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STRATEGIES USED BY ESL LEARNERS IN PROCESSING RATIONAL CLOZE

WITH AND WITHOUT OPTIONS

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ABSTRAK

Tujuan **utama** kajian ini adalah untuk menyiasat strategi-strategi yang diguna oleh empat pelajar politeknik ketika membuat dua bentuk *rational cloze*. Mereka sedang belajar bahasa Inggeris sebagai bahasa kedua. *Rational cloze* ini terdiri daripada *cloze* berjawapan bebas (iaitu, tanpa jawapan berjenis anika pilihan), dan *cloze* berjawapan objektif (iaitu, jawapan berjenis anika pilihan) yang bertempuan kepada perkataan-perkataan *content* dan *function*. Hasil penganalisaan data menunjukkan subjek kajian ini telah menggunakan 34 strategi untuk menyelesaikan dua bentuk latihan *cloze* tersebut. **Kedua**, kajian ini bertujuan mengenalpasti dan membanding strategi-strategi tersebut melalui *think-aloud protocols* dan *stimulated recall*. Keputusan daripada perbandingan di antara dua bentuk *cloze* dan dua jenis tempuan perkataan membuktikan bahawa bentuk *cloze* lebih mempengaruhi jenis strategi yang diguna oleh subjek. Permerhatian yang dibuat dalam kajian ini juga dapat memberi penunjuk secara tidak langsung terhadap apa yang sebenarnya diuji melalui teknik *cloze*. Perkara ini pula ditentukan oleh bentuk *cloze* yang direka. **Ketiga**, ia juga mengkaji proses-proses mental yang terlibat ketika menyelesaikan dua bentuk *cloze* tersebut. Data daripada *think-aloud protocols* telah membuktikan serta menyokongan kesahihan model *auto-strategic language processing* yang dicadangkan dalam kajian ini. **Keempat**, satu aspek yang berkaitan dengan kajian ini ialah menyiasat kemungkinan mengajar strategi-strategi untuk melaksakan latihan *cloze* kepada pelajar bahasa Inggeris sebagai bahasa kedua melalui temuduga dengan pengajar bahasa Inggeris di politeknik yang sama. Perbandingan di antara data temuduga pengajar bahasa Inggeris dengan strategi-strategi yang diguna oleh pelajar dalam kajian ini menunjukkan bahawa pengajaran strategi-strategi memproses bahasa kepada pelajar bahasa Inggeris sebagai bahasa kedua akan memberi menufaat kepada mereka.

ABSTRACT

The **main aim** of the study is to investigate the strategies utilised by four ESL polytechnic students in completing two rational cloze designs. These are open-ended cloze (that is, without options) and multiple-choice cloze (that is, with options) which focus on content word and function word deletions. The analysis of data revealed that the subjects had utilised thirty-four strategies in order to complete the two cloze tasks. **Secondly**, the research seeks to identify and compare these strategies through think-aloud protocols and stimulated recall. The outcome of the comparisons between the two cloze designs and two deletion types proved that cloze design was the more influential factor in determining the strategies employed by the subjects. The insights gleaned from the study were also an indirect indication of what the cloze technique tests. This in turn is predetermined by the cloze design. **Thirdly**, it examines the mental processes involved in cloze completion. The data from the think-aloud protocols provided evidence and support for the auto-strategic language processing model proposed in the study. **Fourthly**, another related aspect of the study is to explore the possibilities of teaching cloze completion strategies to ESL learners by interviewing English language instructors of the same polytechnic. The similarities and differences between the data obtained from the interviews with the instructors and the strategies employed by the subjects disclosed that ESL learners could benefit from overt teaching of language processing strategies.

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