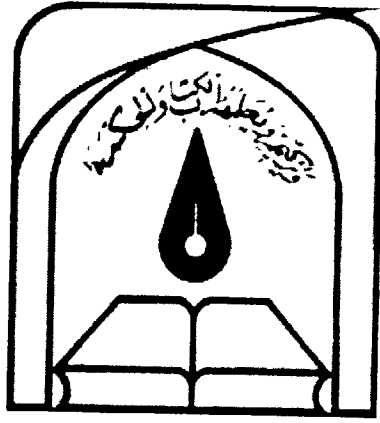


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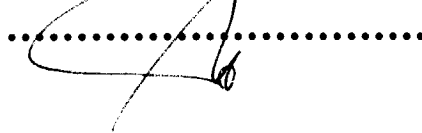
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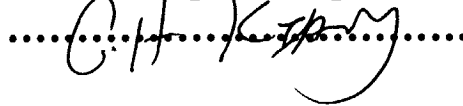
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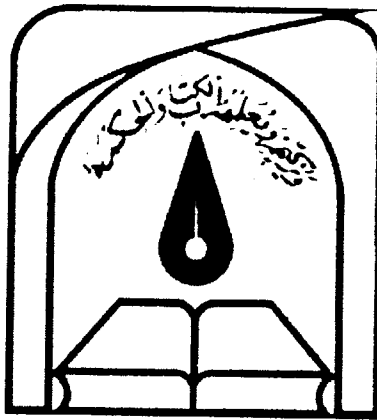


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Faculty of Humanities
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September 2001

*In the name of God
The Compassionate
The Merciful*



**Tarbiat Modarres University
Faculty of Humanities
English Language Department**

***The Relationship between Quiz techniques, Frequency of
administration and Iranian EFL learners' performance
on Summative Achievement Tests.***

**Thesis Submitted in Partial Fulfillment of the Requirements for
the M.A. Degree in TEFL**

By:

Saeed Rahimipor

Supervisor: **Dr. Akbar Mirhassani**

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September, 2001

To my Mother

To my Father

and

To my Dear, kind Wife

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Abstract

Frequent testing and evaluation, using different tests and quiz techniques, have not received that much attention in Iranian pre-university centers. There are just mid-term or final examinations, so the role of testing as the facilitator of learning is somehow forgotten. Most teachers find oral questioning time-consuming and frequent test development demanding on their part. On the other hand, poor performance of Iranian pre-university students on summative achievement tests is a matter of concern in and around education. For this reason, the researcher has done an experimental research to show the impact of completion vs. fill-in cloze techniques with five vs. ten times frequency of administration on Iranian pre-university students' performance on summative achievement tests. To achieve this goal, a validated summative achievement test based on pre-university book two was administered to 250 pre-university students at Shahid Chamran pre-university center in Ilam. Out of them 120 students who performed +/-1 standard deviation above or below the mean were divided into four groups of 30 students each. These groups were randomly assigned to four experimental groups. During the treatment, the first experimental group received ten times completion quiz administration, the second ten times fill-in cloze quiz administration, the third five times completion quiz, and the fourth five times fill-in cloze quiz administration. The quizzes were all based on pre-university book two. At the end of the treatment, the four

experimental groups received a piloted summative achievement test based on pre-university book two. The data were analysed using independent sample t-test, paired sample t-test, two-way ANOVA and Scheffe test. Among the six null hypotheses which determined the effect of the two major independent variables and the interaction between them, null hypotheses numbers one, two, three, four, and six were rejected at .05 significant level. Null hypothesis number five was not rejected at .05 significant level. All this indicated that frequency variable at ten times level of administration proved to work better with pre-university students' performance on summative achievement test. Quiz technique variable received the second priority. Among the two types of quizzes, completion quiz proved to work better with the students' performance on summative achievement test. The results also showed some interaction between the two independent variables. The interaction could account for the lack of difference in null hypothesis number five, namely frequency variable is so dominant that covers the effect of quiz technique at ten times level frequency of administration. It also could account for results revealed by Scheffe test, that is, there is no significant difference between the performance of the group with five times completion quiz administration and the one with ten times fill-in cloze quiz administration. It could be concluded that quiz technique variable, that is, completion quiz showed its strong effect so that the performance of the two groups was almost the

same. It became clear that completion quiz at ten times level frequency of administration worked better with the improvement of pre-university students' performance on summative achievement tests. It would be suggested that teachers in pre-university centers employ completion quiz technique with ten times frequency of administration for improving the students' performance on summative achievement tests.