another matters such as fluency and appropriateness of expression made by learner have got importance like grammar, vocabulary and pronunciation.

In testing of reading comprehension, tests evaluate a wide list of reading activities. This list range from pre-reading concerns to reading comprehension, reading speed, and skimming techniques. Central goal of reading evaluation is reading comprehension.

In testing to writing ability, there are many kinds of writing tests changing due to the kinds of writing tests such as pre-writing, guided writing and free writing. One of the most important goals of writing tests is to evaluate learner's mastery of using punctuation, vocabulary, grammar, dictation, etc.

Regarding to language subskills, they can be gathered under three categories. They are;

- Structure

- Vocabulary

- Phonology

In the structure tests, the goal is to measure student's knowledge about the grammar of target language and to measure student's use of grammatical rules such as

word order, question forms, connectives. By the help of the grammar tests progress in grammar class can be seen and again by grammar tests student's needs in grammar can be diagnosed.

Vocabulary tests aimed to measure student's knowledge of comprehension and production of words. Such tests may test learner's active vocabulary or his passive vocabulary. There are four general kinds of vocabulary tests. Matsen (1983) lists them as following:

- Multiple-choice completion
- Multiple-choice paraphrase
- Simple completion

But it is important to know that deciding for teacher how to test vocabulary of learner is related to how the teacher teaches it.

The third language subskill is Phonology. In the test of phonology, the goal is to evaluate learner's production and identification of the sounds, stress of words and intonation of the target language.

When handling a test item it is seen that it consists of two parts: Question and Answer. The role of a question is to elicit information from the examine. But presentation of a question can be at various ways such as a question, as a statement and etc. Second part of a test item consists of answer elicited from the examine. The range of answer can change from recognising a single word to producing an essay. That is, the structure of an item determines the structure of answer. This relationship shows us that the nature of the attribute to be measured, learning objectives demand the appropriate forms of tests. While some kinds of tests demand examinee to produce certain pieces of information, the others presents options for examinee to choose. While the former test items call for questions which would make examinee produce the answer, the letter test item demand questions which would measure the examinee's comprehension ability. One of the options is correct and the other options have confusing functions. There is a close relationship between the nature of the attribute to be measured and item forms. Features of the attribute to be measured demand a particle item form.

2.5.5. Forms Of Language Test Item

A language test consists of various items. An item can be described as the smallest unit of a test. Thus, while preparing a language test, teachers and educators must be careful at choosing test items. Language testers should utilise the most appropriate test items which would correspond to the nature of the attribute to be measured in language tests. Language teachers should not forget that language communication consisting of four skills such as listening, writing, speaking, reading and a language consists of several components such as grammar, vocabulary and pronunciation. Thus, a prepared language test should be appropriate at measuring one or two of these skills and components. It should not be forgotten that a test in a written from would not be appropriate for measuring the examinee's speaking skill. At the same way, a test prepared for listening skill of examinee can not measure examinee's knowledge of vocabulary. Because items of language tests make up the form of a test which is determined by the form of the items building the form of the test. This feature of a test item forces both teacher and educator to be careful at choosing test item. Since a language test consists of a lot of test items, there must be correlation and appropriateness among test items. Variety and reliability of test items make tests valid and relevant to the goal of testing.

2.5.6. Classification Of Language Test Items

We have different terminologies which are different from each other in written from but same at functions. This shows us that there is a confusion in the test field. There are several reasons for this confusion. One of the reasons originates from using different terminologies implying identical concepts. While a book uses the word "supply" the other uses the word "fill in the blank" and a third one uses the word "completion". Although all three terminologies have different forms they are used for the same aim. Another reason for this confusion originates as a result of different views of scholars. While Farhady (19 95:p:32-36) , makes a classification as following;

- Subjective-Objective test items.
- Essay type and multiple choice items.
- Suppletion-recognition items.

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Harris (1995:p.4-8) makes a classification as following:

- Translation
- Dictation
- Composition
- Scored interview
- Multiple choice items
- Short answer items

Test techniques mentioned above are the main test techniques. Test techniques are limited as above. Other kinds of them originate from them (i.e.; true-false, picture cue, reading aloud etc.). These main test techniques change their shape while they are applied to language skills and components. For example: while presenting test techniques. Harris (1995) uses those test techniques: Definition (multiple choice) completion (M-C), paraphrase (M-C), paraphrase (supply-type) and pictures (Objective) while testing vocabulary. When these techniques are handled it is seen that they are different versions of the main techniques mentioned before. That is, under the titles of test technique mentioned above a lot of test item type is used in tests.

2.6. Cloze Test

In the previous chapters language, learning-teaching views and test techniques were treated under the different titles. While treating language it was separated into two parts: Language skills; reading, writing, listening, speaking and language subskills; grammar, vocabulary, pronunciation. While presenting the relationships among language views and their learning/teaching views, the relationships among language views and their testing approaches were presented. When glanced at the schemata it is seen that generativist view of language creates integrative approach. Even if integrative test approach derived as an reaction to the discrete-point testing approach believed that language could be separated into discrete elements, it did not see any contribution of every single element to the total language use. Because language is used for communication among human-beings, the rationale of integrative language tests demands concentration on the communicative use of language in tasks. Mentioned tasks show similarity to tasks in real-life situations. Integrative approach refuses the opinion that language is a set of habits an accepts language as a dynamic system. By the way of

integrative testing technique various subskills of language are measured at the same time. That is, integrative tests are designed in order to measure the learner's ability to use two or more skills at the same time. Test technique of the integrative approach is the testing of language in context. This use of context in testing shows us that the integrative approach is concerned with meaning and the total communicative discourse. The best known test technique of integrative test is Cloze Test.

2.6.1. Cloze Procedure

The word "Cloze" was used first time by Taylor for designing reading materials. While creating this word, he was inspired by Gestalt psychology.

The main premise of Gestalt psychology maintains that the whole is different from sum of the parts. Advocates of this theory refuted the idea that percept are built up from distinct atoms of sensation(Farhady, 1995:278).

Cloze test derives from this theory that human beings have a natural ability in order to complete and persive unfinished figures. And later this thought, after this application on geometrical patterns, was applied to language processing. Thought of applying Gestalt psychology to language processing carries the thought that if a person has an ability to us language he will be able to complete the passage which contains some closures or blanks by starting from reading all the text. It is believed that while the person is reading the uncompleted passage, he will try to fill the blanks in a meaningful manner. While trying to complete he will apply to the words around the blanks. The words around the blanks will figure in filling as the stimuli to activate the person's mental mechanism. That is, in order to find the missing words the person will try to find clues from the existing words and the context of the passage. Score of the cloze test reflects the person's reading comprehension ability and person's language processing ability in particular.

Cloze procedure is a means of assessing learner's internalised grammatical knowledge. In fact, the cloze procedure is an indication of the efficiency of the learner in utilising grammatical processes to restore the missing or mutilated parts of the text.

When handling cloze test passage, it is seen that a cloze test passage consists of a passage with every ninth words deleted. The students have to complete each gap in the

passage using the most appropriate for each gap. While filling gaps learner, in addition to the words around the gaps, uses his syntactic, semantic, pragmatic knowledge and finally he applies factorial information from outside a passage itself. By the way of his syntactic knowledge he can see the position of missing words in a sentence and infer whether these missing words may be a noun, verb, adjective etc. While filling the gaps, learner uses his knowledge about meanings. Here the meaning means the content of the passage. The reader's ability to infer an appropriate word for the appropriate gap is depend on his semantic knowledge. While filling the gaps in the text, learner uses the pragmatic information means ways in which test writer uses the language in particular acts of communication, while the text writer is describing, explaining or presenting an idea. One of these acts is the contrast. The contrast in generally in describing and explaining a subject. And this contracts can be understood from the particular sentence structure. So, it is said that pragmatic information helps us to infer meanings in the text. And finally, while inferring the missing word, learner's factual information assists him inferring meanings, within then passage. If the concepts and objects and also content are familiar to the learner, this familiarity can help the learner infer the meanings.

2.6.2. Preparing Cloze Test

Matsen (1983), described Cloze Tests as prose passages, usually a paragraph or more in length, from which words have been deleted. Thus, it seen that it is important to consider two structural aspects of cloze test. They are:

- Paragraph.
- Deletion of word.

There is a third subject on cloze test. That is its scoring technique. We can schematise Cloze Test as structural as following:

```
                        CLOZE TEST

           /                  |                \
          /                   |                 \
     Paragraph            Deletion            Scoring
      /    \
     /      \
   Length   Reading difficulty level
            of a paragraph
```
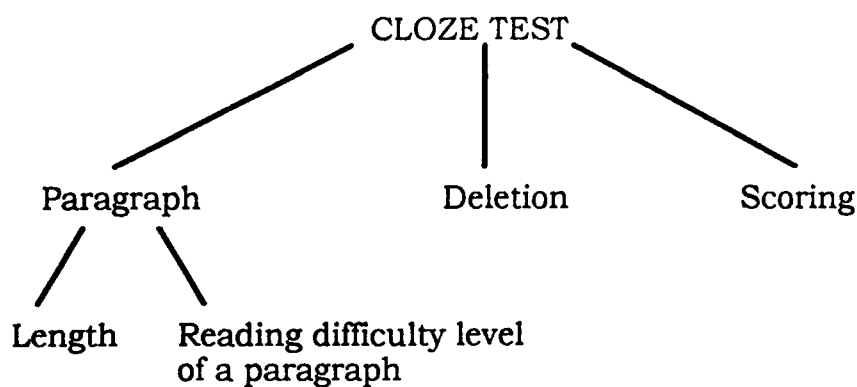
Figure 2: The Structure of Cloze Test

2.6.2.1. Paragraph Selection

As known, test technique of cloze test demands a different test material from many other test techniques. Materials used in a cloze test are a passage, article etc. While selecting a passage for cloze test there are some principles to consider. As a sum these principles are in order as;

- Length of the passage
- The level of difficulty of passage.

A paragraph chosen for a cloze test may be as long or short as desired for the test maker. However, it is necessary to make some limitations at length of the passage. As it will be understood from the description of cloze test, there is a close relation between the length of the passage and the number of the deleted words. That is, the multiple of the number of deleted words with the nth words deleted gives us the word number taking part in the passage. There is not a certain decision about the length of the passage but some scholars believes that length of the passage should not exceed 300-400 words. At this point Rand offers that the length of a passage would be between 175-210 words when every 7 th words was deleted. This means 20-25 deleted words.

Regarding to the level of difficulty o passage, it is important for class-teachers and scholars to select a passage of appropriate level of difficulty for their student and readers at different levels of ability. On other words a passage to be utilised for cloze test should

be at appropriate difficulty for their students. For non-native speakers, it is advised to first determine the content of the materials studies.

While determining the readability of passage, some factors such as numbers of syllables or words, length of sentences or the syntactic complexity of sentences are utilised. Fardahay in this book Testing Language Skills gives us Fog's formulas about text difficulty as following:

$$\text{Test Difficulty} = \frac{\text{Number of words}}{\text{Number of sentences}} + \left[\frac{\text{Number of 3 syllable words}}{\text{Number of words}}\right]40$$

Figure 3: Fog's formulas about test difficulty

As understood from Fog's formulas utilise the surface structure parameters. According to Oller (1972), when this formula is applied on a cloze test passage, if the score is between 44% to 53% it is in the appropriate range for instrumental materials, and if the score is below 44%, it is in the frustration level of reading.

2.6.2.2. Deletion

It is understood from the description of cloze tests that it consists of a passage with deleted words. In cloze test passages, words are deleted systematically, and while supplying the missing words applicants rely on the context. Thus, during the cloze test, the overall meaning and surrounding grammar taking part in the cloze passage had the applicant replace the deleted parts. In preparing cloze test passage, we, first, decide on the length between the missing words. That is, we decide on which n th words will be deleted. Then every ninth is deleted. While deleting there are some points to be careful. First, the first sentence or the first two sentences should be given as a whole. Thus, the student can understand the topic and style of the passage. Second, while determining the interval at which words are deleted, frequency of interval is an important subject. If every third or fourth word is omitted it will be very difficult for the learner to understand the

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passage because clues will be insufficient. On the other hand if every tenth of eleventh word is omitted then the passage will be too long. Third, while determining the interval, the level of the class should be considered. That is, the cloze test with third or fourth word omitted can be applied to the students at advanced level. If such a passage is given to beginners, it should be impossible for them to understand the topic, as a result of this they can not answer what being wanted.

2.6.2.3. Scoring

As every test technique, cloze test has a self scoring procedure but here it demands a very different procedure. In every test technique, i.e., multiple choice tests, every test item receives one point. At the same way, every blank taking part in a cloze test is considered as an item and giving one point. In theory, while it seems very easy to score a cloze test item, however, in practice it is not so. Because the correct answer should be produced. As a result of this the tester should determine what constitutes the correct answers. Depending on these variables at responding, scoring procedure can show differences. While Baker (1989) and Madsen (1983) and Heaten (1990) classified scoring cloze test "Exact Word Method and Acceptable Word Method". Farhaday (1995) classifies scoring procedure of cloze test as "Exact Word Method and Acceptable Word Method and Weighted Response Method". Regarding with Long (1987), he, makes an addition to Farhaday's 's classification. This fourth scoring method is multiple choice scoring.

As seen, the classification of Michael Long covers the widest classification when made a list of scoring procedure we face with such a schema;

- The exact word method
- The acceptable word method
- The weighted response method.

The exact words method of scoring demands only one exact word which have been omitted from passage. This kind of scoring method is the easiest and the most objective of all. Although this scoring method is both easy and objective it exerts extreme pressure on the testee to find the correct words omitted from the passage. Because of the

obligation of exact words, the testee faces with a limit of the range of possible answers. So, the testee is hindered from being creative in producing suitable words. As a result of obligation of exact word method on testee, test scholars developed and alternative method of the exact word method. This method is called "The Acceptable-Word Method". In this scoring method of cloze tests, synonymous of the omitted words is accepted as the correct word.

For this kind of scoring, test maker prepares a list of the acceptable answers. That is, acceptable word scoring method allows the student any response which fits to the context. This kind of scoring can be seen easy in the surface, but regarding to the scoring procedure it because more difficult than that of the exact word method. First of all this kind of procedure demands the test scorer to be mastery at the target language second, the criterion for acceptability is not as objective as the criterion used in the exact word method.

Third kind of scoring method in cloze test is called "the Weighted-Response Method". This method appeared from the acceptable-word method. This kind of scoring carries more mathematical features. Marking varies depending on the response. That is, when a word given as a response by the student violates minor rules of contextual constants it should be given more credit and when a word given as a response violates major rules of contextual constraints it should be given less credit. Thus, different responses receive different degrees of credit. Because of this, many methods of weighting was developed. The most-known one way was developed by Daniel (1968) . This method of scoring close test is called as "clozentrophy scoring method". This method carries mathematical features. This feature makes it impractical for use. This method contains weighing the non-native speaker responses with native speaker responses.

The fourth kind of scoring procedure offered by Long (1987) is called "multiple-choice scoring". This kind of scoring procedure carries different kind of format. In this kind, students are given change to choice a word among the distracters. That is, there are four or five options for students to choice the correct one.

As a consequence, there are four types of scoring cloze test. But we meet a problem which is which scoring technique is the best? When compared different studies made on scoring techniques different findings were achieved. While Oller (1972) and Hinofotis (1976) defend the Acceptable-scoring method, Stubbs and Tucker (1974)

indicate that there is little difference when the exact word method is substituted for the acceptable-word method.

In a study made about scoring cloze test by Brown (1978) all scoring methods were analysed in terms of a good test. These qualities are validity, item facility, item discriminations and usability.

In this study, the four scoring methods were ranked for each of the five qualities. At the end of his study, Brown (1978) built a relationship between testing situation and which method to use. According to the results of Brown's (1978) study, if usability is the sole concern of a tester, exact-word method is preferable. If the best overall cloze test of productive second language skills is desirable, here, the most appropriate scoring method is the acceptable-word method.

CHAPTER III

METHODOLOGY

3.1. The Background

The field of this study is to observe whether Cloze Test technique tests learner's linguistic competence. In order to conduct this study, the classroom 2-F of the Lycée of Edirne Anatolian Teacher Training was chosen. The major limitation is that there was only one group of students. While choosing this classroom amount of hours of English lessons was considered. This study was conducted in the Lycée of Edirne Anatolian Teacher at the second semester of the 1996-1997 educational year.

After getting permission from the school manager, first, the subject teachers were informed about the study and first week of the semester was used for this study. At the beginning of the lesson, the students were informed about the study briefly and then they were informed about the form and mentality of Cloze Test technique during that week. At the end of the first week the students were applied a cloze test exam.

This study includes the empirical study and the evaluation of the test items and responses of both teacher-made tests and cloze tests. During this study, the researcher had a role as non-participant and applied only two samples of Cloze test. The necessary data was collected from 3 exam papers of students, two samples of Cloze test and a questionnaire given to the teachers of English lesson.

3.2. Objectives of the study

The main objective of this study is to test whether cloze test tests the learner's linguistic competence. Because this research was carried out at the Lycée of Edirne Anatolian Teacher, Training various comparisons and contrasts between the test scores and item analyses of both teacher-made and cloze test were carried out. Such a comparison between two different test technique can help the teacher's evaluation about the test scores of the exams.

It is expected that the findings of this research about both evaluation of test scores and use of cloze test technique in testing learner's linguistic competence should be considered by the lesson teachers and the necessary care is paid to the language tests and test technique.

3.3. Selecting the target group

This study was conducted during the second semester of 1996-1997 educational year at the Lycée of Edirne Anatolian Teacher Training. 25 second-year students of the classroom 2-F were involved in this study. The reason of choosing this classroom for the research is that this is the only classroom going on their normal curriculum while the others are shifting to the credit system. The students of this school is determined by an exam made by the ministry of National Education. The learner factors could be schematised as follows.

Female	Male
22	3
14 of them graduated from middle schools in Edirne	2 of them graduated from middle schools in Edirne

Table.2 Learner Factors

These students have been learning English of 14 hours a week and, addition to this, they were joining a language course for 14 hours a week. Two teachers of the English lesson were included in this research by their responds to the questionnaire.

3.4. Correctional Research

In daily life we face different forms of research from making decision till shortening any long procedure. Even educational research as a part of human life takes many forms. Sometimes research demands very simple form and sometimes too complex form. Depending on the complexity of the language, language learning/teaching/acquisition and the research problem, methods used in educational research shows differences. First of all, it should be know that research in educational studies show differences depending on the first; circumstances under which the research is conducted, second; the methodology used in the research and third one; means used to do research. The research problem and the conditions mentioned above determine the kind of research.

This study is a single case study, that is, it is limited with only one classroom consisting of 25 students. During the research procedure the researcher had a role as non-participant.

A correlational study is used for our research. The aim of correlational research is to investigate possible relationships among variables without influencing those variables. Because of the features of Correlational research, this kind of studies can not determine the causes of relationships, but such studies can suggest them. These suggestions being made at the end of the correlational study provide the impetus for future experimental studies. Purposes of Correlational Research can be gathered under two titles:

- either to help explain important human behaviours
- or to predict likely outcomes.

The first kind of studies can be called Explanatory study. In this kind of study, the purpose of Correlational research is to clarify our understanding of important phenomena taking part among variables. The second kind of study is called as Prediction study.

As understood, the second purpose of Correlational research is Prediction. That is, if a relationship of sufficient magnitude exists between two variables, it becomes possible to predict a score on either variable if a score on the other variable is known.

The instruments involved in a correlational study may take any one of a number of forms, but they must yield quantitative data. Although data which is necessary for the research sometimes can be collected from records of one sort or another, more correlational studies involve the administration of some type of instrument such as tests, questionnaires and sometimes observation. Instruments used in this study are teacher-made tests, two samples of cloze test and a questionnaire.

3.5. Designing Data Collection Instruments

After taking the necessary permission from the head of the school, an explanation about the research and C.T. technique was made to the teacher who teaches "Reading". Depending on the curriculum the classroom 2-F was selected for the research study. In order to make an application of C.T. to the classroom 2-F the students were informed about the structure and the mentality of C.T. during that week and 2 samples of C.T. were worked as practice. At the end of the week, a C.T as pre-test was applied on the students. Three exam papers and their scores given by the teacher during the semester were taken as test sources. Meanwhile, a questionnaire was given to the teachers. And later, at the end of the semester a second sample of C.T was given to the students.

a) Questionnaire

Questionnaire consists of 15 questions and was distributed to the teachers and teachers were requested to respond to the questions in the questionnaire. Every question has a different function.

They ask questions about tests, cloze test and the relationships between tests and book used at the lesson.

b) Classroom tests

The amount of these tests given by the teacher is 3 during the second semester. These tests were geared to the instructional program, that is, they fit the course. The structures of test items give us very important information about the aim of the teacher while preparing a test. In addition, these tests are scored and these scores are accepted as the level of the student's linguistic competence.

c) Samples of C.T

Third data source covers the samples of C.T. While selecting the sample C.T. passage, the researcher considered the level of difficulty of the passage, the level of difficulty of words taking part in the passage and student 'level on grammar and learners' familiarity with the content of the passage.

Conclusion

This chapter was presented in five sections. The first section dealt with the presentation of the background for this research. In the second section objectives of this study were stated. The major concern of this study was to learn whether C.T. tests learner's linguistic competence.

The third section deals with the selection of the target group. In the fourth section, Information about the research method used in this study was presented.

In the fifth section information about designing data collection instruments used in this research was given.

CHAPTER 4

DATA ANALYSIS

4.1. Overview

In this study Correlational research was used during the research study. Depending on both the research question and the kind of research samples of C.T, teacher-made tests and a questionnaire as the instruments of data collection were used. This study is both a quantitative and descriptive. This study is quantitative because cloze tests and teacher-made tests were used in this research. As a result of this, test scores, validity and reliability of tests and variables between test scores were calculated and a number of numerical scores was found.

This study is a descriptive study too, because language is a social phoneme and this feature makes it descriptive and also this study was carried out with a single case, that is, this study is limited with a classroom. Although mathematical values were found, these values does not mean any value by themselves. Meaningful decisions will be made at the end of the interpretation of these numerical values. Thus, it can be said that quantitative research is a tool used in order to make meaningful decisions.

Comparisons between test scores and responds of teachers to the questionnaire and interpretation of them make us to arrive at meaningful decision(s).

4.2. Presentation and Analysis of Data

4.2.1 Presentation of Data Instruments
Questionnaire

This questionnaire consists of two pages. The first page covers 13 questions and second page covers 2 questions. The questions taking part in the questionnaire were open. Two teachers responded to this questionnaire.

Q1   : aims to gather data about the preparation and selection of the test items. Responds given to this question show us that tests were made up by the lesson teacher and sometimes chosen from the lesson books.

Q2   : aims to learn teacher's aim at selecting and preparing test item. While one of the teachers focuses on the structure and vocabulary, another one focuses on the students fluency and manner at using target language.

Q3   : is about Cambridge exams.
        Responds given to this question show us that teachers know its name not its format at test items.

Q4   : the aim of this question is to learn whether teacher uses C.T. technique or not at his exams.
        While one of the teachers does not respond to this question, the other says that he uses C.T. technique but does not believe that it is useful. Here, there is a conflict because if he doesn't believe in its usefulness, why does he use it at his exams. In addition, when observed his exam papers, no C.T. application was seen.

Q5   : While one of the teachers gives no respond to this question, the second one claims that his knowledge about test kinds is sufficient.

Q6   : This question asks the teachers thoughts about whether C.T. tests the learner's linguistic competence. While one teacher doesn't give response, the other has a negative thought about C.T. Because, according to him the language is not an artificial fact and mechanic measurements are objectionable. This objection gives us information about the teacher's knowledge on language test techniques. In a manner, aren't test items in written form tools of mechanic measurement? His answer can be for testing learner's speaking ability.

Q7   : This question asks the teachers whether their test questions prepare the students for the First Certificate exams. Language teachers of this classroom direct their students to take F.C. exams. One of the responds is in "not fully" The answer of the second teacher is positive. In real, the competence of the student for F.C. exam is the subject of discussion. Because teacher-made tests show similar format, however, the test types taking part in F.C. exam are various. It can be said that every kind of test technique is used in F.C. exam.

Q8   : Responses given to this question are in "Yes" for both teachers.

Q9   : While one teacher doesn't response the other one says "yes"

Q10   : This question is about how the lesson is chosen given responds show that the lesson book is chosen at the end of co-decision of the teachers.

Q11   : The respond shows that they are choosing the books depending on its functions. They try to choose the versatile books such as covering four skills and language components.

Q12   : This question tests whether the book serves at the aim of

choosing it.

Q13 : By this question, it is learnt that the teachers use additional books in order to strengthen the learning of the students.

Q14 : This question is related with the exercises taking part at the lesson book. According to the teachers exercises at the lesson book are sufficient.

Q15 : This question is related with the practice of exercises during the lesson time. The responds show that teachers follow different methods at the practice of exercises.

When a classification is made. it is seen that:

Q 1 : and 2 are about the test used at exams

Q 3 : is about standardised language exams

Q 4 : and 6 are about C.T. technique. The aim of these questions to learn the knowledge of the teachers about it

Q 5 : is about test techniques

Q 7 : is about teacher-made and standardised test

Q 8 : is about the lesson time

Q 9 : is about Test technique and Communicative approach

Q 10-11-12-13: are about the books used at the instruction.

Q 14 : is about book and tests taking part in the book

Q 15 : is about the practice of tests at the lesson.

FIRST EXAM OF THE SECOND TERM

PART A

In this part, the students were given some magazine articles and were asked to summarise the given articles.

PART B

This part asks students ten questions. These ten questions demand the students to fill the gaps with an appropriate word without giving the students any options.

PART C

This part consists of ten questions. In this part, students are wanted to fill the gaps with the correct form of GO-BRING and the correct particle.

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PART A2

This part of this exam consists of seven questions. These questions are in the form of filling the gap. There is no option for the students to choose, but at this parts directions are made by saying complete sentences with one of the modals in its correct form.

PART B2

In this part there are seven sentences and in these sentences students are directed to report these sentences by using some reporting verbs given by the teacher.

PART C2

This part consists of 4 sections First part gives 5 sentences and what is wanted from the students here is rewriting these sentences by using either a defining or a non-defining relative clause with a suitable relative pronoun. As seen there is a direction for students. Because, students are wanted to use relative clause. Second part asks the students where they used the word "that" for the relative pronoun.

Third Part: The students were directed to define the sentences which were built up with relative clauses in the form of defining or non-defining. They were also asked to give reasons why the sentences were built up in the form of defining or non-defining.

Fourth part: gives ten verbs and demands the students to add a suffix to these verbs to turn them intonouns. While given these verbs, no suffix is not given as option.

SECOND EXAM OF THE SECOND TERM

This exam sheet consists of 6 parts.

PART A

In this part, there are eight sentences. Students were asked to change these sentences into passive form.

PART B

In this part, there are ten sentences. The first sentence would be changed into causative and an option had been given. There is a word for each question and the student were required to use these words chosen for each sentence in its correct use.

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PART C

This part consists of ten sentences and in this part the students were asked to underline the most suitable "pattern".

PART D

In this part which-contains 5 sentences, the students were directed to complete the sentences with suitable modals.

PART E

This part contains 21 sentences. The first 16 sentences contain one or two blanks. Students were wanted to complete these blanks with the words choosing from the word-group given by teacher. The last five sentences are about Phrase 1 verbs. The students were directed to fill these blanks with appropriate phrase 1 verbs. No option was given for the students.

PART F

This part is related with reading comprehension and consists of 5 questions. Questions were prepared according to the multiple-choice test technique. There is direction for the students because the students were asked to choose one of the options.

THIRD EXAM OF THE SECOND TERM

This exam consists of 53 questions. The first 35 questions measure grammar and structural knowledge of students. The questions from 36 to 49 were prepared to measure students vocabulary knowledge.

In the last 4 questions, the students reading skill was questioned. All the questions had been prepared according to multiple choice test technique. Because of the options, it can be said this exam directs students.

FIRST CLOZE TEST

A sample cloze test was applied at the beginning of the second term. As a result of the cloze test, I can determine the problems of students as;

1) The students could not catch the sentence which was built up with 'relative clause', that is "Any damage that there is can be _____ right ....". Therefore they could not caught the passive form of the sentence.

2) The students couldn't have comprehended the passive form of the sentence. They might have confused the passive sentence that is "if energy isn't being........ "with the active sentence in present progressive form. Because they mostly used the verbs in present form.

3) Although the students mostly used verbs in this sentence, they could not have comprehended the meaning of the sentence. Hence, they put unsuitable verbs in the sentence.

4) The students mostly put unsuitable nouns in the sentence that is "......while their _____ are healing". That means they could not have guessed the correct noun.

5) In this sentence, most of the students put the correct verb "make" in the pattern. That means they know the pattern "make someone do something".

6) 17 students don't know the phrase "get on with", because they mostly used "go" instead of the verb "get".

7) 14 students put the verb 'make' instead of "build"

8) Only 6 students comprehended that the sentence was built up in relative clause form. That means the students don't know the relative clause rules very well.

9) Only 6 students put suitable noun in the sentence. They couldn't comprehend the sentence. In that case, we can claim that they have comprehension problem.

10) Only 2 students put the suitable verb 'helps'. 16 students couldn't comprehend the sentence.

11) 15 students could comprehend that the sentence requires adjective but 10 students put the suitable adjective 'some' in the blank.

12) 21 students comprehend that the sentence requires verb but only 5 students comprehended the sentence.

13) 18 students guessed that the sentence requires pronoun and 15 students put the correct pronoun 'they' in the blank.

14) No correct answer was observed. That shows that they don't know the adverbs very well.

15) 19 students guessed that the sentence requires verb 'beats', but only 3 students put the suitable verb. That shows that they could not comprehend the sentence.

16) 18 students put the correct conjunction "after" on the sentence.

17) 22 students guessed that the sentence requires 'verb'. 11 students guessed the correct verb. That means the students have comprehension problem.

18) 19 students comprehended the meaning.

19) 17 students guessed that the sentence require 'conjunction' and 14 students put the suitable conjunction 'and' in the blank.

20) 19 students put the correct preposition 'to' in the blank.

Table 3: Distribution of the student responses to the first sample of C.T

First Cloze Test	TRUE	BLANK	VERB	ADJ	ADV	CONJ	NOUN	GERUND	PREPOS.	MODAL	PRONOUN	ARTICLE	INF.
1. PUT (V)	1	8	4	8	2	3							
2. USED (V)	7	6	19										
3. SPEND (V)	9	3	18		2		2						
4. WOUNDS (N)	0	9	9				6	1					
5. MAKE (V)	17	1	21						3				
6. GET (V)	6	4	20	1									
7. BUILD (V)	0	10	14				1						
8. THAT (RC)	6	4	3	1	1	1	1				7	1	
9. EFFECTS (N)	6	4		5			15	1					
10. HELPS (V)	2	6	16				2			1			
11. SOME (Adj)	10	2		16			5	2					
12. STUDY (V)	5	4	21										
13. THEY (P)	16	1	3						3		18		
14. FIRST (adj)	0	7	13	1	1		1			2			
15. BEATS (V)	3	6	19										
16. AFTER (conj)	18	2								2	3		
17. TWITCH (V)	11	3	22										
18. CALLED (V)	10	0	23	2	0								
19. AND (conj)	14	5	2			17	1						
20. TO (inf)	19	0	1		2			2	1				19

Table 4: Distribution of the student responses to the second sample of C.T

Second Cloze Test	TRUE	BLANK	VERB	ADJ	ADV	CONJ	NOUN	GERUND	PREPOS.	MODAL	PRONOUN	ARTICLE	INF.	AUXILLARY
1. work (n)	18	2	0				22							
2. wanted (v)	1	4		20										
3. eat (v)	0	7	8								9			
4. hours (n)	15	1		1			21	1						
5. watching (ger)	24													
6. was (auxillary)	11													13
7. dinner (n)	16	1					22							1
8. the (article)	24													
9. could (modal)	4	7			1			1		15				
10. she (pron)	18				3	3								
11. it (pron)	21			1		1								1
12. it (pron)	13		1	1				1			19			2
13. was (aux.)	9			1	1	2	5							15
14. moment (n)	12	3		2	1		18							
15. he (pron)	22					1					23			
16. had (auxillary)	15	1		3										20
17. once	19					5								
18. each (s)	11	3	3	1				1			2	2		
19. sorry (s)	5	7	1		6	2		1						2
20. is (v)	13		22							2			19	
21. to (phrase)	18	1				5								
22. a (article)	16	1	5		2									
23. front (adj)	13	6	1	17										
24. like (edat)	10	4			13	7								
25. opening	0		22			1		22						1

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Table 5: Classification of questions in both samples of C.T.

1. Cloze Test	2. Cloze Test
Relative Clause: 1,8	
Passive: 2	
Meaning comprehension: 3,4,7,9,10,11,12,15,17	1,2,3,4,7,9,10,11,12,13,14,15,16,19, 20,23
Phrase 6 P= 6/25	6
Adverb 14	
	Preposition: 18
	Comparison: 24
	Participle: 25

VALIDITIY OF TESTS

Validity of C.T. and T.M tests applied in the research was determined by looking at the consistency between retest scores of the students and teachers opinion about the students and than by the multiplication of the analyse with Pearson Product-Moment Coefficient.

Table 6: The relationship between teacher opinion and test scores of the students

Teachers opinion r	Cloze test 0,5361	Multiple Choice 0,6095
level of importance P	0,006	0,001
	P<0,005 IMPORTANT	P<0,01 IMPORTANT

When the table is inspected, the correlation value between the learner's scores of C.T. and teachers opinion about the student is 0,5361 and Correlation value between the students scores of T.M and teachers opinion is 0,6095, 0,05 and 0,01 correlational values show that there are important relationships. In other words, it can be said that both C.T. and T.M tests are valid.

ANALYSIS OF DATA AND STATISTICS

With the aim of finding solution to the research problem

a) t-statistics being used to test the difference between aoerapes.

$$t = \sqrt{\dfrac{S_1^2}{n_1} \quad \dfrac{S_2^2}{n_2}}$$

S_1^2 means variance of pretest

S_2^2 means variance of retest

n_1 number of student in pretest

b) In the study of validity of tests Pearson product-moment coefficient

$$r : \dfrac{\sum xy - \dfrac{(\sum x)(\sum y)}{n}}{\sqrt{\left(\sum x^2 - \dfrac{(\sum x)^2}{n}\right)\left(\dfrac{\sum y^2 - (\sum y)^2}{n}\right)}}$$

x: scores given according to the teacher opinion
y: scores the students took from the tests.

c) difficulty levels of both C.T and T.M. tests to the students were determined by analysing questions. There fore, difficulty degrees of the questions were tried to be determine by the formula;

$P_1 = N_D / N_T$ N_D : amount of the students which gave true answer to a question

N_T : total amount of the students.

Regarding with the interpretation of the results, it was made as appropriate to the following chart.

P degree	Interpretation
0,00-0,15	Question is very difficult
0,16-0,39	Question is difficult
0,40-0,60	Question is in intermediate difficult
0,61-0,84	Question is easy
0,85-1,00	Question is very easy

FINDINGS

Students' scores, Means of scores, Median, Mod and Range values which the students took them from the pretest of T.M. are shown in Table 7.

EXAM I of T.M.

Table 7: Data from the pretest scores of T.M test

Value Label	Value	Frequency	Percent	Cum Percent
	21.00	2	8.0	8.0
	29.00	1	4.0	12.0
	32,00	1	4,0	16,0
	33,00	1	4,0	20,0
	38,00	1	40,	24,0
	40,00	1	4,0	28,0
	42,00	1	4,0	32,0
	45,00	3	12,0	44,0
	48,00	1	4,0	48,0
	52,00	1	4,0	52,0
	53,00	1	4,0	56,0
	58,00	3	12,0	68,0
	59,00	1	4,0	72,0
	62,00	1	4,0	76,0
	63,00	1	4,0	80,0
	65,00	1	4,0	84,0
	66,00	1	4,0	88,0
	70,00	1	4,0	92,0
	75,00	1	4,0	96,0
	93,00	1	4,0	100,0
	Total	25	100,0	

Mean   80,840 Median   52,000 Mode 45,000
Variance 294,140 Range 72,000 Minimum   21,000
Maximum   93,000

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* Multiple modes exist. The smallest value is shown.

Valid cases 25 Missing cases 0

When Table 7 is inspected mean is 50,840 (%), value of median is 52, value of mod is 45 and value of range is 72. When these scores are Examined, it is seen that 48 per cent of the students took under 50 point.

Exam scores of students taken from retest of T.M. at the end of the semester are seen at the following Table 8.

EXAM 2 T.M

Table 8: Data for the retest scores of T.M Test

Value Label	Value	Frequency	Percent	Cum Percent
	27,00	1	4,0	4,0
	40,00	1	4,0	8,0
	43,00	2	8,0	16,0
	51,00	1	4,0	20,0
	53,00	1	4,0	24,0
	54,00	1	4,0	28,0
	55,00	2	8,0	36,0
	56,00	2	8,0	44,0
	58,00	1	4,0	48,0
	60,00	1	4,0	52,0
	61,00	1	4,0	56,0
	63,00	1	4,0	60,0
	64,00	1	4,0	64,0
	66,00	1	4,0	68,0
	68,00	1	4,0	72,0
	74,00	2	4,0	80,0
	75,00	2	4,0	88,0
	78,00	1	4,0	92,0
	82,00	1	4,0	96,0
	92,00	1	4,0	100,0
	Total	25	100,0	

Mean 60,920 Median 60,000 Mode 43,000

Variance 214,410   Range 65,000 Minimum   27,000

Maximum   92,000

* Multiple modes exist. The smallest value is shown.

Valid cases   25   Missing cases 0

When Table 8 is inspected value of mean of T.M.(s retest is 60,920, value of median is 60, mod value is 43 end Range value is 65. When retest scores are inspected, it is seen that about 20 percent of the students took point under 50 point.

When Table 7 and y are inspected it is seen that pretest scores of T.M. is higher than that of T.M. whether there is a differentiation in a statistical sense was inspected by the ± statistic which is used in testing of difference between means and was handled at Table 9.

Table 9: Differentiation between pre-retest scores of T.M.

	n	$\bar{x}$	Ss	t value	P value
Pretest	25	50,84	17,151	,,,,,,3,65	0,0001 inportant
Re-test	25	60,92	14,574		

SD: 24

When Table 9 is inspected mean is 50.84, standard deviation of score l dispersion is 17.151, mean of retest is 60.92, standard slide of dispersion is 14.574. T value which was calculated in the degree of 24 freedoms is 3,65. These findings shows differentiation between means. In other expression, the success of the students at the end of the semester shows a more meaningful development to the their developments at the beginning of the semester.

Students scores of means mode of scores, median, and range values in C.T. are seen at the Table 10.

CLOZE 1

Table 10: Pretest scores of C.T

Value Label	Value	Frequency	Percent	Cum Percent
	5,00	1	4,0	4,0
	10,00	3	12,0	16,0
	15,00	3	12,0	28,0
	18,00	1	4,0	32,0
	25,00	3	12,0	44,0
	3	3	12,0	56,0
	0,0 0	4	16,0	72,0
	3	3	12,0	84,0
	5,00	1	4,0	88,0
	40,00	1	4,0	92,0
	45,00	1	4,0	96,0
	48,00	1	4,0	100,0
	60,00			
	70,00			
	Total	25	100,0	

Mean   29,840 Median   30,000 Mode 35,000

Range 65,000 Minimum   5,000

Maximum   70,000

Valid cases   25   Missing cases 0

When Table 10 is inspected, it is seen that arithmetical score mean (x) is 29.840, value of median is 30, range is 65 and mod is 35.

According to the findings it is seen that about 92 per cent of the students took point under 50 point.

Students pretest scores are seen in table G

CLOZE 2

Table 11: Retest scores of C.T.

Value Label	Value	Frequency	Percent	Cum Percent
	28,00	3	12,0	12,0
	33,00	1	4,0	16,0
	35,00	1	4,0	20,0
	36,00	1	4,0	24,0
	40,00	4	16,0	40,0
	44,00	3	12,0	52,0
	45,00	1	4,0	56,0
	48,00	3	12,0	68,0
	50,00	1	4,0	72,0
	52,00	1	4,0	76,0
	60,00	2	8,0	84,0
	64,00	2	8,0	92,0
	68,00	2	8,0	100,0
	Total	25	100,0	

Mean	46,200	Median	44,000	Mode	40,000
Variance	149,583	Range	40,000	Minimum	28,000
Maximum	68,000				
Valid cases	25	Missing cases 0			

$x= 46,200$ Median: 44   Mod: 40   Range: 40

When the findings in table G are inspected, score mean of retest C.T. is 46.200, value of median and mod is 40, value of Range is 40. 68 per cent of the students took points under 50 point in the retest of C.T.

Whether there were differences between the means of score were shown at Table 12.

Table 12: Differentiation between the scores of pre and retest of C.T.

	n	$\bar{x}$	Ss	t value	P value
Pre test	25	29,84	16,030	 6,52	0,000 important
re test	25	46,20	12,230		

SD: 24

When the findings the Table 12 are inspected, score mean, of pretest is 2984, standard deviation of score dispersion is 46.20, dispersion standard slide is 12.230. T value which was calculated in the degree of 24 freedoms is 6.52. These findings show differentiation between means in other, expression, student success at the retest in cloze test shows major development to their successes at the pre test of C.T.

In order to look for whether there is a relations between grammar structure and meaning comprehension which effect the students success the difficulty degrees of each item taking part in the samples of C.T. were tried to analyse.

The difficulty degrees of each question are shown at the following Table 13 and Table 14.

I.   CLOZE TEST

Table 13: Difficulty degree of the questions of the first samples of C.T

GRAMMAR		Meaning Comprehension	
QUESTION DIFFICULTY	INTERPRETATION	QUESTION DIFFICULTY	INTERPRETATION
1. question: 1/25: 0,04	(very difficult)	3. question: 9/25:0,36	(difficult)
2. question: 7/25: 0,28	(difficult)	4. question: 0/25:0	(very difficult)
5. question: 17/25:0,68	(easy)	7. question: 0/25:0	(very difficult)
6. question: 6/25:0,25	(difficult)	9. question: 6/25:0,24	(difficult)
8. question: 6/25:0,25	(difficult)	10. question: 2/25:0,008	(very difficult)
13. question: 16/25:0,64	(easy)	11. question: 10/25:0,4	(mid-difficult)
14. question: 0/25:0	(very difficult)	12. question: 5/25:0,2	(very difficult)
16. question: 18/25:0,72	(easy)	15. question: 3/25:0,12	(very difficult)
18. question: 19/25:0,76	(easy)	17. question: 11/25:0,44	(mid-difficult)
20. question: 19/25:0,76	(easy)	19. question: 14/25:0,56	(mid-difficult)

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General difficult

Mean (P)= 0,436

General difficulty

Mean (P)= 0,24

II. CLOZE TEST

Table 14: Difficulty degree of the questions of the second sample of C.T

GRAMMAR		Meaning Comprehension	
QUESTION DIFFICULTY	INTERPRETATION	QUESTION DIFFICULTY	INTERPRETATION
5. question: 24/25:0,96	(very easy)	1. question: 18/25:0,72	(easy)
8. question: 24/25: 0,96	(very easy)	2. question: 1/25:0,04	(very difficult)
17. question: 19/25:0,76	(easy)	3. question: 0/25:0	(very difficult)
18. question: 11/25:0,44	(mid-difficult)	4. question: 15/25:0	(mid-difficult)
21. question: 18/25:0,72	(easy)	6. question: 11/25:0,44	(mid-difficult)
22. question: 16/25:0,64	(easy)	7. question: 16/25:0,64	(easy)
24. question: 10/25:0,4	(mid-difficult)	9. question: 4/25:0,16	(difficult)
25. question: 0/25:0	(very difficult)	10. question: 18/25:0,72	(easy)
		11. question: 21/25:0,84	(easy)
		12. question: 13/25:0,52	(mid-difficult)
		13. question: 9/25:0,36	(difficult)
		14. question: 12/25:0,48	(mid-difficult)
		15. question: 22/25:0,88	(very easy)
		16. question: 15/25:0,6	(mid-difficult)
		19. question: 5/25:0,2	(difficult)
		20. question: 13/25:0,52	(mid-difficult)
		23. question: 13/25:0,52	(mid-difficult)

Mean (p)= 0,61   Mean (p)= 0,48

According to the findings at the Table 12-14, difficulty degree of questions taking part in pretest cloze test is 0,436 (mid difficulty) in the grammar questions, 0,24 (difficult) in the questions of meaning comprehension.

When the difficulty of retest of C.T. is inspected it is seen that difficulty mean of grammar questions is 0,61 (close to the very easy), score mean of the questions of meaning comprehension is 0,48 (mid difficult)

It is seen that grammar questions are more easy for students than the questions of meaning comprehension in both cloze tests.

In other words, according to the findings in the charts students success at the questions of grammar increases their success at the questions of meaning comprehension.

DATA ANALYSIS

The major concern of this research is to test whether C.T. tests the learner's linguistic competence, and if it tests, what extent it tests linguistic competence.

As we see at the sample exams, the exams given by teacher are directing exams by certain clues. By directing the students by certain clues, schema is made active. In that case, these exams can not determine the lack aspects of the students as linguistic. They can constitute one aplece in teaching process.

In the sample cloze tests, the clue of the students is only the text and the topic thom selver. With the C.T., students linguistic level can be measured without directing at the some time.

As another advantage, this measuring can be made on a single exam paper instead of a lot of exam papers. In that case. Cloze tests are time-consuming exams as well. Cloze tests are ones that determine the linguistic problems of the students and can also determine the limits of remedial teaching.

The problems in cloze tests, as an be determined clearly and grouping can be made very easily. As a result, according to the results derived from the cloze tests, I applied many students have meaning comprehension problems.

In the first sample close test, there are only two sentence types of Relative Clause: 1 and 8, Only one Passive sentence type, 3, only one Phrasal verbs; 6.

In the second sample cloze test, there is only one sentence formed with phrasal verbs and only one sentence formed with participle. If we group the grammar rules taking part in both C.T. samples, they are Relative Clause, Passive forms, Phrasal, comparisons and participles. Most of the students errors intensify on these grammatical rules. But the questions taking part in both cloze test exams which are numbered as 2,4,7,9,10,11,12,15,17/2,3,9,13,14,16,19,20,23 are related with the meaning comprehension.

During the C.T. exams, the students force two kinds of reading activities; skimming and scoring. At the beginning of the examination, the students were asked to glance at the passage in order to become familiar with the gist of the contest. After the skimming phrase the students begin to focus on the blanks. At this point; the students face second phrase reading; -scanning. While they try to find out the correct words for

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their blanks. During the scanning phrase, the students try to use their background knowledge in reading in order to locate specific information. Here, the specific information refers to the words which the students have to use for deletions. While they try to find the correct words, the students utilise their linguistic knowledge which contains all grammatical rules and they also utilise the clues taking part in both sentences and in all context of the given text.

Here, the clues for the student are the topic, the words in context and the relationships among the sentences. As we see, there are not any directions given for the students. On the other hand, when the class-exams are analysed we can see that they show different behaviour attempts in linguistic dimension. Because, in the questions of class-exams the students are directed in a way of changing the sentence into passive or completing sentence with the correct modal etc. The students can change the sentence into passive successfully. While changing he/she can try to memorise the lesson activities, or while completing the sentence with the given modal, he is directed to use a modal. But, there is not such a direction in C.T., thus, the students have to use the necessary words for the blanks, if they realise the suitable words. This word can be one in their background linguistic knowledge.

Shortly, while responding questions in clause-exams students are directed by the teacher and the students are not probably component, but in cloze test there is not any direction. Because the student has to diagnose the missing word, it can be said that the student is component if he diagnoses the correct word for the correct blank.

Table 15: Test scores of both T.M tests and those of C.T and teacher opinions

	emax1	exam2mc	teacher	close1	close2
1	29,00	43,00	65,00	35,00	40,00
2	58,00	75,00	74,00	25,00	40,00
3	48,00	40,00	55,00	30,00	35,00
4	62,00	74,00	85,00	10,00	28,00
5	70,00	43,00	70,00	40,00	44,00
6	63,00	74,00	75,00	35,00	68,00
7	45,00	56,00	50,00	35,00	48,00
8	75,00	64,00	80,00	45,00	64,00
9	66,00	56,00	55,00	35,00	36,00
10	38,00	68,00	50,00	48,00	48,00
11	32,00	55,000	45,00	15,00	44,00

12	21,00	27,00	45,00	30,00	28,00
13	45,00	63,00	55,00	5,00	28,00
14	52,00	60,00	65,00	15,00	44,00
15	93,00	92,00	95,00	60,00	68,00
16	42,00	66,00	75,00	10,00	40,00
17	45,00	51,00	80,00	25,00	45,00
18	53,00	58,00	85,00	30,00	50,00
19	58,00	82,00	90,00	40,00	64,00
20	21,00	54,00	50,00	10,00	40,00
21	40,00	55,00	55,00	18,00	33,00
22	58,00	75,00	60,00	25,00	60,00
23	65,00	78,00	100,00	70,00	60,00
24	59,00	61,00	90,00	40,00	52,00
25	33,00	53,00	50,00	15,00	48,00

CHAPTER V

CONCLUSION

5.1. Summary Of The Study

In the first chapter, a general information about the importance of language tests was presented. Later, the main topic of this study was introduced. The main topic of this study to learn whether C.T. tests learner's linguistic competence or not. After explaining the main topic, the researcher explained his purpose at making this study. In addition, the limitations of this study and organisation of this research were stated.

In the second chapter, three dimensions of language tests were presented. The first dimension of language tests is language. While handling language dimension, what language is and three views about language were introduced under the structural, the functional and the interactional views. Lastly, evaluation which is the third dimension of language tests was handled. The relationships among Language views, language learning/teaching views and evaluation were presented. In this part, Cloze test technique which is one of the language test techniques and its procedures such as paragraph selection, deletion and scoring were introduced.

In the third chapter, data gathering instruments and correlative research technique which was used at this study were introduced.

The fourth chapter presented both quantitative and a descriptive analysis of both tests, test scores and a questionnaire.

5.2. Summary Of The Results

This study covers two samples of C.T, three teacher-made tests, a questionnaire and test scores and interpretation of a questionnaire given to the teachers. While assessing the validity of Cloze tests and teacher-made tests, coefficient of validity was found by looking at the relationship between teacher opinions and test scores. According to data and calculations, there is a relationship of 0,53 between teacher opinions and scores of cloze tests. When made the same calculation, the rate of the relationship between teacher opinions and teacher-made tests is 0,60. By looking at the scores of relationships of both teacher-made tests and cloze tests, it is possible to say that there are

validities for both the samples of C.T. and teacher-made tests. That is, both different tests too are valid.

Also correlation coefficient and t-test as method were used. T-test was used in order to measure whether there are differences between means. T-tests are the tests showing whether there is a statistical difference between two means. If the results are important it is possible to say that there is a meaningful difference between pretest scores of the students and retest scores of the students.

In the research again, especially, the difficulty degrees of the questions were found in order to find the relationship between grammar questions and questions related with meaning comprehension taking part is the two samples of C.T. While finding the difficulty degrees of the questions, the formula

$$p = \frac{\text{number of the true responds}}{\text{number of the students}}$$

was used and applied for each question.

If p degree was in between 0-0,15 the question was accepted as very difficult, if between 0,16-0,39 as difficult, if between 0,40-0,60 as mid. difficult, if between 0,61-0,84 as easy, if between 0,85-1,00 as very easy.

And again in the research, mod value, median value, mean and range values of the tests were used.

When looked at the interpretations of the values in the correlation coefficient because we do not have any certain criterion, it can be said if the value is 0,40 or more it means that there is an important and meaningful relationship.

The value of the correlation coefficient in this study is in the direction of (+) and above the middle. That is, the relationship among the scores of C.T., teacher-made tests and teacher opinions shows an important and meaningful relationship.

Another data was gathered from the comprehension made between the questions and forms of C.T. and those of teacher-made tests.

The students took higher points from teacher-made tests than from the cloze tests. However, both tests covered the same grammatical patterns. Differences between test scores of teacher-made tests and those of C.T. provide us to make an interpretation about the teacher-made tests techniques and function C.T. The differences between test scores of teacher-made tests and those of C.T. appear from the forms of tests applied.

The reason for students' not applying their linguistic knowledge to the test of C.T. is that teacher-made tests contain a lot of cue, give the students chance to guess the

respond. However, in C.T. the student have to reveal his/her real linguistic competence in order to respond to the question.

Here, it is necessary to explain that because the impossibility of testing certainly the learner's linguistic competence, it is possible to say C.T. tests learner's linguistic competence better than the teacher-made test which depends on the pure grammatical patterns consisting of a single sentence.

5.3. Pedagogical Implications

As a result, this study revealed C.T. tests the students linguistic competence better than the teacher-made tests consisting of multiple choice. That is, C.T. technique cannot measure the students linguistic competence completely. According to the results of questionnaire it is suggested that EFL teachers should consider the tests important and be aware of the functions of tests used in the instruction.

5.4. Assessment Of The Study

Because this study is limited with only one classroom and 25 students and a lesson "Reading", it should not be generalised over all the school giving EFL in Turkey. In order to increase our knowledge about language test techniques and using and applying C.T. during the instruction further research is needed.

5.5. Implications For Future Research

This study revealed Turkish EFL teachers lack of concern for language test techniques and lack of knowledge for using C.T. technique in the lesson time while teaching grammar rules and components and so it is also necessary to investigate why they do not consider language tests and test techniques important.

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1. Öğrenciye sorduğunuz sınav sorularını kendiniz mi hazırladınız yoksa belli bir sınavımı baz olarak aldınız ? Adı.

2. Kendiniz hazırladıysanız neleri kontrol etmek istediniz ?

3. Cambridge sınavları hakkında ne düşünüyorsunuz ?

4. Cloze test uygulaması yaptınız mı ?

5. Test türleri hakkında yeterli bilgiye sahipmisiniz ?

6. Cloze testler öğrencinin dil bilimsel yeterliliğini ölçüyor mu ? Düşünceleriniz.

7. Hazırladığınız sorular öğrenciyi First Certificate sınavına hazırlıyor mu ?

8. Ders saatlerini amacınıza ulaşmak için yeterli buluyor musunuz ?

9. Hazırladığınız soruları Communicative test tekniğine uygun buluyor musunuz?

10. Ders kitabınızı kendiniz mi seçtiniz ?

11. Ne amaçla seçtiniz ?

12. Uygulamalarda kitabın sizi ne amaca götürdüğünü gördünüz ?

13. Kitabın dışında yardımcı materyal kullanıyor musunuz ?

14. Kitaptaki alıştırmaları yeterli buluyor musunuz ?

15. Hepsini yapmaya zamanınız yetiyor mu ?

Bana yardımcı olabilecek vermek istediğiniz başka bilgiler varsa lütfen aşağıya yazınız.   (Öğrenci sayısı , okul yönetiminin yaklaşımı, hizmet içi kurslar gibi)

Kip, nap, doze, forty winks, shut-eye
and snooze are all expressions we use
to describe that mysterious state, sleep.
We all do it, we can't get by without it
and by the time we reach old age most
of us have spent 20 years sleeping. Yet
nobody knows why we do it.

Most scientists reckon that by resting our bodies,
we allow time for essential maintenance work to be
done. Any damage that there is can be ¹ right
more quickly if energy isn't being ² up doing
other things. Injured animals certainly ³
more time asleep than usual while their ⁴
are healing. And quite a few illnesses ⁵ us feel
drowsy so our body can ⁶ on with curing us.

Sleep is controlled by certain chemicals. These
up during the day, eventually reaching levels ⁷
make us tired. We can control the ⁸ of these
chemicals to some extent. Caffeine ⁹ to keep us
awake while alcohol and ¹⁰ medicines make us
sleepy.

By using electrodes, scientists are able to ¹²
what goes on in people's heads while ¹³ sleep.
They have discovered that when we ¹⁴ drop off
everything slows down. The heart ¹⁵ more
slowly and our breathing becomes shallow. ¹⁶
about 90 minutes our eyes start to ¹⁷ and we go
into what is ¹⁸ REM sleep. REM stands for Rapid

Eye Movement, ¹⁹ it's a sign that we've started ²⁰
dream.

RESUME

I was born at Bornova-izmir in 1964. After finishing Babaeski Lisesi, I attended the English Language and Literature Department of the Faculty of Letters and Science at Atatürk University. I was graduated in 1993. In 1994, I attended MA in TEFL programme at Trakya University. Since my supervisor retired in 1997, I had to move to Atatürk University and finished my research there. I have been working in the Foreign Languages Department at Trakya University since 1994.