

Cloze Tests: An Integrative Approach

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Introduction

One of the axioms of language testing is that the purpose of a test affects the nature of that test, i.e., if the evaluators are after the development of conscious knowledge of grammatical structures and vocabulary items, they have to use discrete-point approach to testing. But if they are after the development of the language skills the learners need when they use the target language in real transactional situations at home or overseas, then they have to adopt integrative approach to language testing.

Obviously, the starting-point for language instruction is to equip its learners with the skills that enable them to use the target language interactively. Therefore the integrative approach to language teaching and learning should be adopted. Thus the problem of the present study stems from the fact that the discrete-point approach which is widely adopted in testing the language ability of Iraqi learners of English does not cater very well for the purposes behind teaching English in Iraq. As a result, there is a validity tension between the purposes behind teaching English in this country and what is actually ensured by the tests used for the evaluation of those purposes. To provide a solution for this tension, the present study is meant to suggest the use of some other evaluative techniques which are capable of measuring the aspects that are immeasurable by the discrete-point tests such as text coherence and contextual constraints. Such aspects cannot be measured at the sentential level which most of the discrete-point tests work at.

To be specific and profound in the discussion of the topics presented in this study, the researcher is going to limit himself to the discussion of cloze tests as an example of integrative tests.

In order to suggest or use any testing technique, it is quite necessary to have knowledge of all its characteristic features, the type of skills it measures and the

merits and drawbacks of that technique. The merits and draw backs of cloze tests are discussed through the presentation of each type. Since the researcher tend to suggest the use of cloze tests in the evaluation of Iraqi learners' achievement in English; therefore, the following points are going to be discussed:

- I. Integrative Language testing.
- II. Cloze tests:
 - a. Construction of cloze tests
 - b. Cloze tests as integrative tasks
 - c. Types of cloze tests
 - d. Scoring the test
 - e. Uses of cloze tests
- III. Conclusions.
- IV. Recommendations.

I. Integrative Language testing

The emergence of the integrative approach to language teaching and testing is associated with two trends of contemporary linguistics. The first is called the language competence trend which is connected with various views of psycholinguistics. It is based on a belief in such a thing as overall language proficiency which is represented in the innate ability of people to generate infinite number of novel utterances through using a definite number of linguistic rules (Yule, 1985:87) and a feeling that the knowledge of language is more than just the sum of a set of discrete parts, (Spolsky, 1975:240).The second is the communicative trend which is connected with views of modern socio-linguistics. It is associated with the notion that Language learners should not only be able to produce forms that are grammatically correct but also they should be able to produce language suitable to a given social situation.

When the aims of language teaching shift toward the developing of learners' communicative competence, language testing should also aim at testing the use of language as a tool of purposeful and social communication. The evaluation of such notions requires the use of language at the suprasentential or discourse level. This is particularly why the researcher is interested in cloze tests as an integrative type of tests which work at the textual level.

To support the use of the integrative approach to language testing, Davies (1978:218) states three arguments. The first is that language, in its essence, is not a set of unrelated bits. Therefore, these bits should be taught and tested in an integrative form. The second is that language use is purposeful. The purpose is always communicative. Therefore, what should be tested is the communicative ability and not formal linguistic knowledge (Davies, *ibid*: 215). The third argument is that the discrete-point approach to language testing is too general to be of any value and what is required is a specific test to test a specific purpose.

An essential issue in the current discussion on integrative language testing concerns the nature of the theoretical base on which language tests are constructed (Morrow, 1977, Davies, 1978, Carroll, 1980). The need for theoretical insights in the production of language tests led to a distinction between what is called construct validity on the one hand, and content validity on the other. Construct validity, according to Anastasi (1971: 144) is:

The extent to which the test may be said to measure a theoretical construct or trait... Each construct is developed to explain and organize observed response consistencies. It derives from established interrelationships among behavioural measures...focusing on a broader, more enduring and more abstract kind of behavioural description. Construct validation requires the gradual accumulation of information from a variety of sources.

As for content validity, it is defined as the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured (Anastasi, *ibid*: 131). To establish content validity in an integrative test is problematic because of the wide scope of discourse to be sampled. Another problem of content validity may arise out of attempting to operationalise real life behaviour in a test especially where some sort of quantification is necessary in the method of assessment. However, according to Weir (1988:26), 'these difficulties do not [prevent] test constructors from attempting to make tests as relevant in term of content as is possible'.

According to Oller (1979:70), integrative tests must meet two naturalness criteria: First, they must require the learner to utilize normal contextual constraints on sequences in the language; and second, they must require comprehension and possibly production of meaningful sequences of elements in the language in relation to extra-linguistic contexts. Such criteria require the use of texts that possess the following features, (Morrow, 1977).

- a. **Interaction Based:** It is represented by face-to-face conversation which requires the modification of expression and content according to the situation in which the interaction takes place.
- b. **Unpredictability:** In real-life situations, listeners/readers do not know what the speakers/writers are going to say or write unless they speak or write. Therefore, the process of unpredictable data in real life is a vital aspect of using language.
- c. **Context-Bound:** Any use of language must take place in a context, and the appropriacy of any linguistic form varies in accordance with that context. In order to use language efficiently, language users must be able to handle texts in term of:
 - i. Linguistic context or co-text. The context identifies which meaning is intended in a particular sentence or utterance, .
 - ii. Context of situation which is related to the physical environment,

role and status of participants, formality, etc.

- d. **Purposefulness:** it is quite obvious that when people use language they have certain purposes to communicate to others. Therefore it is quite important that language users must be able to understand why a certain remark has been addressed to them and be able to send suitable messages to achieve their own purposes.
- e. **Authenticity:** An authentic text is a text written/spoken by a real writer/ speaker for a real purpose. This entails that the language materials to be presented to the candidates should be taken from official documents, daily newspapers, magazines, novels, short stories, etc., because what is presented in these publications is written by real writers for real purposes in mind and for specific audience. According to Morrow (1977), measuring the ability of the candidate to read a simplified text tells nothing about his actual communicative ability, since an important feature of such ability is precisely the capacity to handle the use of language in natural contexts.

It is claimed by Oller (1979:37) that integrative tests go beyond the measurement of a limited part of language competence achieved by discrete-point tests with their bias toward testing the recognition skills. He argues that if discrete-point tests take language skills apart, integrative tests put them together. He recommends cloze tests as a good example, of integrative tests and maintained that, 'linguistic tests such as cloze tests require performance under real-life constraints, e.g., time.... They are also practical to administer, economical to set and mark. Thus the present research is going to investigate whether cloze tests meet the criteria of integrative tests or not.

According to Oller (1979:36), integrative tests should meet two natural criteria: 1. they demand utilizing normal contextual constraints on sequences in the use of language, and 2. comprehending and producing of meaningful sequences of elements in the language in relation to extra-linguistic context. As such, integrative tests are considered as evaluative measures of assessing the efficiency of the learner's grammar of expectancy, (Oller, 1979; Weir, 1988). This grammar enables the learner to predict a forthcoming message and to plan what to say ahead of what is said, (Rionda, 1981).

1. In Iraq, if the educational authorities want to measure accurately the level of their learners' linguistic proficiency, they should be: less keen on the use of discrete-point tests because measuring language proficiency is not a matter of knowing the correct answer to a battery of discrete items.
2. More interested in the development of tests to measure potential success in the use of English in the production and comprehension of language "elements that go beyond the sentential level, i.e., to work at the level of discourse. To apply such evaluative measures, the approach to language teaching should be shifted toward integrative approaches instead of the audio-lingual approach which is minimalist in nature.

II. Cloze Tests

Cloze tests have received considerable attention from both test designers and teachers of English since the 1970's. People like Conrad (1970), Oller (1973, 1976, 1979) and Porter (1976) have concluded from their studies of cloze tests that these tests are quite valuable to the fields of language learning in general and language testing in particular . Cloze procedure is considered a very good teaching device. Filling in a gap in a cloze exercise is not just a matter of perceiving local redundancy but rather involves an awareness of the flow of discourse across sentences. In fact, to complete a cloze passage correctly requires the learners to have linguistic, textual and sometimes world knowledge. This will be displayed later on.

A. Construction of the Test

Cloze tests were invented by W. Taylor in 1953. Taylor was influenced by the Gestalt School of Psychology which experimented with 'closure'. Closure, by their definition, was the process of relating to the perception of incomplete geometrical figures by subconsciously filling in incomplete details. Taylor applied this theory to language testing which was then extended to become a procedure by itself. According to Alderson (1979), 'cloze procedure' is used in three different ways. The first is the systematic deletion of words where 'systematic' is not defined. The second way takes the word 'systematic' and divides it into two types of systems: either a random deletion of words, or a rational one. The third, which is increasingly common in the literature, is the deletion of every fifth word from a text. As for non-native language learners, the rate of deletion ranges from every fifth to every tenth word depending on the age and level of the learner.

A cloze test usually consists of a passage of (250 -500) words in which words are deleted at standard intervals and replaced by standard blank spaces. When preparing a cloze test, it is advisable to leave the first sentence unmutilated and to begin the deletion at some point in the second sentence. Some test designers prefer to leave a certain number of unmutilated sentences at the end of texts to act as guide .However, Oller (1979) thinks that it is unnecessary to leave unmutilated sentences at all though he admits that there is no harm in leaving such sentences. It has also been pointed out by some researchers that at some times discretionary judgement must be used, especially when applying the fixed-ratio method. For example, if the word which is supposed to be deleted is a proper noun or a low frequency word lacking common synonyms, the test designer may delete an adjacent word instead (Oller, 1979:345).

Let us consider the following example taken from Carman and Hughes(1983:3):*
People in developing countries are, it—— (1), being persuaded by advertising that affluent —— (2) normally smoke, though non-smokers outnumber smokers—— (3) Britain, the United states, Belgium, Switzerland, Sweden— (4)other European countries...
The rate of deletion in the above example is, of course, every seventh word .

But when we consider the fourth blank, we see that the seventh word is 'Sweden'. Since 'Sweden' is a proper noun, therefore, the following word which is 'and' is deleted instead.

It is claimed by Alderson (1979) and Oller(1979) that just any text be it old or new can be suitable to choose for a cloze test though they admit that this does not mean that a teacher or other educators This example and all the other examples given in this study are meant for illustrative purposes only and are not representative in length or gradation of difficulty or content.

would never want to use a cloze test without some sense of the level and skill of the students for whom the test was intended. Oller (1979:364) warns test designers against using texts that are disturbing or emotionally charged since such texts would distract the attention of the testees from the main problem set by the test. Therefore, passages that deal with topics such as abortion, capital punishment, sex matters, etc., are better avoided.

In order to motivate the testees to answer the test, the instruction should tell how exactly the test works There is no harm in giving the instruction of the test in the mother tongue .The instruction may read as follows:

This is a passage where every (—th) word is deleted. First, read through the passage to the end, and then go through it again trying to fill each blank with just one word. Guess if you are not sure which word has been left out. Abbreviation (UNESCO), contraction (doesn't), dates (4th, May) and hyphenated words (mid-wicket) count as one word.

B. Cloze Tests as Integrative Tasks

It is important to state at the outset of our discussion that not every fill-in-the-blank test is an integrative one. Fill-in-the-blank tests that work at the sentential level and do not require the processing of long stretches of discourse and are disjointed cannot be considered as integrative. Take for example the following question which is taken from the mid-year examination of one of the best intermediate schools in Baghdad*. The rubric of the question reads, Fill in the blanks with the words from the list below. [Fertile, supply, cash, experiments, dams, stops, safely].

1. Could you — this traveler's cheque, please?
2. — are used to store water and control its flow.
3. The pilot made many — during the journey.
4. Iraq is a — country.
5. The aeroplane landed — at the airport.

A quick glance at the list of words shows that the words have nothing in common among them and the sentences of the items are disconnected. Each item attempts to focus attention on one lexical item at a time without having any sort of integration with the one before it or the one after it. The whole test focuses on one aspect of one language skill, i.e., only on recognition of vocabulary items. The sum up of these items cannot form a coherent discourse. There are no cohesive devices among the sentences of the test. As a result, such a test cannot be integrative.

* AL-Gharbia Intermediate School, Mid-Year Examination in English, 2000-2001.

What is different in a mere fill-in-blank test which belongs to discrete-point tests and a cloze test is that the items in a cloze test are integrated, i.e., in order to fill the blank, the testee has to process sequences of elements in a language that conform to the normal contextual constraints of that language and has to deal with many language skills simultaneously. According to Oller (1979), in order to give a correct response in a 'cloze test', the examinee must operate on the bases of both immediate and long-range contextual constraints. Therefore, to clarify and exemplify the above-mentioned statement, consider the following sample of a 'cloze test' taken from Chihara et al. (1977):

John is a freshman and he———having all the problems that most———have. As a matter of fact, his——— started before he even left home.———had to do lot of———that he did not like to do because he was going to go———to college. .

If we consider the first blank, we see that it can be filled simply by observing the immediate contextual constraint, i.e., what comes immediately before and after the blank. Since we have a singular subject before the blank and an (—— ing) form of the main verb which is in the active mood after it, therefore, the blank must be filled with one form of verb to be. The second blank cannot be decided by merely observing what comes immediately before or after the blank but by going back to the fourth word in the first sentence. If we have of the word 'freshman' the word 'mechanic' then the answer will be 'mechanic'. This means that the fourth word of the first sentence decides what is to be used in the second blank. The same thing is applicable to the third blank which is to be decided by the fact that 'John is having a problem', etc.

The language skills and aspects needed to answer the test correctly are a-reading comprehension, b-dictation, c-punctuation (blank 4 the 'h' of the word 'He' should be written in capital letter, d-syntactic information e-contextual constraints, and f-the ability to cater for cohesion and coherence in the given text. In order to delimit the range of information which a learner needs to utilize to answer successfully a 'cloze test', Oller (1979:43) states:

In taking a cloze test, the examinee must utilize information that is inferred about the facts, events, ideas, relationship, states of affairs, social settings and the like that are pragmatically mapped by the linguistic sequences contained a passage.

The above quotation tells us that answering a cloze test requires the utilization of discourse level constraints as well as structural constraints of intra and inter-sentential relationships.

This particular quality includes cloze tests among integrative tests. The fact that cloze test is considered as an integrative test has been acknowledge by many researchers like (Oller, 1976 and 1979; Chihara, 1977; Alderson, 1979; Klein-Barley, 1981; Weir, 1988; Peirce, 1992).

C. Types of cloze Tests:

There are five major types of cloze tests, namely: 1) standard cloze test; 2) modified cloze test; 3) multiple-choice cloze test; 4) c-test and 5) cloze elide.

- 1- **Standard cloze tests:** In this type of cloze tests, the deletion rate is mechanically set. It is between every 5th and 10th word. The examinee has to fill each blank with the word which he she thinks have been deleted at standard intervals and replaced by a standard blank space.
- 2- **Modified cloze tests:** This type of cloze tests is used to monitor the progress of a class or an individual by concentrating on items of grammar or vocabulary. A rational system of deletion is followed, i.e., the deletion is decided by the examiner according to the purpose of the test. If the purpose is to test grammar, then function words, verb tenses and the like grammatical aspects are deleted. It has been argued that a modified cloze test has the advantages of being more practical as it would not take extra time to produce; the results would be easier to interpret since they yield themselves to quantification and certain weak deletions which have been mentioned earlier in this study could be avoided and replaced by more meaningful grammatical and lexical items. In spite of all the above-mentioned merits of modified cloze tests, a standard cloze test with its random deletion is closer to the post-modern or integrative approach to language testing because of its reliance on contextual constraints. Below is an example of a modified cloze test with rational deletion.

My brother and I sometimes go to a football match. Last Friday, we saw a match——we greatly enjoyed.—— two teams——fast and skilful. The forwards maneuvered——shot hard and straight ——.

Answers: 1) which, 2) the, 3) were, 4) and.

If we look at the deleted words, we can see that they are all function words. This lists the test under the label of discrete-point tests rather than integrative.

- 3- **Multiple-choice cloze tests:** Multiple-choice cloze tests are a compromise between modern and post-modern testing methods. This compromise does inevitably change the nature of the test and let it fall squarely into the psychometric domain. It is objective and reliable but does not necessarily test the overall language abilities of the examinee (Weir, 1988).

An obvious criticism of this test is that it would take too long to prepare because it is not easy to find distracters that are closely related to the correct choice to act as strong and functioning distracters. It is uneconomical in time, efforts and money. Consider the following example of a multiple-choice cloze test.

While I was standing——1——a red light at the corner, a yellow car 2——the light and hit a blue car which was ——3—— through the intersection. Obviously, the driver of the yellow 4—— was at fault

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

The above test could take a long time to compile and it might even be difficult

to find an appropriate passage.

- 4- **C.Test:** According to Alderson (1995), a c-test involves mechanical deletion of every second word and half of each deleted word remain in the texts so as to give the examinee a clue as to what is missing. Consider the following example taken from Alderson et al., (1995:56).

Each blank in the test below must be filled by the second half of a word. If the whole word has an even number of letters then exactly half are missing:

to = t——, that = th——

If the whole word has an uneven number of letters, one more than half are missing:

the = th——; their = the——; letters = let

Have you heard about camera that can peer into the ground and see a buried city ? or another th—— can he—— scientists est—— when a vol—— will er——? still ano—— that c—— show—— h—— deep a bu—— has go—— into fl—— ?.

As one can see, the instructions are too long and complicated but this does not mean that it can not be given to the examinee and we can even lessen the burden to Iraqi EFL learners by giving them the instruction in Arabic. Wier (1988:53) mentions that:

With c-tests a variety of texts are recommended and given the large number of items that can be generated on small texts this further enhances the representative nature of the language being sampled.

Normally a minimum of 100 deletions are made and those are more representative of the passage as a whole than is possible under the close technique.

Thought the c-test is economical and reliable, there is little evidence of its value particularly as an integrative test.

- 5- **Cloze elide:** Judging by its name, this type of cloze test requires the testee to elide words which are inserted in the passage of the test and do not belong to it. This technique is not new and it has been used much earlier. Davies (1965) has used the technique and call it (intrusive word techniques) consider the following example:

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

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

The words which should be deleted are: being, over, is, he respectively.

This type of cloze test requires observing immediate or long-range contextual constraints and is considered as a test of style and text coherence and cohesion.

The problem with this type of tests is that testees might delete items which are correct, but redundant.

D. Scoring of cloze test: It is said that cloze tests have the advantage of being easy to prepare and fairly easy to score. Indeed scoring the test can be made quite simple if

the scorers give credit only for the restoration of the exact words. Other scoring schemes are scoring for contextual appropriateness, i.e., to count as correct any word that fully fits the total surrounding both syntactically and semantically. A third method of scoring described by Oiler (1979: 370) is called (weighting degrees of appropriateness). In this type of scoring, the degree of seriousness of an error is taken into consideration, i. e., the most serious errors are those that violate the strongest and most obvious contextual constraints.

Research on cloze test has found very high correlation between the results using any of the three methods of scoring.

E. Uses of cloze test: According to Davies (1978), Olsler (1979), and Weir (1988), cloze test can be used to:

- a. check the readability of textual material for global reading comprehension,
- b. investigate the nature of contextual constraints, and
- c. estimate overall language proficiency and effectiveness.

Concerning measuring the readability, since 1953 Taylor used cloze tests as a device for measuring readability of texts. For those who are interested in the measurement of readability, Oller (1979:350-354) has described vividly the procedures of using cloze tests for measuring readability of text and then the use of these texts to test reading comprehension.

Investigation of contextual constraints has been explained carefully in this paper in section (B).

As for estimating overall language proficiency, specialists in language testing are divided into two contrasted teams. The first team head by Anderson (1969), Stubbs and Tucker (1974) and Oller (1979)

Confirms that cloze tests are capable of measuring language overall, proficiency. The second team head by Davies (1978), Alderson (1979) and Weir (1988) casts doubts on the efficacy of cloze tests as tests of overall language proficiency. Davies (1978:218) argues that cloze does not tend to correlate highly with language proficiency tests. He emphasizes the idea that cloze test is an interesting measure of comprehension than of proficiency.

III. Conclusion:

After surveying most of the types of cloze testes their scopes and uses, it is possible now to draw the following conclusions:

1. Filling in a blank in a cloze test requires the calling of a number of skills i.e., reading comprehension, listening comprehension (in the case of oral cloze test), 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. Almost any passage, that suit the linguistic ability of the testee and his age, can be used in a cloze test.
4. The scoring of cloze tests is easy and enjoys a high degree of reliability.
5. Cloze tests require the application of the four skills of language and work at the intersentential level; therefore, they are integrative rather than discrete-point language tests.

6. As integrative tests, cloze tests require the understanding of immediate and long-range contextual constraints.
7. In spite of all the above-mentioned characteristics, there are some doubts expressed by some researches about the suitability of cloze tests to test native speakers overall proficiency but they confirm the ability of these tests to test foreign language learner's proficiency.

IV-Recommendations:

In the light of all the discussions carried out through out this study and the conclusions arrived at, the researcher would like to recommend:

1. The use of cloze tests as one of the techniques used to measure the language ability of Iraqi EFL learners.
2. That teachers as well as pupils should receive enough training in how to use and answer these tests before they start to use these tests.
3. The inclusion of both short and long contextual constraints when preparing cloze tests particularly with 'standard cloze tests' and 'intrusive word techniques'.

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المستخلص

اختبارات الغلق : مدخل تكاملي

من المسلمات البديهية في الاختبارات اللغوية هو ان الغرض من استخدام الاختبارات تؤثر بشكل كبير على طبيعة تلك الاختبارات. فاذا كان المقوم يسعى وراء تطوير المعرفة الظاهرية لقواعد اللغة ومفرداتها عليه ان يستخدم الاختبارات التجزئية التي تسعى الى تجميع الاجزاء كي تصل الى الكل. اما ان كان الغرض تطوير المهارات اللغوية للمتعلمين كي يتواصلوا بلغة في حياتهم اليومية بشكل متكامل توجب حينها استخدام الاختبارات التكاملية.

من الواضح ان الهدف الاساس من تعلم اللغات الاجنبية هو تزويد المتعلم بكل المهارات التي يحتاجها في التواصل مع الاخرين داخل و خارج البلد ومن اجل تحقيق هذا توجب تبني المداخل و الطرق التكاملية لتدريس و تقويم اداء المتعلمين للغات الاجنبية. اما في العراق فان المدخل التجزئي مستخدم وبشكل كبير في إختيار القابلية اللغوية لمتعلمي اللغة الأنكليزية وعليه فمشكلة هذا البحث تتبع من هذه الحقيقة التي لا تتناسب مع أهداف الموضوع لتدريس اللغة الأنكليزية.

و لكي نحاول توفير الحل لهذا الاشكال، تهدف الدراسة هذه الى التوصية باستخدام بعض الاساليب التقييمية التي تكون قادرة على قياس القابليات اللغوية التي لا تستطيع الاختبارات التجزئية قياسها مثل اتساق النصوص لغوياً والتواصل الحر اثناء المقابلات اليومية و المناقشات العلمية و الاجتماعية التي تحدث في الحياة اليومية. ومن هذه الاساليب التي يراها الباحث مناسبة لقياس القابليات اللغوية بشكل تكاملي هي 'اختبارات الغلق'. ولجل ان نكون موضوعين في اقتراحنا هذا بات من الضروري ان نبين الخصائص المميزة لهذه الاختبارات ونوع المهارات التي تقيسها و كذلك نبين ما لها من سلبيات و ايجابيات. وبناءً على هذا فقد تمت مناقشة النواحي الاتية:

١. الاختبارات التكاملية

٢. اختبارات الغلق وفيها:

أ. بناء بناء اختبارات الغلق

ب. اختبارات الغلق مهام تكاملية

ج. انواع بناء اختبارات الغلق

د. اساليب فحص الاجابات في اختبارات الغلق

هـ. استخدام اختبارات الغلق في القياس اللغوي

وبعد المناقشة المستفيضة لجميع نقاط البحث، خرج الباحث بجملة من التوصيات و الاستنتاجات ندرج منها على سبيل

المثال لا الحصر ما يأتي:

١. ان ملئ فراغاً في عند الاجابة على اسئلة اختبارات الغلق يتطلب عدداً من المهارات اللغوية مثل قراءة الاستيعاب، دراية في الاملاء و التنقيط، معرفة واسعة في الصرف و النحو في حالة كون الاختبار شفوياً يتطلب معارة الاصغاء.

٢. من اجل الاجابة على اسئلة اختبارات الغلق، على الممتحن مراعات مستلزمات قواعد اتساق النص و حيكته.

٣. برغم كل الجايبات اختبارات الغلق التي تطرقت لذكرها الدراسة الا ان هناك تحفصات بخصوص كون هذه الاختبارات اختبارات كفاءة لغوية عامة.

اما بخصوص التوصيات فقد جاء :

١. ان على المختصين في شؤون تدريس اللغة الانكليزية في العراق تدريب المعلمين و المتعلمين على كيفية الاداء في اختبارات الغلق.