

An-Najah National University

Faculty of Graduate Studies

**The Influence of Cloze Tests in Assessing Tawjeehi
Students' Writing Skill in English in Al-Adawiya
Secondary Girls School**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements of
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Nablus-Palestine.**

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Dedication

I dedicate this work to:

The sake of Allah, my Creator and my Master

- My great messenger, Mohammed (May Allah bless him), who taught us the purpose of life,

My homeland Palestine, my second home An-Najah University

- My dearest Husband my source of inspiration and encouragement, which leads me through the valley of darkness with light of hope and support,

- My great parents, who have always loved me and taught me, to work hard to fulfill my achievements

- My beloved brothers and sisters; and my sister in law who supported me in my study

- My beloved kids Sarah Mira and Leen, whom I can't force myself to stop loving.

- To all my family, the symbol of love who encourages and supports me,

All the people in my life who touch my heart, I dedicate this research.

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الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

The Influence of Cloze Tests in Assessing Tawjeehi Students' Writing Skill in English in Al-Adawiya Secondary Girls School

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name:

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Date:

التاريخ:

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List of Abbreviations

GPA	Great Point Average
ESL	English as a Second Language
EFL	English as a Foreign Language
SPSS	Statistical Package of Social Science
MA	Master
BA	Bachelor
TEFL	Teaching English as a Foreign Language

The Influence of Cloze Tests in Assessing Tawjeehi Students' Writing Skill in English in Al-Adawiya Secondary Girls School

By

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Abstract

This study aimed to investigate the influence of cloze tests in assessing Tawjeehi students' writing skill in English in Al-Adawiya Secondary Girls School in English. To achieve this aim, the researcher used two instruments: Pre-test and post-test approach in addition to a 14-question interview.

The study was carried out in Al-Adawiya Secondary Girls' School in Tulkarm where the researcher chose 60 female students from 200 female students and then she divided the selected students into two groups of 30 for each group the control group and the experimental group respectively. The two groups, at the beginning of the study, sat for the pretest that includes different language skills such as: comprehension, vocabulary, prepositions and other grammatical aspects to ensure that all of them were homogeneous. After that, the experimental group was provided with adequate training and was provided with cloze activities along with additional cloze exercises to do; on the other hand, the students of the control group were not provided with any support, they were taught traditionally and were not given similar material to that of the experimental group in regard to cloze test activities; still, they were given similar topics and activities. When the researcher finished the experiment, that is, almost

at the end of the scholastic year 2017-2018, the two groups were post-tested by giving similar topics of the pre-test, the students' responses were gathered and corrected by the researcher. After analysing the data of the two exams, the findings showed positive effects of cloze tests on students of the experimental group. In addition to the tests, the researcher used another instruments to collect more supportive knowledge, which was the interview. Results of the interview were in accordance to the results of the exams.

In the light of the findings of the instruments of the study that showed positive effect of cloze tests, the researcher recommended teachers of English to use more question in their tests that focus on gab-filling to develop students' different language skill specially writing skills and to assess them by using such technique. Another recommendation was directed to the Palestinian Curriculum to include more dialogue completion activities in the curriculum along with other cloze activities that require completion-based skills in real contexts in which they would use language skills via dialogues and texts that employ different deletion and scoring methods.

Chapter One

Introduction and Theoretical Background

1.1. Introduction and Theoretical Background of the Study

1.2. Statement of the Problem

1.3. Questions of the Study

1.4. Hypotheses of the Study

1.5. Purpose of the Study

1.6. Significance of the Study

1.7. Definition of Terms

1.8. Limitation of the Study

1.9. Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

The researcher likes to begin with a paraphrased statement of a great educationalist as it sums up the aim of education. Here is the saying: The purpose of education is not only to entertain learners and reform their behaviors, but it is also to unsettle their minds, to expand their scope, to enhance their intelligence and to awaken their thought. Robert M. Hutchins

The need to communicate appropriately and successfully is essential in real life situations. Students who are unable to read, speak or write effectively fail to grasp important concepts, principles and other types of knowledge. Accomplishing language skills and sub skills including speaking, reading and writing skills allows students not only to seek out information correctly, but it also helps them to explore subjects in depth and to enhance knowledge about the world around them. Via providing learners with all means of effective communication, teachers help create active and enthusiastic learners who learn to love the act of learning. To this end, teachers strive to use different types of techniques and methods of teaching and assessments for teaching speaking, reading and writing skills. Because assessment in all its types and forms is an essential part of educational environment and process, and because it's a critical part of education in the sense that it is used in documenting all types of knowledge and skills, teachers should do their best to use different ways to enable the

students gain skills correctly and to get rid of the frustration and stress during the assessment process.

Assessment is regarded as a cycle of on-going evaluation and assuring the occurrence of all types of knowledge, activities, tasks, skills, perceptions and beliefs usually in observable and measurable manners. The goal of this process is to make justifications that lead to improvements and not only to make judgment just for the sake of judgment. It also helps to build an educational program and assess its accomplishments and improves its effectiveness. (en.wikipedia.org/wiki/evaluation).

The way of evaluating and assessment is different according to different educational theories. In this respect, the researcher limits the overlapping relation between learning theories and assessment to three learning theories:

First of all, the relation between behaviorism and assessment. A behaviorism approach to assessment is observing learners' behaviors and analyzing such behaviors. Teachers accordingly strive to accomplish positive changes in the learners' behaviors. They care much about the output and the causes that came from this behavior. Behaviorists believe that the intentional behaviors that are accomplished by learners are controlled by their consequence and practices, which means an event or a task that has created the behavior. The behavioral approach repeatedly evaluates learners with in-depth and close observations where they will control and keep the natural factors derived from the learning environment.

In this regard, behaviorists support the functional assessment methods that directly affect the behavior. To them, learning is a true change in one's behavior. (Krause, Borhner, Suchesne & MchMaugh, 2010).

Secondly, the relation between constructivism and assessment: According to Bednar et al (1995), constructivism theory, overemphasized two ways through which learning is assessed. First is how excellently learners are able to function and interact within content; this sort of content interaction can be done by using the instruments and understandings of the content to solve problems in real life situations and tasks, then assessing whether the student successfully completed these tasks. The second method is students' reflecting on these processes that contain their conclusions and their documentation of the construction process. The above-mentioned methods are so much related to the four stages in applying constructivist teaching: 1) making use of background knowledge, 2) producing mental argumentation, 3) blending authenticity, the application of new contexts with feedback, and 4) reflecting on learning. In terms of eliciting prior knowledge, teachers can make use of a variety of procedures ranging from pre-tests, questioning, interviews with students, or referring to a variety of tasks such as concept-mapping, problem solving, Think-pair – share among others (Baviskar et al., 2009 and Raba'2017). Categorizing the elicited information in a variety of formats can show the student's own thinking potentials and can allow the student and teacher to assess any misconceptions and any misinterpretations in the process of implementing the lesson plan or the lesson procedures. Second is creating argumentative

topics to act as a motivator to students as they think how the contradicting beliefs or new knowledge fit with their own constructs. Teachers can select tasks that have a high chance of being problematic for students (ex: case study problem) and so encourage students to think deeply to resolve the conflicting or ‘missing’ ideas (Wheatley, 1991).

Finally, the relation between cognitivism and assessment: The cognitive views place a focal role on the mental potentials and their roles on the learners’ actual learning. Its basic concentration is real and true blending of the meaningful information and the real life experience that the child is deeply engaged in. In regard to assessment, cognitive views approach the whole process as it is explained and shown in Bloom’s Model which helps learners to think in a more complicated way via analyze tasks. The learning objectives along with all types of knowledge that occur range sequentially or in an overlapping form from absorbing and realizing a specific content to a deeper way to judge, evaluate and analyze the included materials. According to Krause, Borhner, Suchesne & MchMaugh, 2010, Raba’ 2017 and Raba’ and Herzallah2018, it is essential for all learners to recognize and analyze their own learning, or even, evaluate their own learning

Based on the previous assumption, the researcher can conclude that there are many ways that help teachers to assess students and improve their learning skills, in addition to enable them to gain information correctly and effectively. One of the most popular means of evaluation used by teachers to improve and develop students’ reading and writing skills are cloze tests

which contain missing information and students have to use past experiences or background knowledge in combination with critical thinking and reasoning skills to fill in the gaps. Not only are cloze activities easy to construct and score, but they are a valid measure for reading comprehension skills and for writing skills as well.

The beginning of assessment story appeared when the doors of school houses were first opened, by the early 19th century teacher's tested their students to see if they had mastered what was taught. (U. S. Department of education 2008). If students failed to accomplish successfully the intended learning outcomes, teachers could only use one type of assessment to the whole class, which was known as recitation (Giordano, 2005). Current learners still use this type of assessment and refer to it as summative evaluation. Only one change has been made which is some students may receive accommodations for the test environment.

By the 20th century, psychology altered the testing of students According to (Giordano, 2005) psychologists changed the testing system by introducing standardized test, Testing becomes an important science or an area of study for educators and psychologist, they used not only for usability, but also for its power in evaluating students' academic levels and their mastery of the content being learned and their potential to move to higher levels of education. Then many new types of tests appear such as a cloze test.

A cloze test is an important way for evaluating the learner's comprehension by omitting some items(every 5th word or so) from a passage or sentence and then asking the learner to add the missing words. For this reason, it is sometimes called fill in the gap exercise (Keisuke, Yuki and Mamoru, 2013). This evaluating tool has been used since the 1950's. The background of this test was derived from the theory of 'closure' in the *Gestalt* School of Psychology, which states that the brain observes things as a whole unit and will easily fill in missing elements (Walter, 1974). So, when elements are missing, a person will use his background knowledge and experiences to fill in gaps in combination with critical thinking. (Deniz, 2012).

In the learning process, the theory of closure in Gestalt school says that the brain sees language as a whole unit, so the learner will naturally add the missing elements based on their past knowledge and experiences. The cloze test focuses to apply the deletion to an entire paragraph of structurally correct and naturally occurring text. In cloze test, test designers employ two techniques: Giving a list of words and phrases and then learners are asked to choose the right items and insert them in texts or sentences correctly. The other way of the deletion system is to ask learners to fill the spaces with words and phrases from their own interpretation (Tobias and Torsten, 2014).

Based on what has been mentioned above, the researcher decided to conduct this study to discover the influence of using cloze tests on improving Tawjeehi students' writing skills. Assessing the student's skills should be taken into consideration in the teaching Process. In this respect, (McNamara, 2000) argued that language tests are important to evaluate students' skills and he also argues that the best test to assess the student's ability in language skills is the cloze test, which will be the main tool to be used in this study.

The ideas of the cloze test, was initiated and improved by Taylor (1953) who considered it to be a global measurement to be used in assessing several language skills. Cloze tests indicate that learners through their background information are capable of completing what is missing from their background knowledge. Teachers can determine students' language skill by measuring the students' ability to fill the blanks with the removed items of the original text (Hughes'2003). According to (McNamara, 2000) Cloze Test is more economical, easier and less time consuming. In the area of deletion and as stated by Bachman, 1985, there are two methods to use with any cloze activity. These are: systematic deletion method and unsystematic deletion method, which, of course, affect the way of assessing cloze activities. This is in agreement with Murcia, 2001 who showed that there are more than two deletion methods that test designers can refer to, but they have to keep in mind that each deletion method should be measured in a different way, that is the deleted of origin

words are easier than the deletion of textual words or phrases and so on and so forth.

To the researcher's knowledge, word deletion technique should be systemized and carefully chosen to be filled in gaps. Today, some schools in Palestine assess the student's levels by measuring their different language skills and sub-skills that include reading, listening, speaking and writing skills in addition to vocabulary and grammar knowledge, but such schools be little measuring students' writing skills since they are require a lot of time to test and correct. Moreover, some Palestinian educational affiliations assess writing skills or close activities wrongly; they either use the traditional way of assessment without depending on clear and well-stated rubrics. The present researcher tried her best to examine the appropriateness of cloze activities in evaluating writing skills including completion and gap-filling activities.

1.2 Problem of the Study

To the researcher's knowledge and due to the fact that the lowest grade Tawjeehi students receive in writing, the researcher believed that the reasons behind weakness in writing could be found in the learners' lack of interests, the learners' and teachers' inadequate training in all the writing skills and cloze activities and students' lack of imagination; parallel to these learners used to translate literary from Arabic to English. To help learners improve their writing skills and sub-skills, the researcher

conducted this study that blends assessments and performing cloze activities correctly.

1.3 Purpose of the Study

- 1- This study seeks to investigate the influence of cloze tests in improving tawjeehi students' writing skill.
- 2- To find out if there is any statistical differences due to the variables of the study.

1.4 Research Questions

This study attempted to answer the following questions:

1. What is the influence of cloze tests in assessing Tawjeehi students' writing skill at Al-Adawiya Secondary Girls' School?
2. Are there any statistical significant differences between pretest and posttest with regard to means of assessing students' writing skill at Al-Adawiya Secondary Girls' School?

1.5 Hypotheses of the study

To answer the question, the researcher tested these hypotheses:

- 1- There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in closed test in assessing Tawjeehi students' writing skills in the pre –test attributed to the variable of Group?

2-There are no statistical significant differences at ($0.05 \geq \alpha$) between pretest and posttest in regard to how well they assess students' writing skill at Al-Adawiya Secondary Girls' School. This hypothesis produces another two sub-hypotheses:

- a. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in comprehension, vocabulary, grammar, word formation and pronouns references test scores in the pre –test and post- test of the experimental group?
- b. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in all the language skills and sub skills mentioned in “a” in the pre –test and post- test of the control group?

1.6 Significance of the Study

Up to the researcher's knowledge, writing skill which is productive is more difficult than receptive skills. As a result, educationalists and researchers think of new methods to keep students interested in writing. In an attempt to ease the skill of writing and make it interesting for learners, the researcher tried out the importance of cloze test. Cloze test is a way of applying thinking and it derives its importance from the great benefits in improving students' thinking skills and blending both semantics and syntax in shaping the whole activity. It is also flexible in its application and meets individual needs.

It is hoped that this study will be beneficial in Ministry of Education and Directorate of Education.

1.7 Definition of terms

1- Cloze Test

A cloze test or what is alternatively known filling spaces test or deletion test simply means an exercise, an activity or assessment consisting of certain texts or sentences with words, symbols, signs or phrases being taken out. Then the testees are asked to replace, fill or render the removed items. This type of activity requires the competence to understand context and many vocabulary in order to restore and use the correct responses that fit the deleted texts. Because cloze tests contain a large cognitive and reasoning component, learners who use indirect learning methods may perform better on these tasks (Ajideh, et al. 2017).

According to Tineke (2016), cloze tests /gap filling items are suitable for all levels of students; in this test, a group of words are selected and listed in a box and given as options and the students are asked to fill the gaps. This filling may be measuring different kinds of language skills depending on the abilities, the age and the level of the learners taking the test. Lower ability test takers concentrate on the words surrounding the gaps because of their limited abilities, while higher ability test takers are suggested to be more able to use more global, analytical and conceptual information in their selection of a word to fill the gap.

According to the present study, a cloze test is said to refer to any cloze activities that require gap filling in all aspects of language including, comprehension, grammar aspects and vocabulary aspects.

2-Writing assessment

Writing assessment refers to practices and theories that evaluate the potential and performance of the learners' writing task. Assessing writing can be realized via a blending of writing studies and measurement approaches in assessing education. Assessing cloze activities also refers to all the practices performed by learners' writing skills and subskills (Behizadeh and George (2011) and Huot & Neal (2006).

According to the present study, any type of completion cloze activities, filling the gaps from words listed in boxes, or language items brought by learners are said to be writing assessment.

1.8 Limitations of the Study

This study is limited to:

- 1 Population of the study: All female Tawjeehi students in Al-Adawiya Secondary Girls' Schools
- 2 Time/ Scholastic year: The study was conducted during the second semester 2017-2018.
- 3 Place: Al-Adawiya Secondary Girls' Schools in Tulkarm City.

1.9 Summary

In this chapter, the researcher provided a relevant introduction to the Influence of Cloze Tests in Assessing Students' Writing in English, the theories of assessment with their different perceptions. Then, the researcher introduced the statement of the problem, questions of the study, purpose, significance, limitations of the study. She also supplied a list of definition of terms related to the subject.

Chapter Two

Review of Related Literature

2.1-Introduction

2.2- Studies That Deal with Testing Writing

2.3-Studies on Cloze Tests

2.3.1-A cloze test as assessment

2.3.2-Studies that deal with Scoring Methods Associated with Cloze Tests

2.3.3-Studies that Deal with What Do Cloze Tests Measure.

2.4-Summary

Chapter Two

Review of Related Literature

2.1 Introduction

For the sake of easiness and clarity, the researcher arranged it topically. As this study focused on the uses of cloze tests in assessing Tawjeehi students' writing skill, it is worth mentioning how to prepare and score cloze tests to have the best results in our assessment. This part of the research presents review of related literature about the effect of a cloze test on Tawjeehi student's writing skills. It is classified according to these subtitles: Studies that deal with testing writing, studies on cloze test, a cloze test as assessment, studies that deal with scoring methods associated with cloze test, studies that deal with what do cloze test measure and finally summary was included.

2.2 Studies That Deal with Testing Writing

According to Hughes (2003) testing writing is usually a straightforward process, he also suggested that getting students to perform any writing activities or filling blanks with single words or with phrases could be the best way to test their writing skills. The process of testing writing is generally made up of any of the written activities that is followed by the correcting of that piece of work by the examiners. Such correction should be predefined. Even though the process is generally fixed in this direct approach, writing tests is different in other aspects.

As explained by Brown (2004:51) the written language is classified into three main areas. These three areas are:

1. Academic Writing that includes *papers, essays, articles, theses, dissertations among others*.
2. Job-related Writing formats that include *messages, letters, memos, schedules, reports among others*.
3. Personal Writing formats that include *e-mails, journal entries, fiction, notes, shopping lists, personal memories among others*

From the thorough analysis of the how much knowledge is needed for the learner to write in different kinds of tests, Brown (2004) classified writing tasks into four different areas ranging from form- based items to context-based and meaning-based items focused as: imitative, intensive, responsive, and extensive, that is, from different gap-filling activities to contextual and meaning-based activities such as control writing and free writing.

Along with the choice of the right task and performance type, Hughes (2003) suggested a few ways to ensure the effectiveness of writing tests. He suggested testing without providing the testees with the missing items for the different tasks. He also suggested placing restrictions on the testees to achieve a set of results via the inclusion of different procedures such as pictures, notes, and outlines among others. This is an indirect reminder from Hughes to the examiners to make sure that there are

adequate samples of students' writing to check for the desired performance type we wish students to accomplish. These researchers separated the scoring rubrics for writing skill assessment into three different groups:

- 1- Holistic Scoring: The scorers assign a single score based on the overall impression of the work in question.
- 2- Primary Trait Scoring: Score is a single number based on the overall effectiveness of the work in achieving the task given.
- 3- Analytic Scoring: The score is the sum of several aspects of writing or criteria rather than a single score. They suggested that according to the purpose of testing and scoring, teachers can make a choice between the writing rubrics.

According to Murcia (2001) the ability to have an absolute perfect written discourse is a sophisticated activity, which needs control and focus, and the ability to shape sentences for a specific purpose. Performance on the cloze tests has a significant correlation with writing skill. Students are using their skills, which underlie the students' language performance during doing the cloze tests (Hughes, 2003).

In the area of the relation between cloze activities and the learners' actual performance, Carter and Nunan (2001) showed that there is a strong positive correlation between performance and any cloze activities in a variety of language skills including writing. This is in agreement with Weigle (2002) who also found that cloze procedure is an influenceive

technique that focuses on the flow of information and learner's understanding of the text to select words that best fit the text. As a matter of fact, students can effectively create their own cloze items from any written task, when they find that the writing process is an enjoyable one. Any cloze activity, if prepared well, can be considered as an error correction technique in the sense that they can discuss and explain grammatical, pragmatic, or semantic features through providing an excellent context and may affect the learner's selections of such grammatical items.

To the researcher's knowledge, cloze tests are considered as one of the most common techniques for testing, especially for evaluating the general language skills of English as a Foreign Language (EFL). It is based on filling the blanks with the deleted items depending on memorizing active words or understanding the context employing skillful overlapping interpretation between syntax and semantics to complete the cloze activities.

2.3 Studies on Cloze Tests

2.3.1- A cloze test as assessment

A cloze test is an important method for investigating the learners' comprehension potentials by removing words (usually every 5 words or so) from a passage or sentence, and then asking the learner to supply the missing elements, for this reason, it is also sometimes referred to as a gap – fill exercise. It has different types and methods of scoring, this type of tests

has many characteristics, it contains words or phrases that are removed from a text or sentences after allowing a few sentences of introduction, the testees are asked to fill the missing items by supplying the words or the phrases they think have been removed.

A cloze test requires students tend to complete unfinished patterns to make it mentally perfect and see parts as a whole. Deletions in these tests were usually highly selection and focused on high content words that conveyed meaning. (Jongsma, 2015).

According to Hadley and Naaykens (2004) there are a few types of cloze tests: Deletion based on fixed rate, which mainly concentrates on the removal of every seventh word, the multiple-choice cloze where the learners are provided with three to four choices and then learners are asked to circle the most correct answer to fill it in the blanks. The cloze elide test in which the gaps are filled with words that are incorrect and are not suitable for the text and then students are asked to fill with the correct words, and the C-test where the latter half of every second word is deleted. As for the selective deletion, or as it is called, the rational cloze method, the learner is asked to choose the words he/she wishes to delete from the text in accordance to the purposes of testing. Hadley (2004) claimed that the goal of this method is twofold: fine tuning the level of difficulty, and targeting specific grammatical points and vocabulary items to measure.

2.3.2 Studies that deal with Scoring Methods Associated with Cloze Tests

Giordano (2005) and Lazaraton (2010) pointed at two methods of scoring cloze tests, the first one is the exact word scoring method in which the completion is counted as correct as long as it is exactly the same as the original word being deleted from the text. The second one is the approximate word scoring method in which the correctness of an item is put on the basis of its suitability to the total surrounding of the text.

Richards and Renandya (2002) explained the idea of correcting approach in the cloze activities saying that if the cloze procedure is being used for language testing, the students are giving a score according to how well word guessed matched the original words; they argued about two types of scoring procedure: The first one is called the exact word-based method where the students must think of the precise word that was used in the original passage. Here memorizing the exact words that are deleted is basic to students; otherwise the response will be totally incorrect. The second one is acceptable word method where the students can guess any word that is appropriate or acceptable in the context. Here the general contextual understanding is basic for the learners to be able to fill the blanks.

According to Kobayashi (2002), scoring methods associated with cloze-activities are not fixed and they are different according to the cloze activities format. He classified these scoring methods into three:

A-The precise word-based method of correction: In this method what is needed is to fill the gaps with the precise words being removed from the cloze activities; students' interpretations are not needed, that is all word-formation processes including synonyms or alternatives are not considered correct.

B-The semantic and syntactic-based method: In this method, learners have better scope of creativity and innovation in the sense that semantic and syntactic interpretations are acceptable provided that text coherence and cohesiveness are not negatively affected.

C-The third method of scoring is called semantically acceptable, but syntactically unacceptable word scoring method. In this method, the semantic interpretations are more important than the syntactic interpretations. If learners fill the gaps with words that give meanings even if the words are written wrongly. According to Kobayashi (2002), he found that the two acceptable-word scoring methods had higher reliability than the exact word scoring method, although the differences were not significant. In this regard, the researcher supports the second type of scoring, as it is the only type that shows the importance of both coherence and cohesiveness in any writing process. The researcher also reported that the correlations of the two acceptable methods with the skill test were higher than the exact word scoring method.

As explained by Brown (2002) and Oller Jr (1975), each of the scoring method has advantages and disadvantages, but what is to keep in mind is

what benefits the learners more than the others. In assessing any of the cloze activity, the corrector should make use of the suggested criteria by Brown (2002). These criteria were: Standard error of measurement, validity, reliability, item facility, item discrimination, usability (development), and usability (scoring). The lesson learned from Brown's investigation is to do the best in preparing the cloze activities, and then to employ fair scoring method, which is suitable, otherwise the test will not be listed as a good test.

To conclude, what method of deletion is used, it should be geared towards the benefit of the learners. So what is more important than the type of deletion is how much students learn. Consequently, testers and textbook designers as well as teachers should concentrate on the thorough integration of all language skills so as to get the best from their learning.

2.3.3-Studies that Deal with What Cloze Tests Measure

As we have already seen in the few examples above, cloze tests have been found to correlate well with different skill tests and their specific parts. Many researchers have found that cloze tests can measure a wide range of language skill and competence. The findings, while being controversial and requiring further study when viewed on their own, suggest that cloze tests are valid tests of overall skill (Brown, 2004; Tremblay, 2008).

In the area of test validity and test reliability in general and with all cloze activities in particular, Tremblay (2011) claimed that cloze tests are valid and reliable second language tests. He found out, after having constructed, administered and scored over a thousand cloze tests to ESL students, that the cloze procedure is simple, yet valid language skill test. ... Cloze tests yield more “miles per gallon” of sweat spent in test construction than most ESL teachers realize..." (p. 66)

Brière, Clausing, Senko and Purcell (1978) found out from a study conducted on native speakers of English. They used text of blanks that require known words. The correction of the deleted words revealed the effectiveness of cloze activities in differentiating among students of different levels. In this regard, the lesson learned is to use cloze procedures to teach writing skills and to employ effective and fair scoring method that encourages debate, explanation of the instructions and the errors committed by learners.

In their comparison between the different scoring methods, MacKay & Flege (2004) conducted a cloze test that is composed of 50 items by using systematic deletion of every fifth word and every test was scored twice with the different scoring methods. They found that cloze tests are effective and can be used as a teaching method, a training method and a good way of improving students' thinking skills.

In the same consensus mood that supports the effectiveness of cloze activities and the scoring method and improving students' writing, Birdsong (2005) found that cloze tests are similar to placement tests in measuring the learners' potentials in the different language skills, that is, the cloze activities are as effective as placement tests in foreign language teaching and learning .

Tremblay (2008) conducted a study using his cloze tests method to test foreign students' ability in English in comparison to their native peers. All the students were administered two different cloze tests prepared from passages of continuous prose (one difficult and one easier). In this regard, Tremblay (2008) as both of them showed the effectiveness of cloze activities in foreign or native language teaching and learning. Additionally, UfukBilki (2011) pointed out a possible use of cloze test in testing reading and writing skills, which can be valuable tools if used correctly to help develop and assess reading and writing skills. Another study conducted by Tremblay & Garrison (2010) showed that selective deletion cloze test scores had a high correlation with the grammar test scores. They also suggested further research considering correlation studies between cloze tests and oral/aural skill tests. Norris & Ortega (2000) looked at the interrelationships between a standard skill test, a writing test, and a cloze test. The cloze tests were scored with the exact word scoring method while the writing scores were calculated using a holistic rubric.

In the area of the effectiveness of cloze activities on the learners' oral performance, Shohamy (1982) investigated a positive interdependent relation between a Hebrew speaking test and the cloze procedure. He showed a high positive relation all through all levels. The combined scores of the acceptable answer scoring method for both cloze tests correlated with the total scores of oral interviews.

In the same respect of language oral proficiency, Murcia (2001) studied the cloze procedure from an oral communicative point of view. Students were given an oral interview and a cloze test. The same positive correlation between speaking skills and cloze activities was revealed. In this regard, Murcia (2001) supported Shohamy (1982) as they both showed similar results.

In this section, the researcher mainly looked at the literature on cloze tests. The literature was mostly focused on how to use cloze tests, how to better cloze tests and how to score cloze tests. It was clear from the literature that further inspection and research into the field of cloze tests is required. Especially the lack of studies in the area of using cloze tests for testing writing skill opens up research possibilities in the field. Moreover, the different deletion methods proposed by different researchers showed varying results, which requires further testing. The research into cloze tests varied greatly in terms of the deletion methods and scoring methods, therefore, the researcher decided to use different deletion and scoring methods.

From the research that has been discussed so far, in spite the fact that cloze tests have decreased since the 80s, which have been caused by the shifts in general foreign language teaching trends from the grammar translation method to the audio-lingual method, and communicative language teaching method. There has also been a shift in trends in the language testing area from indirect tests to more direct ones (Shohamy and Reves1985), cloze tests are still valid means of assessing a wide variety of language skills. In a recent interview (Lazaraton, 2010) pointed out to the usefulness of the cloze procedure as a multi-purpose testing tool. A tool is still used in language teaching institutions.

In the area of comparing the traditional way of teaching comprehension passage and the cloze procedures when dealing with reading passages, Khoshsima and Abusaeidi (2015) in their comparative study on the effect of close test on reading comprehension in Iranian intermediate EFL learners which include 47 EFL language learners at intermediate level, suggested that cloze test and open ended questions empower student's reading comprehension ability which in turns affects their writing skills positively. This finding supported Rashid (2001) who also concluded that cloze activities are trusted for measuring the language proficiency of ESL students. He also added that cloze activities are also important parts of foreign language testing and teaching. In the same regards, other Chinese scholars (Tao, 2004; Li, 2004; Zhu, 2004; and Bai, 2004) prove the efficacy of cloze tasks in improving learners' writing skills and sub skills.

In their completion of cloze activities, learners concentrate in their reading and interact meaningfully about their selection of words or phrases to fill the blanks. This process helps them to think beyond the text. In this respect and in training learners on how to fill the blanks, the teacher can help the learning process to continue in form of group discussion or pair work by giving extra mark for appropriate responses, and by explaining possible reasons behind the author's choice of words (Bglkg2011).

The researcher supported their findings about the powerful effect of cloze procedure as an effective assessment tool and as an effective teaching tool used in foreign language teaching. What is unique about the present study is that it is conducted in a female school and for the Tawjeehi students in the scientific stream. These limitations could lead researchers to think of the same topic but in male schools for students in the literary level and in other language areas such as reading or speaking.

2.4-Summary

This chapter covered the literature concerning the different studies that deal with testing writing. It also covered studies on cloze tests in general and on cloze test as assessment in particular. A lot of studies deal with scoring methods associated with cloze tests are also included along with other studies that deal with what do cloze tests measure.

From the above mentioned literature review, the researcher noticed that some studies were conducted on writing skill such as testing writing, other studies were conducted on cloze test approach such as cloze test as a mean

of assessment and scoring methods associated with cloze test and what do cloze tests measure.

Chapter Three

Methodology and Procedures

3.1. Introduction

3.2. Population of the Study

3.3. Sample of the Study

3.4. Instruments of the Study

3.5. Validity of the Test

3.6. Reliability of the Test

3.7. Validity of the Interview

3.8. Procedures of the Study

3.9. Statistical Analysis

3.10. Ethical Issues

3.11. Summary

Chapter Three

Methodology and Procedures

3.1. Introduction

This chapter tackles all the methodological steps followed in performing the research endeavour. In it, the researcher dealt with the population and the sample of the study, the procedures used to build and describe the study instruments. It also illustrated the types of statistical tests used in this study. Furthermore; it included a description of the reliability and credibility of the study instruments, variables, procedures and statistical processes. Surveying, descriptive and analytic method were used for their suitability for the study purposes.

3.2. Population of the study

The population of this study consisted of all the Tawjeehi Scientific female students in Al-Adawiya Secondary Girls' School who were 200 during the scholastic year 2017/2018.

3.3. Sample of the Study

The study sample consisted of (60) individuals who are English language learner at –Tawjeehi grade. This sample was selected randomly

3.4 Instruments of the Study

Data were collected via pretest posttest developed by the researcher; the pretest to ensure that all the participants are homogenous, while the posttest aimed to show the influence of cloze test on the participants of the experimental group. Along with the test, the researcher used a 14 –question complementary interview with 8 teachers of English in Tulkarm Secondary Boys' and Girls' Schools and the supervisors of English in Tulkarm Directorate.

3.5 Validity of the test

To make sure of the test validity, the researcher submitted the exam to a group of juries in the area of teaching English. That group includes Teachers of English, Supervisors of English and TEFL Specialists from Al-Quds Open University/ Tulkarm and Nablus Branches and An-Najah National University. They all assured the validity of the content and its suitability for the study purposes. See appendix (1)

3.6 Reliability of the test

To ensure that the test is reliable, Cronbach Alpha formula was used and Table (1) below shows that the ranges of reliability were between (0.82-0.89), and that the total score was (0.85), which is considered to be suitable for the purpose of this study.

Table 1: Alpha Formula of Test Reliability

Domains	Number of items	Reliability coefficient
Vocabulary, prepositions and comprehension	24	0.82
Grammar items	14	0.88
Total score	38	0.85

Table (1) shows that all the reliability coefficients are high, and suitable for the accomplishment of the study.

3.7 Validity of the Interview

Like the test, the interview was given to the same juries who approved content suitability for the purpose of the study. The questions of the interview were dropped from 15 questions to 14 questions, the juries deleted one item.

3.8 Procedures of the Study

The respondents were selected from the Tawjeehi learners at Al-Adawiyah Secondary Girls' School in Tulkarm. Sixty of them were selected from all classes in the same schools and they were 200 females. This study intended to help improve young language learners' proficiency level and to enhance their learning quality. To this end, two groups were formed: one experimental and one control group, each with 30 participants.

First: Establishing the validity and reliability of the instruments of the study by the experts in the field of TEFL from schools, directorate of education and from universities. They all approved the suitability and utility of the instruments for carrying out the study with some changes. The

researcher studied and adopted the suggestions proposed, and made the modifications needed.

Second: All types of permission were taken from the Faculty of Graduate Studies, the Ministry of Education, and the Directorate of Education In Tulkarm and finally from Al-Adawiah Secondary Girls' School in Tulkarm respectively. Based on these permissions, the researcher was able to get the needed information and to distribute the test and carry out the interviews.

Third: The researcher distributed the copies of the test among the students. In order to obtain more valid and credible results students were given the freedom to accomplish the test. Similar thing was done with the interviews

Fourth: The researcher managed to collect almost all the copies. Then, the test and data were statistically treated.

3.9 Statistical Analysis

The content and the questions of the two tests and for the interview were prepared by the researcher. Based on the units of English for Palestine 12 taught in this study, some closed questions in grammar, vocabulary, phrasal verbs, word formation and pronoun references were prepared by the researcher. Thus, the data-show hardware were required in the classroom. Moreover, the teacher's notes were used to compare the interest and motivation of the participants in class activities. Finally, a standard posttest for the writing skills was used during the semester. As for the questions of the interview, the researcher constructed them from the related literature.

Procedure

At the beginning of the study, the researcher visited the school several times after which she decided to choose 60 students out of 200 students. After the selection process, the researcher cooperated with both the school principal and the school cooperating teacher to explain the aims of the test for the learners. For the study itself, the lesson plans for the experimental group had two sections: pre-teaching, and post-teaching stages.

Data Analysis

After administrating the test, the raw scores were submitted to the SPSS 17 software for further analysis. Then, T- test for two independent samples and paired t- test were employed in order to analyze the collected data and to find out if the closed test was effective and helpful for the influence of closed test in assessing writing skills among study sample.

Statistical Analysis

After gathering the responses, they were codified, entered the computer and statically processed by using the statistical package for social science (SPSS)

The statistical procedures used in the study are:

- T- test for two independent samples, and
- Paired t- test

3.10 Ethical Issues

Because this study is conducted on human beings, permission to conduct

it was obtained from the Faculty of Graduate Studies at An-Najah University in order to assure that the ethical issues are taken into consideration. In addition, participants were informed about the purpose of the study before responding to the test, and were told that their participation was voluntary and for scientific purposes only.

3.11 Summary

In this chapter, the researcher introduced the population of the study, the sample of the study; the instruments used research design and the procedures, which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

4.1. Introduction

4.2. Results Related to the Questions of the Study

4.3. Results Related to the Second Tool of the Study (the interview)

Chapter Four

Results

4.1 Introduction

This study aims at investigating the influence of closed test on assessing Tawjeehi students' writing skills by measuring three skills of comprehension, vocabulary and language. To accomplish this aim, the researcher used two instruments:

The first instrument is composed of two exams that include comprehension questions, vocabulary questions and language questions were developed by the researcher and then distributed among 60 female students who were classified in two groups: control group and the experimental group. The exam was gathered by the researcher and then she treated it statistically using the statistical package of social science (SPSS). The two exams (pretest and posttest) were similar to the Ministry exam in format, number of items and content. The only difference is that the tool of the study concentrated only on completion questions.

The second instrument is the interview with teachers and supervisors of English in Tulkarm Directorate. Two supervisors of English and another six male and female teachers of English from four secondary boys' schools and girls' schools in Tulkarm schools. The interview is complementary to the tests and is composed of fifteen questions and were then reduced to fourteen after considering modifications and suggestions of the jury in the area of TEFL. These questions were constructed by the researcher after

surveying. The researcher asked for permission to have sessions with the supervisors and teachers. Every one of the interviewees was asked the fourteen questions.

4.2. Results of the first instrument, the tests:

Results of the study questions:

1. What is the influence of cloze tests in assessing Tawjeehi students' writing skill at Al-Adawiya Secondary Girls' School?
2. Are there statistical significant differences between pretest and posttest in regard to how well they assess students' writing skill at Al-Adawiya Secondary Girls' School?

To answer the question, the following hypotheses were tested:

- 1- There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in closed test in assessing Tawjeehi students' writing skills in the pre –test attributed to the variable of Group?

To answer this hypothesis, independent sample t test was used and Table (1) shows the results.

Table 2: Independent sample t test level about students' scores of closed test in assessing Tawjeehi students' writing skills at Al-Adawiya Secondary Girls' School attributed to the variable of group

Group	N	Mean	Std. Deviation	t	Sig.*
Experimental	30	8.70	2.23	-1.036	0.304
Control	30	9.33	2.49		

Table (2) shows that there are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in the pre –test attributed to the variable of group. The significant value was (0.304) which is more than (0.05) and this shows that students in both groups have almost similar potentials, that is, they are homogeneous. The purpose of the above mentioned table is to assure that all the sample members have almost similar language potentials before the researcher applied the experiment. The t-test revealed that.

2-There are no statistical significant differences at ($0.05 \geq \alpha$) between pretest and posttest in regard to how well they assess students' writing skill at Al-Adawiya Secondary Girls' School.

To test this hypothesis, the following sub-hypotheses were tested

a. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in comprehension, vocabulary, grammar, word formation and pronouns references test scores in the pre –test and post- test of the experimental group?

To answer this sub-hypothesis, Paired t- Test was used, and table (3) shows the results.

Table 3: Paired t test result of the different aspects of the test between the pre-test and post – test of the experimental group.

		Different aspect of the test					
<i>Experimental group</i>		<i>comprehension</i>	<i>vocabulary</i>	<i>grammar</i>	<i>word formation</i>	<i>pronouns references</i>	Final Score
Pre-test (30)	Mean	1.50	2.10	2.16	1.20	1.83	8.70
	S.D	0.68	0.75	0.74	0.88	1.08	2.23
Post-test (n=30)	Mean	2.93	2.20	2.46	1.83	2.16	11.53
	S.D	0.98	0.76	0.57	0.91	0.69	2.16
Improvement		1.43	0.10	0.30	0.63	0.333	2.83
df		29	29	29	29	29	29
t		-7.109	-0.648	-2.523	-3.739	-1.670	-8.268
Sig.*		0.000*	0.522	0.017*	0.001*	0.106	0.000*

*. The mean difference is significant at the 0.05 level.

Table (3) shows that there are statistical significant differences at ($\alpha = 0.05$) level about students' scores in grammar skills test scores in the pre –test and post- test of the experimental group in favor of the post-test. The significant level is (0.000) which is less than (0.05). There are also statistical significant differences at ($\alpha = 0.05$) level about students in comprehension test scores in the pre –test and post- test of the experimental group in the different aspects of grammar such as phrasal verbs and Tag question in favor of the post-test. The significant levels are respectively (0.000, 0.017 and 0.001) which are less than (0.05). On the other hand, there are no statistical significant differences at ($\alpha = 0.05$) level about students in comprehension skills test scores in the pre –test and post- test in the skills of (vocabulary and pronoun references) of the experimental

group. The significant levels are respectively (0.522 and 0.106) which are more than (0.05). Table (4) also shows improvement in all grammar and comprehension skills in favor of the post –test.

b. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in grammar, vocabulary, phrasal verbs, word formation and pronouns references test scores in the pre –test and post- test of the control group?

To answer this sub hypothesis, Paired t- Test was used, and table (4) shows the results.

Table 4: Paired t test result of the critical thinking tests between the pre and post – test of the control group.

		Critical Thinking Skills					
<i>Control group</i>		comprehension	vocabulary	grammar	word formation	pronouns references	Final Score
Pre-test (30)	Mean	2.26	2.16	1.63	1.50	1.73	9.33
	S.D	0.98	0.87	0.80	0.86	1.01	2.49
Post-test (n=30)	Mean	2.03	2.43	2.43	1.66	1.66	9.53
	S.D	1.15	1.00	1.00	0.80	1.06	2.70
Improvement		0.23-	0.26	0.10	0.16	0.06-	0.20
df		29	29	29	29	29	29
t		0.980	-1.490	-0.501	-1.223	0.278	-0.733
Sig.*		0.335	0.147	0.620	0.231	0.783	0.470

*. The mean difference is significant at the 0.05 level.

Table (4) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about students' scores in writing skills test scores in the pre –test and post- test of the control group in the final scores and the skills of (grammar, vocabulary, phrasal verbs, word formation and pronouns

references). The significant levels for the final score is (0.470) and for the skills respectively (0.335, 0.147, 0.620, 0.231 and 0.783) which are more than (0.05).

4.3. Results of the second instrument, the interview

The researcher designed and composed the main questions of the semi-structured interview which was used as a supportive and complementary tool to collect more data about the close tests and how much they efficient as effective means of evaluation and teaching procedure that help in improving students' writing skills.

The researcher asked the fourteen questions to the participants without exception; the order of the questions in the whole interview depended on the participants' answers. To help the participants feel relaxed, fluent and smooth in responding to the questions, the researcher uses direct and easy wording in the questions. The researcher's style in questioning could help the participants express themselves with greater easiness and fluency. Before starting the interview, the researcher explained the purpose of the study to the interviewees. The researcher also explained clearly to them that the information she got from them would be used for scientific purposes only. Then the researcher asked the interviewees for permission to take notes of their answers and she assured that the answers would be used for research purposes. Once the researcher had their permission, she conducted 8 interviews, taking detailed notes of their answers. The participants were all interviewed separately. They were

also informed that they can change and modify all relevant information during the interview process. Lastly, the researcher collected all the notes and organized them. Table 5 shows an important aspect of the interviews results.

Table 5: is about interview, location, school, gender, qualification and experience.

Interview	Location	School	Gender	Qualification	Experience
Interview (1)	Tulkarm	Al-Adawiya School	Female	BA	5 – 10 years or more
Interview (2)	Tulkarm	Jamal Abd An-Naser School	Female	BA	5 -10 year or more
Interview (3)	Tulkarm	Directorate of Education	Male	Master	5 -10 Years or more
Interview (4)	Tulkarm	Directorate of Education	Female	Master	5 -10 year or more
Interview (5)	Tulkarm	Jamal Abd An-Naser School	Female	BA	5 – 10 years or more
Interview (6)	Tulkarm	Al-Adawiya School	Female	Master	5 – 10 years or more
Interview (7)	Tulkarm	Al-Fadiliah School	Male	BA	5 -10 Years or more
Interview (8)	Tulkarm	Al-Fadiliah School	Male	BA	5 – 10 years or more

Table 5 shows that the sample of teachers selected by the researcher were eight divided among three schools and the directorate of education. They were eight: five female teachers of English and three male teachers of English, six of them are teachers of English and the other two are supervisors of English; one male supervisor and the other is female supervisor. It is also noticed that all interviewees are from Tulkarm city. The table also shows that three of the interviewees are MA holders where the rest are BA holders. One common thing is that all of them have 5- 10 years or more. The following table shows the questions being prepared for the interview

Table 6: The interview questions.

Questions No	Questions
1	Why cloze test is important? Is it difficult for students?
2	To what extent synonyms and antonyms as part of cloze activities help in understanding comprehension texts?
3	What can you say about referential questions and sentences as important components of cloze activities?
4	Do you think that cloze test can be beneficial for students' cognitive skills?
5	To what extent cloze test can be used to develop the students' grammatical knowledge?
6	Do you think that a cloze procedure is as a progress test?
7	Can we use cloze test as an integrative approach?
8	Do you think in cloze test that we have to test students' communicative ability?
9	Do you think that teachers should give clear and detailed introduction to cloze tests and exercises?
10	Question: How do you act and interact when teaching about cloze exercises?
11	What do you do after giving students cloze activities? Did you: – provide students with the correct responses without supplying students with any sort of justifications; – provide students with both correct responses along with some justifications; – provide students with detailed justifications along with adequate instructions on the different language skills to be used with the cloze activities?
12	How do you feel when you correct cloze exercises?
13	In your opinion, what abilities do you think cloze procedure test includes in regard to language skills: grammar, vocabulary, prepositions and comprehension, or all of the above-mentioned skills?
14	Question: According to your experience in teaching English for the Tawjeehi students did they have difficulties with cloze tests? What were the problems?

The answers of the questions of the interview

1- Why cloze test is important? Is it difficult for students?

It is a basic technique that is used in almost all countries that use English in their affiliations to measure foreign or second language proficiency. Cloze activities can truly evaluate all types of language skills that include readability, reading comprehension, quality of interpretation

and textuality. Some of the interviewees said that cloze test is very difficult for students, because they are unable to analyze texts and contextualize their understanding; they are unable to build the different forms of sentences correctly. Most of the interviewees assured that all cloze activities are difficult unless they are adequately explained. Of course, this is applied to all cloze activities, that is, they are difficult because students don't know the basic form of the word but it's important and valuable in language learning because it involves awareness of the flow of sentences. In this regard, the response to this question supports the result of the test in the sense that understanding all language aspects in a blended way is basic to achieve high results in any cloze activity

2- To what extent synonyms and antonyms as part of cloze activities help in understanding comprehension texts?

Interviewees said that a speech or a written passage however short or large is essentially a group of sentences and a sentence, in its turn, is a group of words. A rich stock of words thus becomes quite logically an essential prerequisite ability development. All competitive examinations make a direct test vocabulary under items like 'Synonyms, Antonyms, Sentence completion and Cloze test etc. Besides, Comprehension and Sentence arrangement require indirectly a competent understanding of words, their meaning, nuances and usage. So synonyms and antonyms are basic and essential as they can help learners in building meaningful sentences. They enrich the students' understanding of the text without

which students can't understand or respond to language utterances appropriately.

3-What can you say about referential questions and sentences as important components of cloze activities?

Referential questions in the interactive context of a communicative classroom may be beneficial in improving students' output, negotiation and debate. In regard to class interaction, it seems that there is an agreement on the fact that it allows learners to increase their output. Modification of output for clearer understanding and adjusting output towards target-like use in turn points towards more opportunities for successful accomplishment.

The participants agreed that this type of questions can help to understand the passage clearly to enforce what information they get which is an indicator of the students' comprehension and they help to get the language as one unit.

4-Do you think that cloze test can be beneficial for students' cognitive skills?

Among the factors which affect students' 'performance is the individual differences. These differences confirm the fact that every person has his own ways to approach and process information. Among the individual differences is a cognitive style. So if the cloze activities are well

designed, they will consider these differences and will meet the different cognitive potentials.

They all assure the importance of cloze activities in the sense that they enable students to put the correct answer and information in the correct place. They promote students' decision-making potentials.

Cloze test is beneficial as it helps students to put the form of the words correctly. The response to this question agrees with some researchers such as (McNamra, 2013, Brown, 2013, Bax 2013 and Brunfaut 2014)

5-To what extent cloze test can be used to develop the students' grammatical knowledge?

To my experience, evidence indicated that there is proof that shows that the cloze procedure did improve the students' knowledge of grammar provided that cloze activities are well constructed. It is proved that cloze test practice when is carried out cooperatively could have positive impact learners' grammatical accuracy.

Cloze activities are used by teachers to help improve students' potentials in all language skills and sub-skills. These activities are powerful tools to evaluate authentically students' potentials in English because they include a variety of skills, tasks and activities that entailed thinking skills and understanding of all language skills and sub-skills starting from sentence construction to text interpretations. Cloze activities help students to recognize the different types of sentences with their basic components.

The response to this question agrees with some researchers such as (Ongalo, Wambugu, & Anditi, 2014) and Abadikhah, & Harsini, 2014).

6-Do you think that a cloze procedure is as a progress test?

Progress tests are achievement-like tests, which are usually administered at the end of a unit, a course, or term. They are closely related to particular series of teaching content. A progress test may be viewed as similar to an achievement test but much narrower and much more specific in scope. They are like cloze tests as both help examiners in general and language teachers in particular to assess the degree of success of their programs and teaching and therefore to identify their shortcomings and weaknesses respectively. Progress tests and cloze tests are alike in the sense that both can also be diagnostic to some degree in the sense that they help identify areas of difficulties encountered by learners in general.

To sum up the responses, they all give positive answer as they all declared that cloze activity makes us distinguish between high level students and low level students. Students know how to answer when teachers repeat such tests, students will know how to analyze passages.

7-Can we use cloze test as an integrative approach?

The majority of the participants agree that cloze activities are integrative in the sense that filling spaces with the removed words and phrases requires the recalling of words and other language skills in a smart homogenous way that depends on blending thinking skills with language

skills. Two of the participants assure that cloze activities are easy to construct, so according to them, cloze activities are more approachable to teachers.

There is a consensus on the fact that cloze tests are considered effective means of assessing students' integrative language competence and have been used as global tests in foreign and second language. All well-constructed cloze activities include thinking skills that are useful for understanding all the other language skills, so the overlapping between thinking and learning are basic to accomplish true and long-life learning.

8-Do you think in cloze test that we have to test students' communicative ability?

They all agreed that cloze activities are beneficial means of evaluation, if used correctly, as they appropriately assess all language skills including writing and speaking.

The majority of the respondents indicate that the cloze tests will be adequate evaluative means for the productive skills if all language skills are skillfully integrated in the cloze tests items. They all added that cloze tests such as TOEFL and IELTS are used in different countries wide world, which aimed at preparing students to receive their higher education in countries whose native language is English. This result agrees with Hyland (2003)

9-Question: Do you think that teachers should give clear and detailed introduction to cloze tests and exercises?

They all thought that teachers should give clear introduction to cloze activities detailed introduction to cloze should be emphasized. They all agreed that teachers should prepare students well for the cloze activities by giving them very detailed instructions necessary for completing and cloze task. Detailed strategies should be given about how to fill blanks either with single words or with phrases. Adequate training should be given to both teachers and students as well so as to accomplish the wishful results. If the input is good enough, the output will positively reflect the issue

10-Question: What did you usually do during your teaching about cloze exercises?

A cloze test passage has a defined structure, logical pattern and chronological order, which help in maintaining a unified tone throughout. In order to solve cloze test passage questions, proficiency in English Language is a must. An exam candidate must possess both vocabulary as well as impeccable grammatical skills to solve these questions with ease. Almost all university compulsory courses such as 100, 101 and 102 depend on cloze procedures. There are a few cloze test tips and tricks on how to prepare for cloze test passage questions.

In a cloze test passage, you have to enter the suitable word for the corresponding blank in each sentence. It can be a noun, adjective, pronoun, gerund or anything else. In any competitive exam, there are usually 4-5

options provided with each blank and you have to select the most suitable one. The primary thing that you have to keep mind while solving cloze test passage questions is maintaining the overall integrity and tone of the passage. Now we move to the crucial part, which is, how to solve cloze test questions.

All in all, the participants indicated that all teachers should finish cloze exercises quietly with the chance to have discussions with other teachers and with their students. Teachers should discuss all the possible answers that might be generated with their students while performing all cloze activities.

11-Question: What did you usually do after giving students cloze exercises? Did you:

- Give the correct answers without explanations;
- Give correct answers with some explanations;
- Give correct answers with detailed explanations and adequate instructions on all the included items?

One of the participants said that only the answers were given without explanations; another two of the interviewees said that correct answers and some simple explanations were given to learners, and the rest of the participants said that they gave detailed explanations with instruction on reading comprehension strategies to be used with the cloze passages. They also gave their students the chance to provide reasons for their answers.

They asked them to give their reasons for choosing the answers and had discussions with them.

12-Question: How did you feel when you correct cloze exercises?

Two out of eight indicated that cloze activities are difficult and that they did not like to correct cloze exercises and cloze tests; six indicated that all types of cloze activities are easy and that they enjoyed doing cloze exercises and tests. If correction is based on clear rubrics that match with the type of close activities, they will be effective means of teaching and evaluation.

13-Question: In your opinion, what abilities do you think cloze procedures test include reading comprehension, grammar skills, vocabulary skills, or all of the above?

6 respondents assured that cloze activities can effectively test all of the above language skills; In addition, the respondents mentioned that some other knowledge was also required to complete cloze procedures require other knowledge of phrases, such as the relationships between verbs and prepositions; two of them said that cloze procedure also tested background knowledge; one's ability to use synonyms; and antonyms and other word formation processes.

14-Question: According to your experience in teaching English for the Tawjeehi students did they have difficulties with cloze tests? What were the problems?

Seven out of eight said that they had problems in comprehending the cloze activities, because the number of blanks in the text hampered their reading; two indicated that they had problems in using grammar skills in such tests; three indicated that they had problems in using vocabulary skills, and one indicated that the problem she had was due to unfamiliarity with English.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction

5.2. Discussion of the Study Results

5.2.1. Discussion of the Results of the Main Question

5.3. Discussion of the Results of the Interview

5.4. Conclusion

5.5. Recommendations

5.6. Summary

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction

This chapter covers the results of the instruments of the study that show, in details, the effect of cloze-test in improving the Tawjeehi grade students' writing skills. It explained the role of the study variables in changing the results of the experimental work. In the end, the researcher proposed some recommendations to, teachers, to the Palestinian Ministry of Education and finally to The Palestinian Curriculum Centre.

5.2. Discussion of the Study Results:

5.2.1 Discussion of the Result of the Main Question

1.What is the influence of cloze tests in assessing Tawjeehi students' writing skill at Al-Adawiya Secondary Girls' School?

The main objective of this study was to investigate the influence of the Cloze-Test approach on improving the Tawjeehi students' writing skill at Al-Adawiya Secondary Girls' School. To answer the question, the following hypotheses were tested:

1- There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in closed test in assessing Tawjeehi students' writing skills in the pre –test attributed to the variable of Group?

To answer this hypothesis, independent sample t test was used and Table (2) shows the results.

Table 7: Independent sample t test level about students' scores of closed test in assessing Tawjeehi students' writing skills at Al-Adawiya Secondary Girls' School attributed to the variable of group.

Group	N	Mean	Std. Deviation	t	Sig.*
Experimental	30	8.70	2.23	-1.036	0.304
Control	30	9.33	2.49		

Table (2) shows that there are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in the pre–test attributed to the variable of group. The significant value was (0.304) which is more than (0.05) and this shows that students in both groups have almost similar potentials, that is, they are homogeneous. Under the use of the traditional way of teaching students, the results of the pre-test revealed that all students were similar in their potentials. The teachers use the textbook materials, the questions from the previous years of the Tawjeehi General Exam; consequently, the students' output was a true reflective to the teachers' input, the traditional ways of teaching. The only aim of teachers was to let students memorize the questions format and get good Great Point Average (GPA).

2-There are no statistical significant differences at ($0.05 \geq \alpha$) between pretest and posttest in regard to how well they assess students' writing skill at Al-Adawiya Secondary Girls' School.

To test this hypothesis, the following sub-hypotheses were tested

a. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in comprehension, vocabulary, grammar, word formation and pronouns references test scores in the pre –test and post- test of the experimental group?

To answer this question, Paired t- Test was used, and table (3) shows the results.

Table 8: Paired t test result of the different aspects of the cloze-test between the pre-test and post – test of the experimental group.

		Different aspect of the test					
<i>Experimental group</i>		<i>comprehension</i>	<i>vocabulary</i>	<i>grammar</i>	<i>word formation</i>	<i>pronouns references</i>	Final Score
Pre-test (30)	Mean	1.50	2.10	2.16	1.20	1.83	8.70
	S.D	0.68	0.75	0.74	0.88	1.08	2.23
Post–test (n=30)	Mean	2.93	2.20	2.46	1.83	2.16	11.53
	S.D	0.98	0.76	0.57	0.91	0.69	2.16
Improvement		1.43	0.10	0.30	0.63	0.333	2.83
df		29	29	29	29	29	29
t		-7.109	-0.648	-2.523	-3.739	-1.670	-8.268
Sig.*		0.000*	0.522	0.017*	0.001*	0.106	0.000*

*. The mean difference is significant at the 0.05 level.

Table (3) shows that there are statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in grammar skills test scores in the pre –test and post- test of the experimental group in favor of the post-test. The significant level is (0.000) which is less than (0.05). There are also statistical significant differences at ($\alpha = 0.05$) level about students in comprehension test scores in the pre –test and post- test of the experimental group in the different aspects of grammar such as phrasal verbs and Tag question in favor of the post-test. The significant levels are respectively (0.000, 0.017 and 0.001) which are less than (0.05). On the other hand, there are no statistical significant differences at ($\alpha = 0.05$) level about students in comprehension skills test scores in the pre –test and post- test in the skills of (vocabulary and pronoun references) of the experimental group. The significant levels are respectively (0.522 and 0.106) which are more than (0.05). Table (4) also shows improvement in all grammar and comprehension skills in favor of the post –test. The results agreed with Apsari (2016) who showed that that Students treated by cloze passages significantly better than students treated by full passages in terms of reading comprehension ability. It is evidently clear that cloze is an essential teaching technique that fosters reading comprehension. The findings also agreed with Klapwijk (2013) who also showed that good blending of a word reading test and a Cloze test can provide teachers with a reliable indicator of their learners' reading-related abilities. When training students adequately at cloze exercises, the better they did in their investigation, thus the researcher found out that the more exposure to cloze activities, the better students did in their tests. Additionally, there is a partial agreement

with Green (2001) who found that cloze tests if designed appropriately, they will be an excellent means of evaluation for reading comprehension filling gaps exercises. The present research results agree partially with Mashhadi and Bagheri (2015) who indicated that cooperative practice of cloze test had a significant effect on grammatical accuracy of language learners.

b. There are no statistical significant differences at ($\alpha \geq 0.05$) level about students' scores in grammar, vocabulary, phrasal verbs, word formation and pronouns references test scores in the pre –test and post- test of the control group?

To answer this sub hypothesis, Paired t- Test was used, and table (4) shows the results.

Table 9: Paired t test result of the critical thinking tests between the pre and post – test of the control group

		Different aspect of the test					
<i>Control group</i>		Comprehension	Vocabulary	Grammar	Word formation	Pronouns references	Final Score
Pre-test (30)	Mean	2.26	2.16	1.63	1.50	1.73	9.33
	S.D	0.98	0.87	0.80	0.86	1.01	2.49
Post-test (n=30)	Mean	2.03	2.43	2.43	1.66	1.66	9.53
	S.D	1.15	1.00	1.00	0.80	1.06	2.70
Improvement		0.23-	0.26	0.10	0.16	0.06-	0.20
df		29	29	29	29	29	29
t		0.980	-1.490	-0.501	-1.223	0.278	-0.733
Sig.*		0.335	0.147	0.620	0.231	0.783	0.470

*. The mean difference is significant at the 0.05 level.

Table (4) shows that there are no statistical significant differences at ($\alpha = 0.05$) level about students' scores in writing skills test scores in the pre-test and post-test of the control group in the final scores and the skills of (grammar, vocabulary, phrasal verbs, word formation and pronouns references). The significant levels for the final score is (0.470) and for the skills respectively (0.335, 0.147, 0.620, 0.231 and 0.783) which are more than (0.05). This shows that students who were taught traditionally did not show improvements in the post-test because they were taught the same for the two tests; they were not provided with cloze activities like students in the experimental group. Teaching students in the control group was done from the textbook materials and trial exams materials because the only aim is to help them get high GPA.

5.3 Discussion of the Results of the second tool, the interview

The researcher designed and composed the main questions of the semi-structured interview which was used as a supportive and complementary tool to collect more data about the close tests and how much they efficient as effective means of evaluation and teaching procedure that help in improving students' writing skills.

The fourteen sets of interview questions were asked in the interviews, but the order of the questions and further questions depended on the interviewees' responses. The interview questions were designed in a way to reduce the interviewees' anxiety and avoid obstructing the flow of the interview. They could obviously express themselves with greater ease

and fluency. Before conducting the interviews, the researcher explained the purpose of the study to the interviewees. The researcher also explained clearly to them that the information she got from them would be used for scientific purposes only. Then the researcher asked the interviewees for permission to take notes of their answers. Once the researcher had their permission, she conducted 8 interviews, taking detailed notes of their answers. The interviewees were interviewed individually. They were also informed that they were welcome to add more relevant information during the interview process. Lastly, the researcher organized the notes from the interviews. Table 5 shows an important aspect of the interviews results.

Table 10: is about interview, location, school, gender, qualification and experience.

Interview	Location	School	Gender	Qualification	Experience
Interview (1)	Tulkarm	Al-Adawiya School	Female	BA	5 – 10 years or more
Interview (2)	Tulkarm	Jamal Abd An-Naser School	Female	BA	5 -10 year or more
Interview (3)	Tulkarm	Directorate of Education	Male	Master	5 -10 Years or more
Interview (4)	Tulkarm	Directorate of Education	Female	Master	5 -10 year or more
Interview (5)	Tulkarm	Jamal Abd An-Naser School	Female	BA	5 – 10 years or more
Interview (6)	Tulkarm	Al-Adawiya School	Female	Master	5 – 10 years or more
Interview (7)	Tulkarm	Al-Fadiliah School	Male	BA	5 -10 Years or more
Interview (8)	Tulkarm	Al-Fadiliah School	Male	BA	5 – 10 years or more

Table 4 shows that the sample of teachers selected by the researcher were eight divided among three schools and the directorate of education. They were eight: five females and three males, six teachers of English and two supervisors of English. It is also noticed that all interviewees are from

Tulkarm city. The table also shows that three of the interviewees are MA holders where the rest are BA holders. One common thing is that all of them have 5- 10 years or more. The following table shows the questions being prepared for the interview

Table 11: The interview questions.

Questions No	Questions
1	Why cloze test is important? Is it difficult for students?
2	To what extent synonyms and antonyms as part of cloze activities help in understanding comprehension texts?
3	What can you say about referential questions and sentences as important components of cloze activities?
4	Do you think that cloze test can be beneficial for students' cognitive skills?
5	To what extent cloze test can be used to develop the students' grammatical knowledge?
6	Do you think that a cloze procedure is as a progress test?
7	Can we use cloze test as an integrative approach?
8	Do you think in cloze test that we have to test students' communicative ability?
9	Do you think that teachers should give clear and detailed introduction to cloze tests and exercises?
10	Question: How do you act and interact when teaching about cloze exercises?
11	What do you do after giving students cloze activities? Did you: <ul style="list-style-type: none"> – Provide students with the correct responses without supplying students with any sort of justifications; – Provide students with both correct responses along with some justifications; – Provide students with detailed justifications along with adequate instructions on the different language skills to be used with the cloze activities?
12	How do you feel when you correct cloze exercises?
13	In your opinion, what abilities do you think cloze procedure test includes in regard to language skills: grammar, vocabulary, prepositions and comprehension, or all of the above-mentioned skills?
14	Question: According to your experience in teaching English for the Tawjeehi students did they have difficulties with cloze tests? What were the problems?

1-Why cloze test is important? Is it difficult for students?

It is a basic technique that is used in almost all countries that use English in their affiliations to measure foreign or second language proficiency. Cloze activities can truly evaluate all types of language skills that include readability, reading comprehension, quality of interpretation and textuality. Some of the interviewees said that cloze test is very difficult for students, because they are unable to analyze texts and contextualize their understanding; they are unable to build the different forms of sentences correctly. Most of the interviewees assured that all cloze activities are difficult unless they are adequately explained. Of course, this is applied to all cloze activities, that is, they are difficult because students don't know the basic form of the word but it's important and valuable in language learning because it involves awareness of the flow of sentences. In this regard, the response to this question supports the result of the test in the sense that understanding all language aspects in a blended way is basic to achieve high results in any cloze activity. This answer being given by the majority of the respondents agreed with (Brown 2002 and 2004).

2-To what extent synonyms and antonyms as part of cloze activities help in understanding comprehension texts?

They said that a speech or a written passage however short or large is essentially a group of sentences and a sentence, in its turn, is a group of words. A rich stock of words thus becomes quite logically an essential prerequisite ability development. All competitive examinations make a

direct test vocabulary under items like 'Synonyms, Antonyms, Sentence completion a Cloze test etc. Besides, Comprehension and Sentence arrangement require indirectly a competent understanding of words, their meaning, nuances and usage. So synonyms and antonyms are basic and essential as they can help learners in building meaningful sentences. They enrich the students' understanding of the text without which students can't understand or respond to language utterances appropriately. This result is in agreement with Wilson (2013).

3-What can you say about referential questions and sentences as important components of cloze activities?

Referential questions in the interactive context of a communicative classroom may be beneficial in improving students' output, negotiation and debate. In regard to class interaction, it seems that there is an agreement on the fact that it allows learners to increase their output. Modification of output for clearer understanding and adjusting output towards target-like use in turn points towards more opportunities for successful accomplishment.

The participants agreed that this type of questions can help to understand the passage clearly to enforce what information they get which is an indicator of the students' comprehension and they help to get the language as one unit.

This response agrees with (Deniz 2012) who assured that a person will use his background knowledge and experiences to fill in gaps in combination with critical thinking and blending all language components relevant to the cloze activity. In this situation, learners are actually connecting the passage content to the contextual content.

To sum up, all the participants agreed that this type of questions can help to understand the passage clearly to enforce what information they get which is an indicator of the students' comprehension and they help to get the language as one unit.

4-Do you think that cloze test can be beneficial for students' cognitive skills?

Among the factors which affect students' 'performance is the individual differences. These differences confirm the fact that every person has his own ways to approach and process information. Among the individual differences is a cognitive style. So if the cloze activities are well designed, they will consider these differences and will meet the different cognitive potentials.

They all assure the importance of cloze activities in the sense that they enable students to put the correct answer and information in the correct place. They promote students' decision-making potentials.

Cloze test is beneficial as it helps students to put the form of the words correctly. The response to this question agrees with some researchers

such as (McNamra, 2013, Brown, 2013, Bax 2013 and Brunfaut 2014). Additionally, the response to this question agrees with Chae and Shin (2015) who showed that a cloze test is a kind of test in which students tend to complete unfinished patterns to make it mentally perfect and see parts as a whole. deletion in these tests were usually highly selection and focused on high content words that conveyed meaning

5-To what extent cloze test can be used to develop the students' grammatical knowledge?

To my experience, evidence indicated that there is proof that shows that the cloze procedure did improve the students' knowledge of grammar provided that cloze activities are well constructed. It is proved that cloze test practice when is carried out cooperatively could have positive effect on grammatical accuracy of language learners.

This question is chosen because evaluation system emphasizes students' certification. The researcher found out that there is culture behind teaching English and emphasized using grammars in Arab culture. Teachers of English emphasize teaching grammar and overuse grammatical tests.

Cloze activities are used by teachers to help improve students' potentials in all language skills and sub-skills. They are regarded as very effective tools in authentically evaluate students' competence in the English language because these activities and tests include a variety of skills that entailed thinking skills, understanding, reading and writing based

on the learners' underlying knowledge of reading comprehension and writing sub-skills such as grammar and sentence construction. Cloze activities help students to recognize the different types of sentences with their basic components. The response to this question agrees with some researchers such as (Ongalo, Wambugu, & Anditi, 2014) and Abadikhah, & Harsini, 2014).

6-Do you think that a cloze procedure is as a progress test?

Progress tests are achievement-like tests, which are usually administered at the end of a unit, a course, or term. They are closely related to particular series of teaching content. A progress test may be viewed as similar to an achievement test but much narrower and much more specific in scope. They are like cloze tests as both help examiners in general and language teachers in particular to assess the degree of success of their programs and teaching and therefore to identify their shortcomings and weaknesses respectively. Progress tests and cloze tests are alike in the sense that both can also be diagnostic to some degree in the sense that they help identify areas of difficulties encountered by learners in general.

To sum up the responses, they all give positive answer as they all declared that cloze activity makes us distinguish between high level students and low level students. Students know how to answer when teachers repeat such tests, students will know how to analyze passages and transfer their meaning.

7-Can we use cloze test as an integrative approach?

The majority of the participants agree that cloze activities are integrative in the sense that filling spaces with the removed words and phrases requires the recalling of words and other language skills in a smart homogenous way that depends on blending thinking skills with language skills. Two of the participants assure that cloze activities are easy to construct, therefore, they are more practicable to use by teachers.

Language shouldn't be concentrated on one skill; all skills and sub skills should be included in curriculum in the teaching process and evaluation system as well.

According to the researcher's experience, there is no integration in language skills, so the students have problems when they have questions depend on the meaning.

There is a consensus on the fact that cloze tests are considered effective means of assessing students' integrative language competence and have been used as global tests in foreign and second language. All well-constructed cloze activities include thinking skills that are useful for understanding all the other language skills, so the overlapping between thinking and learning are basic to accomplish true and long-life learning.

8-Do you think in cloze test that we have to test students' communicative ability?

They all agreed that cloze activities are beneficial means of evaluation, if used correctly, as they appropriately assess all language skills including writing and speaking.

The majority of the respondents indicate that the cloze tests will be adequate evaluative means for the productive skills if all language skills are skillfully integrated in the cloze tests items. They all added that cloze activities and tests are widely used in international large-scale standardized tests, such as TOEFL and IELTS, which aimed at preparing students who are going to study abroad. This result agrees with Hyland (2003).

9-Question: Do you think that teachers should give clear and detailed introduction to cloze tests and exercises?

They all thought that teachers should give clear introduction to cloze activities detailed introduction to cloze should be emphasized. They all agreed that teachers should prepare students well for the cloze procedures by giving them very detailed instructions on the skills and strategies that are useful for finishing cloze. Adequate training should be given to both teachers and students as well so as to accomplish the wishful results. If the input is good enough, the output will positively reflect the issue.

The interviewees agreed that preparation, good training and clear instructions can improve cloze activities and help learners remove fear of the exams and thus they would achieve better and this is what happened with the students in the experimental group.

10-Question: What did you usually do during your teaching about cloze exercises?

A cloze test passage has a defined structure, logical pattern and chronological order, which help in maintaining a unified tone throughout. In order to solve cloze test passage questions, proficiency in English Language is a must. An exam candidate must possess both vocabulary as well as impeccable grammatical skills to solve these questions with ease. Almost all university compulsory courses such as 100, 101 and 102 depend on cloze procedures. There are a few cloze test tips and tricks on how to prepare for cloze test passage questions.

In a cloze test passage, you have to enter the suitable word for the corresponding blank in each sentence. It can be a noun, adjective, pronoun, gerund or anything else. In any competitive exam, there are usually 4-5 options provided with each blank and you have to select the most suitable one. The primary thing that you have to keep mind while solving cloze test passage questions is maintaining the overall integrity and tone of the passage. Now we move to the crucial part, which is, how to solve cloze test questions.

All in all, the participants indicated that all teachers should finish cloze exercises quietly with the chance to have discussions with other teachers and with their students. Teachers should discuss all the possible answers that might be generated with their students while performing all cloze activities.

A worthwhile point to be added here is the weakness of students finishing the tawjeehi exam as the majority could not pass the university compulsory courses although they are similar to the tawjeehi examination.

11-Question: What did you usually do after giving students cloze exercises? Did you:

- Give the correct answers without explanations?
- Give correct answers with some explanations?
- Give correct answers with detailed explanations and adequate instructions on all the included items?

One indicated that they gave only correct answers without explanations; another two of the interviewees indicated that they gave correct answers and some simple explanations, and five of the interviewees indicated that they gave detailed explanations with instruction on reading comprehension strategies to be used with the cloze passages. They also gave their students the chance to provide reasons for their answers. They asked them to give their reasons for choosing the answers and had

discussions with them. So debate discussion about the responses can enhance the students' contextual language abilities.

Feedback is an important mean of teaching, a mean of learning and a mean of evaluation as well, it's a way to encourage students to justify their answers, it's a source of motivation and self-esteem and an amazing tool for personal growth as well, but unfortunately tawjeehi students don't get their papers back, so they don't have the chance to interpretate their answers, teachers upload tawjeehi answers on line without interpretation

12-Question: How did you feel when you correct cloze exercises?

Two out of eight indicated that cloze activities are difficult and that they did not like to correct cloze exercises and cloze tests; six indicated that all types of cloze activities are easy and that they enjoyed doing cloze exercises and tests. If correction is based on clear rubrics that match with the type of close activities, they will be effective means of teaching and evaluation. The majority of the interviewees agreed that well-constructed cloze tests are efficient and can positively affect students' potentials in dealing with English if both teachers and students receive adequate training in this area. This response agrees with Richard and Patrica (2002).

13-Question: In your opinion, what abilities do you think cloze procedures test include reading comprehension, grammar skills, vocabulary skills, or all of the above?

6 respondents assured that cloze activities can effectively test all of the above language skills; In addition, the respondents mentioned that some other knowledge was also required to complete cloze procedures require other knowledge of phrases, such as the relationships between verbs and prepositions; two of them said that cloze procedure also tested background knowledge; one's ability to use synonyms; and antonyms and other word formation processes. Moreover, the students via using cloze activities can use different thinking skills in responding to filling the gaps. Response to this question agrees with Chae and Shin (2015) and Hadley (2004).

To the researcher's knowledge, responses to this question show that this study is unique in terms of other research done in Palestine.

14-Question: According to your experience in teaching English for the Tawjeehi students did they have difficulties with cloze tests? What were the problems?

Seven out of eight said that they had problems in comprehending the cloze activities, because the number of blanks in the text hampered their reading; two indicated that they had problems in using grammar skills in such tests; three indicated that they had problems in using vocabulary skills, and one indicated that the problem she had was due to unfamiliarity with English.

Back to question 1 that shows cloze activities are context-based and because students do not understand the context perfectly, they find that cloze tests are difficult. When the researcher trained the students in the experiment group on dealing with all types of cloze activities and techniques in dealing with the filling options, they gained experience and their accomplishments improved.

From the results of the interviews the researcher concluded that:

-Interviewees' responses to the fourteen questions being given by the researcher almost reflect the results of the tests. They all together support the researcher's experience in teaching and correcting cloze test in addition to the researcher's interpretation of these responses are due to the way teachers of English in the Arab World in general teach English and correct cloze test in Palestine in specific; they almost overemphasize and they overvalue the inclusion of grammar and its aspects in teaching and in testing as well.

-To get a coherent understanding of the text, students have to read rapidly and fluently, so they need to skip unknown words in the text. The majority of the interviewees assured that students have to skip the unknown words while they reading the text. The reason for the students regarding this skill as very important and necessary was because they encountered a number of unknown words in the text. Some students asked for the meanings of the words while doing a cloze activity.

-It was clear that almost all interviewees assure that students do not know how to deal with unknown words in the text. Their understanding of the text was hampered by the unknown words. They emphasized that teachers and students do need adequate training at the contextual meanings of utterances.

-The majority of the interviewees, that is, six out of eight, regarded cloze activities as a true and an authentic measure of integrative English language competence, which tested students' different skills such as: vocabulary ability, grammatical ability, comprehension ability, pronoun reference abilities and so on and so forth. According to them, the biggest problem the students identified with cloze activities was the vocabulary problem.

The teacher instructs the students to fill in the blanks with words that they think best fits the passage. Both contexts in language and content terms are essential in most cloze tests. The first blank is preceded by "the"; therefore, a noun, an adjective or an adverb must follow. However, a conjunction follows the blank; the sentence would not be grammatically correct if anything other than a noun were in the blank. The words "bread and peanut butter" are important for deciding which noun to put in the blank; "supermarket" is a possible answer; depending on the student, however, the first blank could either be store, supermarket, shop or market, while umbrella or raincoat fit the second.

It seemed that the results of the interview are, to a great extent, similar to the results of the results of the posttest in this study, since the interviewees approved the effectiveness of this approach in enhancing the students' writing skills.

Finally, there was only one way that all of them stressed which was successful competition of any cloze activity, depends on training and exposure, that is, the more training students receive, and the more exposure they are given, the better accomplishment they would achieve.

5.4 Conclusion

The researcher, utilizing the data obtained from the different statistical procedures used, concluded that cloze test played an effective role in enhancing students' different writing skill. The statistical analysis showed significant differences in students' writing skill between the experimental and the control group. So, the total and specified means of the post-test scores of the experimental group were higher than the overall and specified means of the post-test scores of the control group. This conclusion is supported by the results of the interview. It is concluded that:

1. Filling spaces in a cloze test requires the calling of a number of skills i.e., reading comprehension, word recognition, grammar, spelling and punctuation.
2. Cloze tests do not require a lot of preparation or pre-and post-testing, therefore, they are more practicable to use by teachers.

3. Cloze tests require the skillful blending of the four language skills not only at the inter-sentential level but also at the contextual level, so they are considered as integrative tests.

The interviewees also revealed common sensical positive attitude towards applying the cloze-test approach in enhancing students' writing and even the other skills, which assured the need for cloze-test approach in enhancing the students' achievement provided that cloze activities should be language integrative that include syntax, semantics and phonics.

5.5 Recommendations

Based on the findings of the study, the researcher recommended the following:

1. The use of cloze tests as one of the techniques used to measure other language skills such as reading and speaking of the Palestinian Tawjeehi learners in English. This recommendation is an indirect invitation to test designers to expand the Tawjeehi Test to include speaking skill (oral proficiency test).

2. The Ministry of Education with close collaboration with the directorate of education should hold training sessions to train teachers in how to deal with these tests before they start using them. Additionally, teachers should render this training to students to be able to pass these tests easily and with great point average (GPA).

3. The inclusion of both short and long cloze activities in the Palestinian English curriculum.

4. The researcher recommended the inductive inclusion of grammar and its aspects instead of separating it in teaching, in learning and in testing.

5. The researcher recommended uploading interpretation of the errors for tawjeehi students, students should be immediately feedback.

6. More research is needed for further study in both private and public school.

7. In the present study, what makes it unique is that it was conducted in Palestinian context on female tawjeehi students at Al Adawiya secondary girls school; this flexibility of the research opens the gate for local researchers to conduct further research on male students and in other districts.

5.6 Summary

In this chapter, the researcher exhibited discussion of the study results, the conclusion, and recommendations for students, teachers, researchers, and Ministry of Education.

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Appendix (i)**The list of the interviewees****Supervisors and Teachers Qualifications,**

Majid Awad – Master in Methods of Teaching English

Luay Inaya – Master in Linguistics

Al Adawiya School:

Manal Jayousi – Master in Method of Teaching English

Suad Al Shiekh – Bachelor of English

Jamal AbdNaser School:

Sana Ashor - Bachelor of English

Waela - Bachelor of English

Al Fadeleyyah School:

Nedal Al Zarei - Bachelor of English

Mutasem Abu Zahra - Bachelor of English

Appendix (ii)**The list of the jury who cooperate with researcher in judging the study instruments****A)The tests****An-Najah National University**

Dr. Ayman Nazzal

Dr. Suzanne Arafat

Al-Quds Open University/ Tulkarm Branch

Dr. Ziyad Tanni

Al-Quds Open University/ Nablus Branch

Dr. Khaled Dweikat

B)The interview**Directorate of Education/ Tulkarm**

Majid Awad

Luay Inaya

Al Adawiya School:

Manal Jayousi – Master in Method of Teaching English

Suad Al Shiekh – Bachelor of English

Al Fadeleyyah School:

Mutasem Abu Zahra - Bachelor of English

Nedal Al Zarei - Bachelor of English

Jamal AbdNaser School:

Sana Ashor - Bachelor of English

Waela - Bachelor of English

Appendix (iii)

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2018/3/1م

حضرة السيد مدير عام الادارة العامة للبحث والتطوير المحترم
الادارة العامة للبحث والتطوير
وزارة التربية والتعليم العالي

الموضوع: تسهيل مهمة الطالبة/ هالة محمود محمود ابو عايد، رقم تسجيل (11558896)،

تخصص ماجستير أساليب تدريس اللغة الإنجليزية

تحية طيبة و بعد ،،،

الطالبة/ هالة محمود محمود ابو عايد، رقم تسجيل 11558896، تخصص ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها:

(اثر الاختبارات الموضوعية على المهارات الكتابية لدى طلبة التوجيهي في مدرسة العدوية الثانوية)

يرجى من حضرتكم تسهيل مهمتها حول أثر الاختبارات الموضوعية على المهارات الكتابية لدى طلبة التوجيهي في مدرسة العدوية الثانوية - محافظة طولكرم، وذلك لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

واقبلوا فائق الاحترام

د. محمد سليمان شنيه

عميد كلية الدراسات العليا



Appendix (iv)

دولة فلسطين

State of Palestine
Ministry of Education & Higher Education
Educational Research & Development Center



دولة فلسطين
وزارة التربية والتعليم العالي
مركز البحث والتطوير التربوي

الرقم: ٤٦ / ١٠٢٨
التاريخ: 2018/3/11
الموافق: 1439 / / هـ

السيدة مدير التربية والتعليم المحترمة
طولكرم
تحية طيبة وبعد،،

الموضوع: تسهيل مهمة بحثية

نهدىكم أطيب التحيات، ونرجو التكرم التعاون مع الطالبة: هالة محمود محمود أبو عايد في تنفيذ دراسته لاستكمال الحصول على شهادة الماجستير من جامعة النجاح الوطنية بعنوان: " أثر الاختبارات الموضوعية على المهارات الكتابية لدى طلبة الثانوية العامة في مدرسة العدوية الثانوية"، حيث ستقوم الباحثة بتطبيق تجربة دراسية على طلبة الصف الثاني عشر في مدرسة العدوية الثانوية، وبما لا يؤثر ذلك على سير العملية الإدارية والتعليمية.

مع الإحترام والتقدير

د. إيهاب شكري

المكلف بمركز البحث والتطوير التربوي



نسخة :

معالي وزير التربية والتعليم العالي المحترم
عطوفة السيد وكيل الوزارة المحترم
عطوفة الوكيل المساعد لشؤون التطوير التربوي المحترم
السيد عميد كلية الدراسات العليا المحترم / جامعة النجاح الوطنية
092342907

Appendix (v)

State of palestine
Ministry of Education & Higher Education
Directorate of Education & Higher
Education – Tulkarm



دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم العالي / طولكرم

الرقم : م ت ط/ ١/٣ / ١٤٩٧

التاريخ : ٢٠١٨/٣/١٢ م

الموافق : ٢٤ / جمادى الآخرة / ١٤٣٩ هـ

حضرة مدير/ة مدرسة **بندي العديّة (كتاب)** المحترم /ة
تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة

الإشارة : كتاب معالي وزير التربية والتعليم العالي رقم ١٠١٣٨/٤٦/٤

بتاريخ : ٢٠١٨/٣/١١ م

لأمانع من قيام الطالبة (هالة محمود ابو عابد) ، بإجراء اطروحتها بعنوان (أثر الاختبارات الموضوعية على المهارات الكتابية لدى طلبة التوجيهي في مدرسة العدوية الثانوية) حيث ستقوم الباحثة بتطبيق تجربة دراسية على طلبة الصف الثاني الثانوي ، شريطة أن لا يؤثر ذلك على سير العملية التعليمية .

مع الاحترام،،،،،

أ. سلام الطاهر

مدير التربية والتعليم العالي



مدير الدائرة الفنية

/ قسم التعليم العام

طاهر / هـ ج

Appendix (vi)

Pre-test

Adawiah School

Grade 12

Comprehension: Read the following text then answer the questions below.
(10 pts)

Another great Palestinian intellectual was Hisham Sharabi (1927-2005), originally from Jaffa, and later an important professor at Georgetown University near Washington. Like Saeed and other Palestinians, he worked all his life to improve western understanding of Arab and Palestinian issues. He was editor of the Journal of Palestine Studies, and he wrote many books, including his famous *Introduction to the Study of Arab Society* (1975). He also became well known for his television appearances and his many opinion pieces in American newspapers.

Sharabi wrote about his bitterness and anger when, in 1993, he returned to Jaffa, his hometown, to make a documentary. 'As I stood there, I could hear people speaking Russian, probably recent immigrants from the old Soviet Union. They were full citizens in my country, and I was there only on a limited Israeli tourist visa.' **However**, he went on to say that the only way forward was a political compromise founded on justice and international law and UN Security Council Resolutions. For him, this compromise had to include the right of return.

Q1. Find in this test: (2pts)

- a. the names of two intellectuals:.....
- b. the name of Palestinian city:.....

Q2. Find out the idea that Sharabi worked for:.....

.....
..... (2 pts)

Q3. The two ways that Sharabi tried to achieve his aim are:

.....
.....&
.....
..... (2 pts)

Q4. What do the following refer to: (2 pts)

- a. 1975.....
- b. there.....

Q5. The two ideas contrasted by “However” are: (2 pts)

.....
&

Vocabulary: (18 pts)

Q1. Choose words from the list suitable to the meaning below. (4 pts)

fee among motivated ethnic surrounded

1.: enthused 2.: in the middle of
 3.: connected with racial groups
 4.: money you pay for the university or college

Q2. Change the following into compound adjectives. (3 pts)

1. a family that is Arab and also American:.....
 2. a race that extended for five kilometers:.....
 3. a box that weight ten kilograms:.....

Q3. Write the opposite of the following words: (4 pts)

1. rural:..... 2. raise:..... 3. Top:..... 4. Danger....

Q4. Complete each sentence with a word from the same word family. (3 pts)

1. We look forward to the day we have our own.....state. (dependence).
 2. I am sure that.....will one day prevail. (just)
 3. I have.....right to that house. I own it. (law)

Q5. Fill in each space with the suitable word from the list. (4 pts)

valid memoir ethnic entry port bay

1. Acre is an important.....on the Med Sea.
2. San Francisco has many.....communities.
3. She wrote the details for her life in her.....
4. You need a..... passport to travel abroad.

Language: (9 pts)

Q1. Fill in each space with the suitable preposition. (6 pts)

beyond on onto around round above through

1. *The water..... Alcatraz is cold and deep.*
2. *He stepped The UN's stage to give a speech.*
3. *We walked..... The park and enjoyed the sight of the flowers.*
4. *Many satellites go..... the earth.*
5. *The results of the project are Imagination.*
6. *Burj Dubai rises highthe city.*

Q2. Join each pair using the suitable relative pronoun. (4pts)

1. Martin Luther King was assassinated in 1968. He was known for his fight for civil rights.

2. Qabatia lies in the north of Palestine. It is famous for its fine marble.

3. Tourists always look for wooden souvenirs. These represent the Palestinian handcraft.

Appendix (vii)
Post-test

Adawiah School

Grade 12

Comprehension: Read the following text then answer the questions below.
(8 pts)

Information and Communications Technology business could be the best hope for the economic future of Palestine, according to experts inside and outside the country. A recent report said that the ICT sector makes up over 5% of the Palestinian economy.

Why ICT? For Mustafa Jawad, the 23-year-old head of an online graphic design company, the answer is simple: 'For an ICT start-up, all you need is a computer and a connection. You can distribute your final product by exporting it to the Internet cloud.' There are still problems, though. The main one is the lack of 3G networks in Palestine, because access to the necessary wave bands is not available yet.

Q1. The two requirements to start a business in ICT are: (2pts)

..... &
.....

Q2. Find out the main difficulty in ICT:.....

.....
..... (2 pts)

Q3. Complete this sentence: In ICT, marketing can be done by

.....
..... (2 pts)

Q4. Find in the text words, which mean similar to: (2 pts)

- c. Send to other places:.....
- d. Relating to pictures:.....
- e. Part of a country economy:
- f. Not having enough:

Vocabulary and Language: (12 pts)

Q1. Choose words from the list suitable to the meaning below. (2 pts)

attempt breakthrough run humanitarian profit

1.: manage
- 2.....: event that made a big difference
- 3.....: try
- 4..... : concerned with helping people

Q2. Use collections with the word market to complete the sentence below. (2 pts)

financial research share value up

1. You need to doto find out if people will buy your product.
2. Yourtells you how much of the market you have compared with other competitors.
3. Theof the product is how much you can sell it for.
4. People buy and sell national currencies on the

Q3. Fill in each space with the suitable word from the list. (2 pts)

breakdown broke through in business on receipt in time

1. You can pay for your goods
2. He has beensince his graduated.
3. The prisoners the fence and escaped.
4. Luckily, the bus was late, so we wereto catch it.

Q4. Make sentences using have / get and the past participle: (3 pts)

2. He needs to (watch / repair).
3. You should before going to the interview.
(your hair / cut).

Q5. Report the following pieces of advice. (3 pts)

1. 'Don't spend money on things that you can't really afford.'

My friend warned
(against)

2. 'It is not a good idea to give up control just to get financial support.'

His advisor told
(that)

3. 'You'd better not invest money in that company.'

A financial expert advised (to –
infinitive).

Appendix (viii)

The interview

Questions No	Questions
1	Why cloze test is important? Is it difficult for students?
2	To what extent synonyms and antonyms as part of cloze activities help in understanding comprehension texts?
3	What can you say about referential questions and sentences as important components of cloze activities?
4	Do you think that cloze test can be beneficial for students' cognitive skills?
5	To what extent cloze test can be used to develop the students' grammatical knowledge?
6	Do you think that a cloze procedure is as a progress test?
7	Can we use cloze test as an integrative approach?
8	Do you think in cloze test that we have to test students' communicative ability?
9	Do you think that teachers should give clear and detailed introduction to cloze tests and exercises?
10	Question: What did you usually do during your teaching about cloze exercises?
11	What did you usually do after giving students cloze exercises? Did you: <ul style="list-style-type: none"> – Give the correct answers without explanations; – Give correct answers and some explanations; – Give detailed explanations with instruction on reading comprehension strategies to be used with the cloze passages.?
12	How did you feel when you correct cloze exercises?
13	In your opinion, what abilities do you think cloze procedures test include reading comprehension, grammar skills, vocabulary skills, or all of the above?
14	Question: According to your experience in teaching English for the Tawjeehi students did they have difficulties with cloze tests? What were the problems?

جامعة النجاح الوطنية

كلية الدراسات العليا

تأثير الاختبارات الموضوعية على المهارات الكتابية في اللغة الانجليزية
لدى طلبة التوجيهي في مدرسة العدوية الثانوية في مدينة طولكرم

إعداد

هالة أبو عابد

إشراف

د. أحمد عوض

قُدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2018

ب

تأثير الاختبارات الموضوعية على المهارات الكتابية في اللغة الانجليزية لدى طلبة التوجيهي في مدرسة العدوية الثانوية في مدينة طولكرم

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الملخص

هدفت هذه الدراسة إلى معرفة تأثير الاختبارات الموضوعية على المهارات الكتابية في اللغة الإنجليزية لدى طلبة التوجيهي في مدرسة العدوية في مدينة طولكرم ولتحقيق هذا الهدف استخدمت الباحثة أداتان للبحث وهما: امتحان قبلي وامتحان بعدي بالإضافة إلى مقابلة مكونة من 14 سؤال.

تم تنفيذ هذه الدراسة في مدرسة العدوية في مدينة طولكرم حيث قامت الباحثة باختيار عينة عشوائية تبلغ 60 طالبة من أصل 200 طالبة وبعد ذلك تم تقسيمهما إلى مجموعتين متساويتين في كل منها 30 طالبة وهما المجموعة التجريبية والمجموعة الضابطة وقد خضعت المجموعتان في البداية إلى امتحان قبلي الذي يضم العديد من المهارات اللغوية كالقراءة الاستيعابية والمفردات والقواعد اللغوية للتأكيد على أن المجموعتان متجانستان.

وبعد ذلك تم تزويد المجموعة التجريبية بالتمارين الكافية والعديد من الأنشطة التي تتعلق بالاختبارات الموضوعية بينما لم تحظى المجموعة الضابطة بالدعم الكافي وكانت تتلقى التعليم بشكل تقليدي، وبعد أن قامت الباحثة بإنهاء التجربة وكان ذلك في نهاية العام الدراسي 2017\2018، وخضعت المجموعتان الى امتحان بعدي بتزويدهم بعناوين متشابهة لامتحان القبلي وتم جمع البيانات وتحليلها احصائيا. وقد أظهرت النتائج التأثير الإيجابي للاختبارات الموضوعية على المجموعة التجريبية، بالإضافة إلى الاختبارين فقد استخدمت الباحثة مقابلة لجمع معلومات داعمة وكانت نتائج المقابلة تتماشى مع نتائج الاختبارات.

وعلى ضوء هذه النتائج التي أظهرت التأثير الإيجابي للاختبارات الموضوعية أوصت الباحثة معلمات اللغة الإنجليزية باستخدام الأسئلة التي تركز على ملئ الفراغات لتطوير المهارات المتنوعة للطلبة وبخاصة المهارات الكتابية وتم توجيه توصية أخرى على أن يشمل المنهج الفلسطيني الأنشطة التي تتعلق بإكمال الفراغ والاختبارات الموضوعية.

