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IDENTIFYING STRATEGIES FOR COMPREHENSION OF A NEWS TEXT AND TESTING LANGUAGE PROFICIENCY THROUGH CLOZE PROCEDURE

Bir Haber Metnini Anlama Stratejilerinin Belirlenmesi ve Sistematik Boşlukları Olan Metin Tamamlama ile Dil Yeteneğinin Test Edilmesi

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ÖZET

Sistematik bir biçimde boş bırakılmış sözcükler içeren bir gazete haber metni, metni anlamlı hale getirecek bir biçimde doldurulurken hangi stratejilere dayanıldığı ve dil yeterliliği ile çalışma alanı arasında herhangi bir ilişki olup olmadığı araştırılmak amacıyla Gazi Eğitim Fakültesi Türk Dili Eğitimi, İngiliz Dili Eğitimi, Müzik Eğitimi ve Resim Eğitimi Bölümlerinden yirmibeşer kişilik gruplara uygulanmıştır. Öğrencilerin metni tamamlarken yapmış oldukları yanlışlar kullanılan stratejiler hakkında bilgi vermektedir. Tamamlanmış metinlerden ve anket sonuçlarından elde edilen veriler analiz edilmiş ve grafikler halinde gösterilmiştir. Metin işlemlenmesi, öğrencilerin tamamlamaya çalıştıkları metinle sınırlı olmayıp, kendi bilgilerini de kattıkları bir ortamda gerçekleşmektedir. Dil yeterliliği ve çalışma alanı arasında bir ilişkiden söz edebilmek için testin daha büyük gruplarla denenmesine ve metin işlemlemede okuyucu kapasitesindeki anlamayı sınırlayıcı faktörlerin araştırıldığı çalışmalara ihtiyaç vardır.

Anahtar Sözcükler: Sistematik boşlukları olan metin tamamlama, Dil yeterliliği, Metin işlemleme stratejileri.

ABSTRACT

A news text with systematically left blanks is administered to four groups of 25 students from the Departments of Turkish Language Education, English Language Education, Music Education and Art Education of Gazi Education Faculty to find out the strategies they employ while filling in the blanks to keep the unity of the text and whether there is some kind of a relationship between language proficiency and the field of study. The type of mistakes give us an insight as to the strategies that the students employ during the completion process.The data collected from the text completion and the questionnaire about the strategies in tackling with the text are analysed and shown in graphs. The text processing is realized in a context where comprehension is not limited with the text but has contribution from the student's prior knowledge. The test needs to be administered to larger groups to mention a relation between language proficiency and the field of study and further studies are required to find out the factors constraining the reader's capacity for text processing.

Key Words: Cloze procedure, Language proficiency, Text processing strategies.

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1. Introduction

This study aims at finding out the type of strategies employed by the subjects for comprehension and finding out whether there is a relationship between language proficiency and the field of study of the subjects. A cloze test in the form of a news text was administered to a total number of a hundred students enrolled in the Departments of Art Education, Music Education, Turkish Language Education and English Language Education at Gazi University. The participants who are all second year students except the ones from the Department of English Language Education due to their preparatory year were volunteers. Half of the subjects study languages, Turkish and English. The others are from Departments which require less reading and theoretical work but more practice.

The assumptions can be formulated as follows:

a) The strategies employed by the subjects reflect the type of knowledge they depend on during cdomprehension in their field of study.

b) The subjects studying language are expected to do better in the cloze test, especially the ones in the Turkish Language Education Department.

The research is based on the relevant literature in which necessary terms are defined followed by the collection and analysis of data in Methodology section. The study will conclude with the interpretation of findings.

2. Literature Review

In this section "cloze test" employed in the assessment of language proficiency and "comprehension strategy" are defined and text and context-based strategies are discussed.

2.1. Definition of Terms

A cloze test is a type of fill-in-the blank test constructed by randomly deleting words from a prose passage, and replacing them with blanks. Cloze tests are considered to be valid, reliable language proficiency tests (Aitken 1975; and Tucker 1974; Oller 1973). Jonsma (1971) reports that cloze procedure is a valid and reliable measurement of both specific and general reading comprehension. The tests are valued as proficiency tests in various education programs but the purpose of this research is to provide some insights into the explanation of strategies involved in taking a cloze test as well as an explanation of a relationship between the participants' language proficiency and their field of study.

The notion of comprehension strategy was introduced in 1970 by Bever in the context of sentence processing. This notion, restricted to sentence level, has been

extended by van Dijk and Kintsch (1983) to the discourse level. The strategic process is used both for textual and contextual information. Since strategic analysis involves not only textual characteristics but also characteristics of the language user such as his or her goals or world knowledge, there is no guarantee to have a unique representation of the text but working hyphotheses about the correct structure and meaning of a text to be confirmed or disconfirmed by further processing.

2.2. Text and Context –based Strategies

Given the task of completion, the participants are expected to grasp meanings that are greater than the words themselves and must use their control of print in many different ways. Fries (1963) comes up with three layers of language meanings that must be dealt with in reading comprehension:

1. Meaning carried by lexical items,
2. Meaning carried by grammar structures,
3. Socio-cultural meanings.

Harris (1969:59) states that the abilities needed to comprehend the levels of meaning are mutually dependent. Therefore, we can advocate that there is more reading comprehension than the text itself. An individual is expected to have more mastery of a specific number of discrete structure points and lexical items. He is expected to have vicarious communication experiences to operate in successful communication situations within the frame of his language proficiency.

Redundancy plays a part in language comprehension. Carroll (1964) states that redundancy is that property of language that allows us to predict missing symbols from the context . The greater the redundancy in a message, the greater the chance the message will be understood since highly redundant texts tend to be repetitive and contain little information. Redundancy is an advantage to the reader when the receiver knows the structure of the rules of the language. An index of one's proficiency in his native language is a reflection of his conception of the actual rules of the language.

Goodman (1971:136) describes the receptive language processes, that is, those of listening and reading as cycles of sampling, predicting and confirming. The language user, throughout the process, relies on linguistic constraints and redundancy of language. He acts within the frame of the semantic context which he builds up from the discourse. Some researchers (Goodman,1971 and Oller, 1973) suggest that the processes language users undergo are not distinct from the point of view of their being productive and receptive, but they are the manifestations of the same underlying competence. If such is

the case, then, a cloze test would be a good overall language proficiency test.

During comprehension, a language user gradually constructs a representation of the text in episodic memory. This text representation having a hierarchical nature features surface, semantic and pragmatic information as well as schematic structures. Van Dijk and Kintsch (1983:197-206) classify strategies employed in text processing roughly as follows:

I. Textual strategies

A. Syntactic strategies

B. Semantic strategies

C. Schematic strategies

II. Contextual strategies

Cohesive devices such as reference, substitution and ellipsis keep the unity of the surface structure but they are not enough for comprehension. The reader relates text to some existing clusters of experiences. The relevant experiences form a basis for the situational model. The situation model, through which the connection of the represented facts is possible, functions as a referential basis for the semantic content of the communicative act.

As can clearly be seen, to understand a text requires a representation of text elements as well as knowledge elements. It is known that information processes include the discourse and its context as well as the internal knowledge brought to bear during interpretation. Readers construct a model which supplies and collects all relevant information for adequate comprehension of the text. Such representation is labelled by van Dijk (1977) as 'possible words', by Clark and Marshall (1978) as 'reference diaries', by Karttunen as 'discourse referents', by Nash-Webber (1978) as 'discourse entities, and by Habel (1982) as 'reference nets'.

Another strategy employed by readers is the one developed as a result of the change in text-type. News texts, as a text-type, have constraints with respect to the choice of topics. For example, we expect political events or actions or important events such as disasters but not description of uninteresting trivial everyday events. Van Dijk and Kintsch (1983:12) argue that new type of discourse may require the development of new strategies and coined the term 'control system' fed by specific information about the type of situation, type of discourse, overall goals (of the language user), by the schematic structure and macrostructures (gist, theme) of the text or the plans in the case of production. It should be noted that we become familiar with text-types during socialization. The participants, therefore, are expected to recognize that the text under

study is a news text and information ranges from important to unimportant (details). The headline carrying the most important information dominates the whole text. Van Dijk and Kintsch (1983) argue that this control system is responsible for the activation and actualization of needed episodic and more semantic knowledge and it coordinates various strategies towards the higher order information into which lower order information must fit. The control system also decides which information must be searched in the long-term memory to activate relevant situation models for the processing of the text. Such an activation is realized through a network of relations among "knowledge struuctures" formulated by van Dijk and Kintsch (1983:47). This notion is called 'schemata' by Rumelhart and Ortony (1977), 'frames' by Minsky (1975), and 'script' by Schank and Abelson.

As soon as the subjects were given the news text, they started struggling with it, making use of every clue the text provides, as well as activating all relevant information from their repertoire of knowledge structures.

3. Methodology

In this section procedure for constructing, conducting and scoring of the test is given in collection of data followed by the analysis.

3.1. Collection of Data

A news text is chosen. Since the present study focuses on strategies employed in taking a cloze test, the language of the text is in the subjects' native language, Turkish. The text is based on international news. The selection is done on the basis of structural complexity and concepts involved. The material is within the difficulty range of native speakers at university level, though the subject matter being on science politics is not relevant to their field of study. The items to be deleted are not chosen but are in a pattern of uniform random deletion. It is constructed by deleting every 7^{th} word. The instruction as to how many words to be written in one blank is given. The news text, functioning as a cloze test, is followed by a questionnaire designed to reflect possible strategies employed in the process. A period of 45 minutes is alloted to the conduction, which does not keep the participants under pressure. In the light of the claim that the acceptance of either contextually acceptable answer on the exact answer does not give different results (Anderson, 1971; Stubbs and Tucker, 1974), for each blank, only one exact word is accepted for practical reasons. Incorrect spelling is considered to be correct as long as the word is recognizable.

3.2. Analysis of Data

In this part, the attempts of the subjects in their choice of various strategies to complete the news text are identified and their failures as to where they go wrong are discussed. The failure of the subjects in employing the appropriate strategies is classified as follows:

1. Making use of the repeated items in various forms

Line 3 ... **Rusya** halkı ... ⟶ ... Rus halkı

Line 11 Rusya'da **yapılan** reçete yazan Uluslararası Para Fonu... ⟶ Rusya'da acı reçete yazan Uluslararası Para Fonu...

halka
acil
böyle
gerçek
politik
ekonomik
reformlara
duruma
reformist
ekonomiye

Line 18... Andrei'**nin** ..... ⟶..... Andrei Kozirev'in .....

2. Recognizing parallel structures

Line 10 Reformların **hızla** ve halkın acılarını azaltacağız. ⟶Reformların hızını ve halkın acılarını azaltacağız.

Line 11... **Rusya** ve Washington'dan gelen... ⟶.....Moskova ve Washington'dan gelen...

3. Recognizing time / tense signals

Lines 8 ... reformların olduğunca hızlı yapıldığından yanaydı. ⟶... yapılmasından yanaydı.

Line 15,16 IMF uzmanlar heyeti önümüzdeki ay..... çalışmalara başladı. ⟶IMF ..... çalışmalara başlayacak.

4. Recogniszing punctuation marks

Line 19, 20... Kozirev, grupla işbirliğinden memnun olmadığını belirtti, " ..." dedi. ⟶ ...Kozirev, grupla işbirliğinden memnun olmadığını belirterek, "..." dedi.

5. Recognizing concordance

Lines 6 ..., Rus halkı aslında aşırı milliyetçilere destek vermediğini sadece ... ⟶ ...., Rus halkının aslında aşırı millliyetçilere destek vermediğini sadece...

Line 20, 21 IMF kendi politikalarını yürütüyor. ⟶ Onlar kendi politikalarını yürütüyor.

6. Recognizing correct reference

Line 2 ... Bill Clinton yönetimi, bu **devlete** yönelik politikalarını temelden değiştiriyor. ⟶
konuya
duruma
rejime
ırkçılığa
olaya
amaca
Ruslar'a
... Bill Clinton yönetimi, bu ülkeye yönelik politikalarını temelden değiştiriyor.

Lines 4 ... "reformları" yumuşatma kararı alan yönetim, böylelikle **dünya** politikasında büyük
dış
hatalar..... ⟶...reformları yumuşatma kararı alan yönetim, böylelikle Rusya politikasında büyük hatalar ...

Line 18 Rusya'dan **dünyaya** gelen .. ⟶ Rusya'dan IMF'ye gelen
Amerika'ya

Line 20, 21 **Rusya** kendi politikalarını yürütüyor. ⟶ Onlar kendi politikalarını yürütüyor.
IMF

7. Recognizing appropriate grammatical structure

Line 4 ... yönetim, böylelikle **Rusya'nın** politikasında ... ⟶ ... yönetim böylelikle Rusya politikasında ...

Line 5, 6 Clinton'ın Rusya ve Bağımsız Devletler topluluğu **üye** ülkelerden sorumlu
oluşturan
danışmanı..... ⟶.... Clinton'ın Rusya ve Bağımsız Devletler topluluğu üyesi ülkelerden sorumlu danışmanı ...

Line 18 Rusya'dan IMF'ye gelen son uyarı Dışilişkiler Bakanı Andrei **kendi** ağzından oldu.

⟶Rusya'dan IMF'ye gelen son uyarı Dışişleri Bakanı Andrei Kozirev'in ağzından oldu.

Line 21 Rusya IMF'nin zurnasıyla **oynamaz**. ⟶Rusya IMF'nin zurnasıyla oynatılamaz.

8. Recognizing the tone of the writing [Choice of words (neutrality)]

Line 9 Anlaşılan bu hız toplumda büyük **patlamaya** neden olmuş ve ... ⟶ Anlaşılan bu hız toplumda büyük değişime neden olmuş

9. Following instructions (one word in each blank)

Line 18 ... Dışişleri Bakanı Andrei'**nin** ağzından ... ⟶... Dışişleri Bakanı Andrei Kozirev'in ağzından ...

10. Recognizing cultural formulas

Line 22 Rusya IMF'nin zurnasıyla ötmez. ⟶Rusya IMF'nin zurnasıyla oynatılamaz.

The analysis of data gives us some insights as to the strategies that they tried to employ even though they failed.

4. Interpretation of Data and Conclusion

The failure of the subjects in the points indicated above reflects the attempts to employ both textual and contextual strategies. For example, failures in recognizing parallel structures, repetition, concordance and reference reflect attempts based on text-based stragies whereas failures in recognizing cultural formulas such as "başkasının zurnasıyla oynamak" and the tone of the writing reflect attempts for context-based strategies.

The responses to the questionnaire (Appendix II.A) show that most of the subjects agree that completion is a cognitive process in which they are active, the text as a whole should be read for the task and grammar is very important. Although the headline dominates the whole text, there are more students saying that the schematic structure of the text is more hepful than the headline. Only a small number of the subjects shows interest in the topic of the text. The subjects from the Department of Art Education, Music Education and Turkish Language Education claim that they made use of their experiences in language study. This is striking because the subjects from the Department of English Language Education spent a year, doing language study in the prepatory class. It is assumed that most subjects are not aware of the processes they have undergone.

The subjects' responses to the questionnaire are given in Appendix II.B in bar graphs. Most of the subjects in the Department of English Language Education, Music Educatidon and Turkish Language Education made use of repeated words in the text while half of the subjects in the Department of Art Education did not make use of this stragegy (Appendix II. B, 1). The subjects studying both English and Turkish Languages show equal interest to the topic because they are exposed to texts of different types but the percentage of the subjects who are not interested in the topic is almost the same (2). Contrary to our expectation, the percentage of the subjects using the structure of news as a strategy for comprehension is higher in the Departments of Art Education and Music Education (3). The percentage of the subjects using their oral study experiences is about the same in the Departments of Music Education, Art Education and Turkish Language Education while nearly half of the subjects in the English language Education use this as a stategy (4). The percentage of the subjects making use of grammar knowledge is nearly the same in Art Education and Turkish Language Education. The percentage of the subjects in the Department of Music Education is strikingly higher than that of the two

groups mentioned. The subjects heavily depending on grammar knowledge are the ones in the Department of Music Education (5). The cognitive aspect of comprehension is perceived highly by the subjects of Turkish Language Education. The other three groups make almost equal use of cognitive stategy (6). The stategy to infer implied information employed by the subjects of English Language Education and Turkish Langauge Education is represented by almost the same percentage with the exception of the subjects of Art Education (7) . The subjects in the Department of Art Education give the most importance to the whole rather than the parts of the text. The ones in the Departments of Music Education and Turkish Language Education give equal importance to the unity of the text while the subjects in English Language Educatüion consider this the least important (8) Cultural knowledge is considered to play a greater role by the subjects in the Department of Art Education and Turkish Language Education in comparison with the ones in English Language Education and Music Education (9). The subjects in the Departments of Art Education and Music Education heavily depend on the headline of the text with a higher percentage in comparison with the ones studying languages (10). The subjects who go beyond the text and search for prior knowledge have a higher percentage in the Departments of Art Education and Turkish Language Education while the subjects in English Language Education and Music Education rely on the text itself for completion. (11).

The strategies employed by the subjects of four different departments show no results that can be attributed to a specific field of study. The fact that the structure of news considered as important by the subjects in Art Education can be backed up by the importance given to the whole text rather than the parts. This can be explained in terms of their dependence on knowledge frames. The subjects of English Language Education rely less on their grammar knowledge. They make less use of their oral study experiences in comparison with the subjects of Music Education, Art Education and Turkish Language Education .

Appendix III provides a distribution of the scores of the subjects from the Department of Art Education, Music Education, Turkish Language Education and English Language Education in linegraphs. The participants from the last two groups are students who study languages and do more theoretical work. On the other hand, the students from Art Education and Music Education have less theoretical work, but do more practice in their subject of study. The news text is in Turkish and is chosen to investigate strategies employed during the task and have an insight with regard to the subjects' language proficiency. The students, having the same educational background,

show typical attempts in their employment of strategies. This is observed in the analysis of data. The mean score of the students from Art Education is 7.25, it is 7.36 for subjects from Music Education, 7.50 for Turkish Language Education and 9.84 for English Language Education students. The same number of the subjects from Music Education and Turkish Language Education with scores 9 and upwards, even though they have different means, results in the comparison of these two groups in the same figure. The best score belongs to a subject from Art education. The number of the subjects with scores 9 and upwards is 24 in Art Education while it is 64 in English Language Education. This rise in the diagram can be attributed to the subjects' experiences in problem solving activities, even though most of their answers to statement 4 in the questionnaire is no.

In conclusion, the participants in the present research employed various strategies based on the text itself, knowledge structures, macrostructure (the gist, the upshot or the topic) and schematic structures. Due to the complexity and difficulty of construction of the representation, they concentrated heavily on the situation model in their attempts to fill the gap betwen the world and the representation of the fragment of the world the text is about. It is assumed that the strategies employed provide the language user with the activation of necessary knowledge instead of more or less blind activation of all possible knowledge depending on his goals, the amount of available knowledge from the text and context, the level of processing or the degree of coherence needed for comprehension. Yet, not any significant relationship is found between the level of language proficiency and the subjects' field of study. As this is a descriptive study limited to a hundred students from four different departments, one should not conclude that our results will be duplicated with other groups. It is hoped that efforts of replication will be made with larger groups to provide additional data to confirm or reject the results given here as well as research on processing constraints on human information capacities.

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APPENDICES

APPENDIX I.A. The News Text Used as a Cloze Test

Aşağıdaki haber metnindeki boşlukları anlam bütünlüğüne sadık kalarak her boşluğa bir sözcük gelecek şekilde doldurunuz.

ABD Yönetimi Rusya Politikasını Değiştiriyor

1. Rusya'da aşırı milliyetçilerin büyük oy patlamasını " .....görünerek" yorumlayan Bill Clinton yönetimi, bu .....yönelik politikalarını temelden değiştiriyor. Acı reçetenin .....halkında yarattığı tepkinin oy sandığına yansıması ..... "reformları yavaşlatma" kararı alan yönetim, böylelikle ..... politikasında büyük hatalar yaptığını

5. itiraf etmiş oluyor. Clinton'ın Rusya ve Bağımsız Devletler Topluluğu ..... ülkelerden sorumlu danışmanı Strobe Tabott Rus ..... aslında aşırı milliyetçilere destek vermediğini sadece ..... terapi önlemlerine tepki gösterdiğini belirterek, "Yönetimimiz, ...kadar Rusya'da ekonomik reformların olduğunca hızlı ..... yanaydı. Anlaşılan bu hız toplumda büyük ..... neden olmuş ve acılara yol açmış. ..... bu

10. politikada değişiklik yapılmasının zamanıdır. Reformların ..... ve halkın acılarını azaltacağız" dedi. Rusya'da ..... reçete yazan Uluslararası Para Fonu da, ... ve Washington'dan gelen baskılar sonucu tutumunu .....; önceden tespit edilmiş ekonomik hedeflere ulaşma .....bulunmasa da Rusya'ya ek yardım yapmaya .....

15 IMF uzmanlar heyeti, önümüzdeki ay Rusya'ya ..... yoksul, yaşlı ve işsizler için yeni ..... sosyal yardım programı hazırlamak üzere çalışmalara ..... New York Times, dünkü haberinde Rusya ..... saptanan ekonomik hedeflerin yumuşatılacağını yazdı. Rusya'dan ..... gelen son uyarı Dışişleri bakanı Andrei ..... ağzından oldu. Yedi zenginlerin oluşturduğu G-7'ye ..... çatan Kozirev, grupla işbirliğinden memnun
20 olmadığını ..... "Zenginlerin siyasi iradesi, IMF bürokratlarını etkilemedi. ..... kendi politikalarını yürütüyor. Rusya, IMF'nin zurnasıyla ....." dedi.

Hürriyet December 23, 1993

Appendix I. B. The Text in Full Form
ABD Yönetimi Rusya Politikasını Değiştiriyor

1. Rusya'da aşırı milliyetçilerin büyük oy patlamasını "**soğukkanlı** görünerek" yorumlayan Bill Clinton yönetimi, bu **ülkeye** yönelik politikalarını temelden değiştiriyor. Acı reçetenin **Rus** halkında yarattığı tepkinin oy sandığına yansıması **üzerine** "reformları yavaşlatma" kararı alan yönetim, böylelikle **Rusya** politikasında büyük hatalar yaptığını

5. itiraf etmiş **oluyor**. Clinton'ın Rusya ve Bağımsız Devletler Topluluğu **üyesi** ülkelerden sorumlu danışmanı Strobe Talbott Rus **halkının** aslında aşırı milliyetçilere destek vermediğini sadece **şok** terapi önlemlerine tepki gösterdiğini belirterek, "Yönetimimiz **bugüne** kadar Rusya'da ekonomik reformların olduğunca hızlı **yapılmasından** yanaydı. Anlaşılan bu hız toplumda büyük **değişime** neden olmuş ve acılara yol açmış. **Şimdi** bu

10 politikada değişiklik yapılmasının zamanıdır. Reformların **hızını** ve halkın acılarını azaltacağız" dedi. Rusya'da **acı** reçete yazan Uluslararası Para Fonu da, **Moskova** ve

Washington'dan gelen baskılar sonucu tutumunu **esnekleştiriyor**; önceden tespit edilmiş ekonomik hedeflere ulaşma **imkanı** bulunmasa da Rusya'ya ek yardım yapmaya **hazırlanıyor**.

15 IMF uzmanlar heyeti, önümüzdeki ay Rusya'ya **giderek** yoksul, yaşlı ve işsizler için yeni **bir** sosyal yardım programı hazırlamak üzere çalışmalara **başlayacak** New York Times, dünkü haberinde Rusya **için** saptanan ekonomik hedeflerin yumuşatılacağını yazdı. Rusya'dan **IMF'ye** gelen son uyarı Dışişleri bakanı Andrei **Kozirev'in** ağzından oldu. Yedi zenginlerin oluşturduğu G-7'ye **de** çatan Kozirev, grupla işbirliğinden memnun 20 olmadığını **belirterek** "Zenginlerin siyasi iradesi, IMF bürokratlarını etkilemedi. **Onlar** kendi politikalarını yürütüyor. Rusya, IMF'nin zurnasıyla **oynatılamaz**" dedi.

Hürriyet December 23, 1993

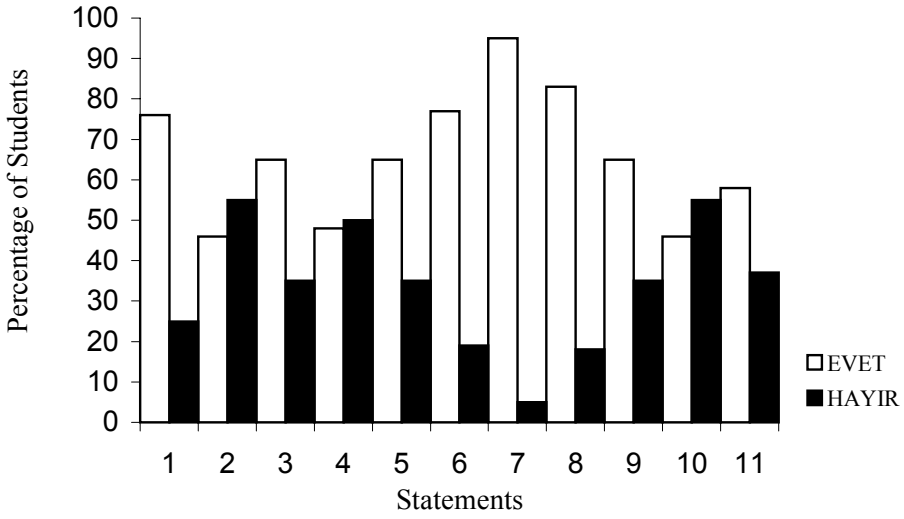
APPENDIX II.A. The Questionnaire

Metni tamamlarken aşağıdaki stratejilerden hangilerini kullandığınızı "evet" veya "hayır" ı işaretleyerek belirtiniz.

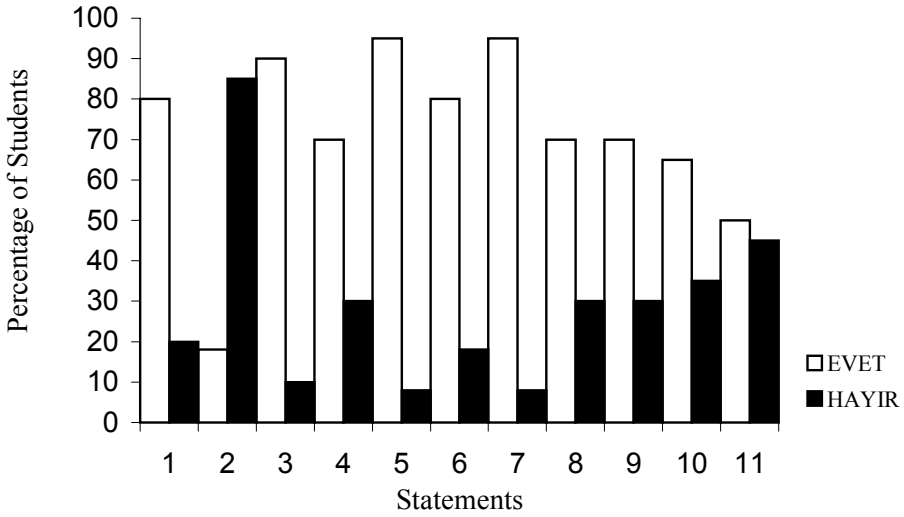
	Evet	Hayır
1. Metinde çeşitli şekillerde yinelenen sözcüklerden yararlandım.	.....	.....
2. Konu ilgi alanım içinde.	.....	.....
3. Haber metinlerinin yapısı (önemliden ayrıntıya) tamamlamama yardım etti.	.....	.....
4. Sözel çalışma deneyimlerimi kullandım	.....	.....
5. Gramer bilgimi kullandım.	.....	.....
6. Tamamlama zihinsel bir işlem gerektiriyordu.	.....	.....
7. İma edilmiş bilgi tamamlamama yardımcı oldu.	.....	.....
8. Boşlukları tamamlarken metnin tamamını okumak gereğini duydum.	.....	.....
9. Tamamlama yaparken kültürel bilgiye ihtiyacım oldu	.....	.....
10. Haber başlığı tamamlamama yardımcı oldu	.....	.....
11.Tamamlama için belleğimde saklı bilgilerden ilgili olanları seçtim.	.....	.....

APPENDIX II.B. The Graphs Showing the Results of the Questionnaire

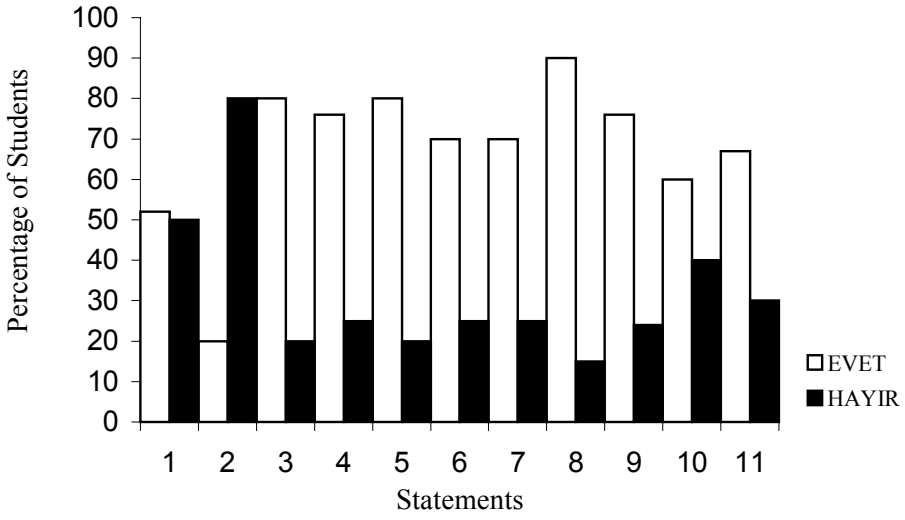
The Department of English Language Education



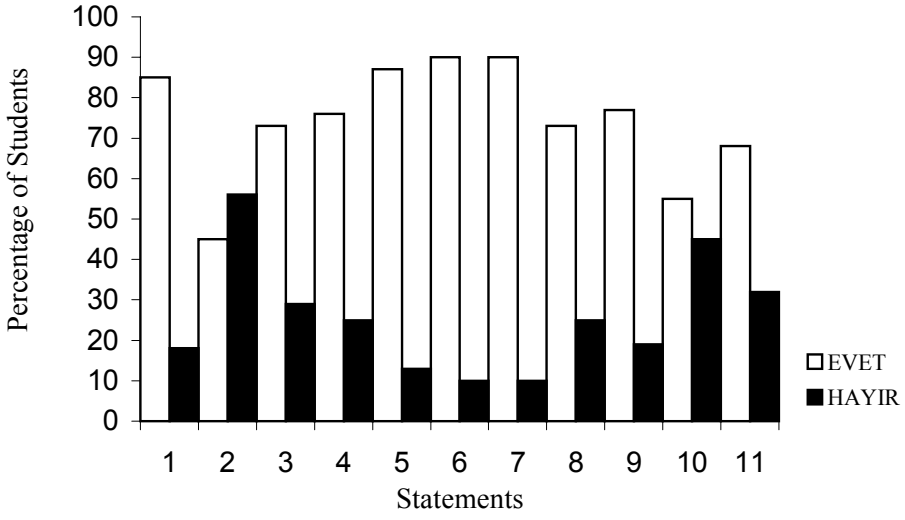
The Department of Music Education



The Department of Art Education



The Department of Turkish Language Education



APPENDIX III. The Graphs Showing the Distribution of the Scores

