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| Cloze (Cloze Deletion Test)\* | |
| Objectives:  * to practice understanding of vocabulary in context. * to assess understanding of vocabulary in context | Grade/Class: AllMaterials: Cloze text |
| Instructions/Guidelines  * **Task Design:** Words are deleted from the text in question either mechanically (every nth word) or selectively, depending on exactly what aspect it is intended to test for.   **Example:** A language teacher may give the following passage to students:  “Today, I went to the \_\_\_\_\_\_\_\_ and bought some milk and eggs. I knew it was  going to rain, but I forgot to take my \_\_\_\_\_\_\_\_, and ended up getting wet on the  way \_\_\_\_\_\_\_\_. ”   * Students would then be required to fill in the blanks with words that would best complete the passage. Context in language and content terms is essential in most, if not all, 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 "milk and eggs" is 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. * **Assessment:** The definition of success in a given cloze test varies, depending on the broader goals behind the exercise. Assessment may depend on whether the exercise is objective (i.e. students are given a list of words to use in a cloze) or subjective (i.e. students are to fill in a cloze with words that would make a given sentence grammatically correct).   Discussion sample: *“I saw a man lay his jacket on a puddle for a woman crossing the street. I thought that was very \_\_\_\_\_\_\_\_.”*  Given the above passage, students' answers may then vary depending on their vocabulary skills and their personal opinions. However, the placement of the blank at the end of the sentence restricts the possible words that may complete the sentence; following an adverb and finishing the sentence, the word is most likely an adjective. *Romantic, chivalrous* or *gallant* may, for example, occupy the blank, as well as *foolish* or *cheesy*. Using those answers, a teacher may ask students to reflect on the opinions drawn from the given cloze.  \* Cloze is attributed to the work of W.L. Taylor (1953) | |