A comparative study of C-test vs. Cloze Test as measures of Collocational Competence: The case of Iranian EFL learners

Ghovehoud, Farinaz

Hamid Allami

Investigation of English textbooks at universities and institutes in Iran reveals that not much attention has been paid to collocational knowledge, and testing this knowledge is much more neglected in the classes. The research proposed here thus was planned to reveal the differences between C-test and cloze test as tests of collocational competence of Iranian EFL learners. Moreover, it appraised the effect of the level of proficiency on collocational knowledge on both C-test and the cloze test. Yet, the final purpose of the study was showing the effect of level of proficiency on different type of collocations (lexical and grammatical collocation) on both C-test and cloze test. The participants of the study were a total of 384 Iranian EFL learners who were undergraduate students including both English teaching and translation majors ranging from freshman to senior. The participants included both female and male students. Data were collected from comparative analysis of scores of the two groups with regard to their performance on the OPT, cloze test, and C-test, and then they were compared through a T-test. To put the overall results of the study in a nutshell, regarding the general collocational knowledge of higher proficiency level students, cloze test was better suited. On the other hand, as far as the lexical and grammatical collocation knowledge of the upper intermediate students was concerned, the C-test will be preferred. Teachers can take advantages of C-test and cloze test to test the
general collocational knowledge. The results would also be helpful for materials developers in including more collocations in their textbooks.