



The Effect of Formative Quizzes versus Summative Exams on Vocabulary Knowledge of Intermediate Iranian EFL Learners

Hossein Siahpoosh^{1*}, Shirin Ilkhani², Masoumeh Khalkhali Rad², Sahar Lotfi²

¹ Assistant professor, Department of English Language, Ardabil Branch, Islamic Azad University, Ardabil, Iran.

² PhD Candidate of TEFL, Islamic Azad University, Ardabil Branch, Ardabil, Iran.

***Corresponding Author**

Abstract: *The present investigation was an attempt to study the effect of using formative quizzes versus summative exams on vocabulary knowledge of intermediate Iranian EFL learners. The present study tried to find out whether formative quizzes have any statistically significant effect on Iranian male/female intermediate EFL learners' vocabulary knowledge. To that end, QPT was administered to 100 EFL learners at Shokouh Language Institute in Lahijan, Guilan. Intermediate learners who scored from 51 to 60 were selected for the study. So, sixty EFL learners were randomly selected for the final study and divided into experimental and control groups, each group contained thirty learners. Then, a vocabulary test was administered to both groups as a pretest to take their initial knowledge of English vocabulary. The experimental group received treatment in using formative quizzes on their vocabulary knowledge in ten weeks; each one consisted of two sessions. The control group followed the existing methods of teaching vocabulary and was taught the new words in traditional way in the same period. Finally, both groups sat for the post test for vocabulary test. ANCOVA, independent samples t-test, and paired samples t-test were conducted to see if the treatment was effective or not. The results were computed and analyzed through SPSS and it was explored that using formative quizzes had a positive effect on Iranian EFL learners' vocabulary knowledge. It is recommended that teachers and syllabus designers should follow formative quizzes with specific guidance and remedial instruction for students who demonstrate serious deficiencies in understanding, knowledge, or competence.*

Keywords: *Vocabulary Knowledge, Formative Quiz, Summative Exam, Intermediate Learners*

INTRODUCTION

Assessment is an essential part of education. Assessment begins with the process of gathering information about learning. (Harlen, 2013) This information then can be utilized for variety of purposes. When it is used to provide feedback about individuals' learning and help them achieve learning goals, they type of assessment becomes formative assessment. (Black & William, 1998) In other words, formative assessment applies to the assessment activities in which evidence about the results of learning are used to improve learning. This is why formative assessment is also referred as assessment for learning in the literature. (Harlen, 2013) Thus, Educational policymakers, teachers, and researchers are increasingly interested in formative assessment as it reflects and supports student learning. (Torrance & Pryor, 2001; Wiliam, 2011)

Many strategies can be employed for formative assessment in classrooms. Black and William (2009) elucidate that early work on formative assessment concentrated on five activities, which are 1) sharing success criteria with learners, 2) classroom questioning, 3) comment-only marking, 4) peer and self-assessment, 5) formative use of summative tests. Actually, using quizzes for providing feedback to students is an example of formative use of summative tests and comment only marking strategies.

Formative assessments can be employed in a variety of ways. Teachers can choose to grade the students' work, offer extra-credit only, or make the assessments optional. Assessments could also be computer taken or hand completed. In all cases, instantaneous feedback followed the assessments. Johnson (2006) offered his students 28 optional, unscored quizzes. Not surprisingly, only 10% of the students decided to take the quizzes. "It appears that the majority of students were unmotivated to use the online quizzes" (p. 69). Muchovej (2009) also stated that students unmotivated to use optional on-line quizzes. Less than 50% of the students decided to use the practice quizzes to prepare for exams in a biology course for non-science majors.

Teachers choosing to give points for the quizzes had more students' success and greater participation. Kibble (2007) administered online multiple choice quizzes. He found, like Johnson (2006), that in the absence of course credit, students did not participate in the quizzes. Hannah, James and Williams (2014) found success with giving points for completed online computer assessments. There was found to be a positive correlation between the time spent on the quizzes and the total quiz score, however, this did not lead to unilateral success on the exams.

Poljičanin et al. (2009) offered students extra credit for completing daily mini-quizzes. A reward system was established for students answering eight out of ten questions correctly. Students could earn a maximum of 17 points on each exam. The authors concluded that the use of min-quizzes was a great way to encourage and monitor students. By administering formative assessments, teachers can track student progress and encourage students to study daily, rather than cramming right before an exam, thus increasing their chances of success in the class.

Formative assessments in the form of quizzes can be given daily, a few times a week, or weekly. Palmen et al. (2015), examined the differences between giving daily or weekly quizzes. Students were given the option of taking daily or weekly quizzes. When surveyed students much preferred the weekly quizzes over the daily quizzes, although no differences were found in the test results between the two groups. Student participation was also found to be much higher in the weekly quizzes.

Generally, there are many samples of using quizzes for formative purposes in many different fields, such as psychology, (Costa, Mullan, Cothe & Butow, 2010) health sciences, (Carrillo-de-la-Penã et al., 2007) chemistry, (Yalaki, 2010) medicine, (Kibble, 2007; Dobson, 2008) computer science, (Cox & Clark, 1998) biology, (Peat & Franklin, 2002) and math. (Lawson, 1999) Many of these studies use computers and web based quizzes for faster assessment and feedback.

On the other hand, summative assessments according to Garrison and Ehringhaus (2007) "are given periodically to determine at a particular point in time what students know and do not know" (p. 3). They happen too late in the process to provide information to the teacher. At this point, teachers cannot make instructional adjustments and interventions during the learning process. In this sense, "formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made" (pp. 3-4).

There are many examples of teachers from all subject areas using formative daily or weekly quizzes to increase self-reflection and learning. Shirvani (2009) found the use of daily quizzes increased achievement. Zhang and Henderson (2015) attempted to use formative quizzes prior to each unit test in a Physical Examination class for students who were pursuing becoming chiropractors. They concluded that the two sections of students who were given the formative quizzes prior to the exams had significantly higher scores on their summative exams. Yalaki and Bayram (2015), however, concluded that the formative quizzes used in a chemistry course, for non-majors, didn't have a positive effect in every case. They stated that "students need

to be educated about the use of formative assessments ahead of time to help them take advantage of the opportunities” (p. 151).

Literature Review

Formative assessment is defined by McManus (2008) as a process in which teachers and students provide feedback during instruction to systematize the learning and teaching process in order to improve student achievement. According to Miller and Lavin (2007), formative assessment can be observed as a valid and vital part of the blending of teaching and assessment. Formative assessments inform teachers about whether the students have learned and they have an indicator qualification for how the teachers should plan their next lessons. (Wuest & Fisette, 2012)

There are four main components of formative assessment (Black, Harrison, Lee, Marshall, & Wiliam, 2003; Wiliam et al., 2011): (1) Explaining learning objectives and success criteria; (2) increasing the quality of inquiry/dialogue; (3) increasing the quality of marking/ feedback/record keeping; and (4) using self and peer assessment.

According to Heritage (2008), goals and criteria allow students to know what and why they will learn so that they can be active participants in what otherwise can be a passive learning process. When a new topic is presented, it is crucial for students to share their goals, needs and criteria to get pleasant results and notes. (Lombard & Schneider, 2013) From the beginning of the lesson, students are given the responsibility for their own learning, giving each one an opportunity to create their own knowledge of the subject, to work together with their peers and their teachers, to broaden their framework and to move toward more complex knowledge and understanding. (Ritchhart, Church, & Morrison, 2011)

One of the main elements of formative assessment is asking questions. (Hodgson & Pyle, 2010) Teachers can spend one-third of their teaching time asking students questions. (Moss & Brookhart, 2009) According to Borich (2014), fifty or more questions are typically asked in elementary and secondary school classrooms during lesson time. Sometimes 80 percent of all school time can be used up on questions and answers. Such intense focus on a single strategy shows both its suitability and perceived effectiveness. However, not all questions actively involve the learners in the learning process. Besides, most teachers do not utilize classroom dialogues to help their students. (Black et al., 2003) Asking questions in formative assessment is decisive to obtaining information about students’ learning and understanding. This objective can be obtained if the questions are active and effective at determining the learner’s depth of knowledge. (McMillan, 2014)

Importance of feedback

At the center of formative assessment is the idea of feedback. (Hattie & Timperley, 2007) The impact of formative assessment arises from the strength of the feedback provided to students about their learning and to teachers about their teaching. (Andrade, Lui, Palma, & Hefferen, 2015) According to Shute (2008), formative feedback is information transmitted to students that encourages them to organize their thoughts or behaviors in order to enhance their learning.

Luckett and Sutherland (2000) emphasize that feedback provided through formative assessment has significant advantages when encouraging students, helping students improve their learning, reinforcing their work, and providing them with a learning profile. Similarly, Snowball and Sayigh (2007) also indicate that the value of teaching the teacher to provide individual students with feedback on their learning and performance improvement is undisputed.

Teachers are not the only source of feedback. Self and peer assessments can be taught carefully, guiding learners in how to provide constructive and learning-oriented feedback on their own. (Andrade et al., 2015) Self-assessment is a process in which students criticize their own work according to clearly stated expectations, usually provided in the form of goals or criteria, and then revise their work.

Self-assessment is an excellent formative assessment strategy that provides students with immediate feedback on their performance according to established standards and criteria, and gives them information

about how to make adjustments to improve what they learn and how they learn. (Crooks, 2007) Harrison and Harlen (2006) also emphasize that self-assessment is one of the critical elements of formative assessment because it helps students participate directly in learning objective activities. Peer review or peer feedback is one way for students to comment on other students' work. Peer review is influential in creating a more participatory learning culture within the learning environment. (Kollar and Fischer, 2010)

In literature, formative assessment is ranked at the top of the list in studies comparing many teaching strategies, methods, and techniques in terms of the degree of impact on students' academic achievement. Relevant meta-analysis studies have revealed that formative assessment has a high impact size in terms of student success. However, critical studies of formative assessment in recent years have denoted that selected studies for meta-analysis are problematic in terms of the principles of methodological and constructive assessment, and that qualitative and empirical work on formative assessment is needed. (Filsecker and Kerres, 2012; McMillan et al., 2013)

Distinction between formative and summative assessment

There is discussion among scholars on the distinctions between formative and summative assessment and the distinction is not always clear. (Taras, 2005) Taras' view is that formative assessment encompasses summative assessment, but in addition requires feedback which exhibits a knowledge gap and also an indication on how to close this gap. Sadler (1989) makes the distinction that formative assessment is employed by the learner. Therefore, according to Sadler, summative assessment does not exclude feedback, and the same assessment can be either summative or formative contingent upon what the student does with it.

Formative assessment is recognized as useful in students' mind. (Cassady & Gridley, 2005) Among the advantages are an increase in learner engagement (Gikandi et al., 2011) and an improvement of results in the final exam. (Ibabe & Jauregizar, 2009; Wilson, Boyd, Chen, & Jamal, 2011)

Kibble et al. (2011) used formative assessment in the form of quizzes with good results. However, from the Gikandi et al. (2011) overview of formative assessment, it is clear that there are many things that can go wrong. Feedback in formative assessment should be clear, timely, continuous and adequately detailed. Reliability could be threatened unless the assessment offers multiple chances to demonstrate students' learning.

With regard to the above issues, it is expected that this study, which examines the effects of formative quizzes on EFL learners' academic achievement, especially vocabulary knowledge, will contribute to the related literature. In this study, formative quizzes have been used to offer feedback to students on their learning and help them see the areas that they need to improve. To use quizzes for formative purposes, researchers not only give ranks to learners, but also they provided written or oral feedback to them. Giving grades to students is not recommended in formative assessment, because it infers a judgment or competition and prevents students from concentrating on the learning. (Black & William, 2009)

Vocabulary teaching and learning is a continuous challenge for EFL teachers as well as learners because historically there has been minimal focus on vocabulary instruction in the EFL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. Thus, finding ways to improve vocabulary knowledge for EFL learners seems to be necessary in order to help them master new words and remember them.

Actually, Vocabulary is considered as the most important element to language and is of great importance to language learners. Theorists and researchers in the field assert that lexical competence plays a crucial role in second language learning. Therefore, different types of methodologies have been elaborated upon to be used in vocabulary teaching. (Hatch & Brown, 2010) The purpose of the present study is to explore one type of vocabulary learning strategy adopted by the learners in intermediate level of proficiency. To fulfill the objective of the study, the following research question was proposed:

RQ: Does using formative quizzes have any statistically significant effect on Iranian intermediate EFL learners' vocabulary knowledge?

Method

The current study followed a quasi-experimental design in which participants of the study were non-randomly selected (N = 100), made homogeneous, and then were randomly assigned as the control and experimental groups in order to investigate research question of the study. Why the design of this study is called quasi-experimental is the absence of randomization which is one of the main principles of true experimental method of research.

The study was conducted with 60 Iranian male/female intermediate EFL learners who were studying English at Shokouh English Institute in Lahijan, Iran. The participants were selected from six classes taking conversation courses. Thirty participants were randomly chosen as the experimental group, and other participants with the same number and features were regarded as the control group. All participants were aged 18 to 25.

In order to make sure of homogeneity, the participants were selected out of a pool of 100 based on their result in Quick Placement Test (QPT). The participants who scored at the intermediate level (51 to 60) were selected to conduct the study. The experimental group received a 20-session treatment, each session lasting for 45 minutes in which they received written quizzes in each session with oral and written assessment, while the control group was taught vocabulary in a traditional way.

Participants

The target population of the study consisted of 60 male/female EFL learners who have been studying English there for several years and were selected through non-random sampling method. The original population who had the chance to take part in the study consisted of 100 EFL learners, 18-25 year-old students from Shokouh Language Institute of Lahijan. To achieve the number of the participants for the current study to be undertaken, the students sat a language proficiency test, and based on their performances on the test, they were divided into two groups: 30 in the control group, 30 in the experimental group. The native language of the students was Persian and they were not having some knowledge about any other foreign languages except English.

Instruments

To answer the research question of this study, the following instruments were used:

- **Oxford Quick Placement Test (QPT).** QPT is a flexible test of English language proficiency developed by Oxford University Press and Cambridge ESOL to give teachers a reliable and time-saving method of finding a learner's level of English. It is quick and easy to administer and is ideal for placement testing and examination screening. There are two versions available, a computer-based (CB) version and a paper and pen (P&P) version. The computer-based version uses multiple choice questions to assess learners in listening, reading, and structure, including grammar and vocabulary. The paper and pen version can be used to place learners in classes in the same way as the computer-based version. In this research the researcher adopted P&P version, because of technical limitations CBT (computer-based test) was not feasible. The paper and pen version took approximately 30 minutes to administer. All the questions in the test were in multiple-choice format. Answers were directly on the answer sheet. In order to check the level of general language proficiency of learners at the beginning of the study, and to make sure of their homogeneity, QPT was used. QPT consisted of three parts and had 60 items and a writing part. Due to administration problems, the writing section was excluded.
- **Pretest.** The purpose of pretest administered before the treatment was to find the initial knowledge of English vocabulary recall ability between the experimental and control groups. In so doing, a vocabulary test was used to examine the participants' vocabulary recall.
- **Posttest.** Posttest which was administered after the treatment sessions was consisted of 30 multiple-choice questions. In fact, another version of the reading test was used to examine the participants' vocabulary recall after the interventions. The experimental group and control group participated in posttest.

Data Collection and Analysis

This study was conducted in spring 2019. Six classes including 100 EFL learners at Shokouh Language Institute were non-randomly selected as the population of the study. To make sure of their homogeneity, all the participants (N = 100), sat for QPT. Among those participants who passed the exam with score among 51 to 60 were selected for the study. Therefore, 60 participants remained and the scores of other learners were excluded from the data analysis in the remaining phases of the study (i.e. pretest and posttest).

Next, the participants randomly divided into two groups of control and experimental, and they sat for a pretest. The purpose of pretest administered before the treatment is to find the possible primary differences between the level of vocabulary knowledge of the treatment and experimental groups. The students' answer sheets then collected for statistical analyses.

After that, the experimental group received 20 non-graded, written quizzes during 20 sessions of instruction in ten weeks, while the control groups were taught the new words in traditional way without any quizzes during the sessions. Detailed feedback was given to quizzes in in the form of written or oral comments in the experimental group. Peer assessment and group discussions were also employed which followed by instructor explanations. Participants in the experimental group were given a chance to review their quizzes with oral feedback by reviewing questions and answers, while participants in the control group were prohibited from any feedback whenever they asked for it.

Finally, both groups were given a posttest of vocabulary. With the alpha level set at .05, ANCOVA was conducted to compare the means of the experimental group and control group in the posttest while considering the scores of participants in the pretest as a covariance.

Results

As mentioned before, the present study was analyzed using the descriptive and the inferential statistical methods. The descriptive statistics included the calculation of simple statistical attributes such as the measures of central tendency including mean. Also the inferential statistics consisted of calculating an ANCOVA, independent samples t-test and paired sample test in order to illustrate the significant difference between the means of the posttests of the study.

To select homogenous participants as a sample regarding their general language proficiency, the standardized QPT was administered to 100 male/female EFL learners. The participants answered three sections including grammar, vocabulary and reading comprehension with a maximum possible score of 100 points. Based on QPT direction, 60 intermediate EFL learners whose scores were among 51 to 60 were selected as the main sample for the present study.

Then, the differences between mean scores of pretest and posttest of control and experimental group were calculated through ANCOVA. In order to examine the equality of variances, Levene's test of Equality of Error Variances was run. It tests the null hypothesis that the error variance of the dependent variable is equal across groups. The result of Levene's test is illustrated in Table 1.

Table 1. Levene's Test of Equality of Error Variance

Dependent Variable: posttest			
F	df1	df2	Sig.
0.27	1	28	.62

The details in the Levene's test of equality of error variances according to Table 1 allow us to check that we have not violated the assumption of equality of variance. We want the Sig. value to be greater than .05. If this value is smaller than .05, it means that our variances are not equal and that we have violated the assumption. In this case we have not violated the assumption because our Sig. value is .62, which is much larger than our cut-off of .05. In the next step, tests of between-subjects effects run. So, the main ANCOVA results are presented in Table 2.

This table illustrated whether the two groups are significantly different in terms of their scores on the dependent variable (vocabulary posttest). The line corresponding to the independent variable (experimental group) and reading it across to the column labeled Sig. shows whether there is a significant difference between groups. In this study, the value is .00, which is smaller than .05; therefore, the result is significant. There is a significant difference in the performance of the participants in the experimental group after controlling for scores on the pretest administered prior to the intervention.

Table 2. Tests of Between-Subjects Effects

Dependent Variable:posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1751.636 ^a	2	875.818	39.143	.000	.579
Intercept	3119.206	1	3119.206	139.407	.000	.710
pretest	23.569	1	23.569	1.053	.309	.018
group	1719.501	1	1719.501	0.15	0.00	.37
Error	1275.364	27	22.375			
Total	101442.000	30				
Corrected Total	3027.000	29				
A. R Squared = .579 (Adjusted R Squared = .564)						

After this analysis, a paired sample t-test and an independent sample t-test were conducted to compare the mean scores of the participants in the present study. Table 3 presents the results for paired samples test for two sets of the learners’ scores in the experimental group in both pretest and posttest. The sig. value is smaller than 0.05 which means the difference is significant.

Table 3. Paired Samples Test

		Paired Differences (95% Confidence Interval of the Difference)		t	df	Sig. (2-tailed)
		Lower	Upper			
		Pair 1	Experimental pretest Experimental posttest			

The first section of the Independent Sample Test output box gives the results of Levene’s test for equality of variances. The Levene’s test checks whether the variance (variation) of scores for the two groups is the same. The outcome of this test determines which of the t-values that SPSS provides the correct one for the researcher to use. If the Sig. value for Levene’s test is larger than .05 (e.g. .07, .10) the researcher should use the first line in the table, which refers to Equal variances assumed. Table 4 illustrates the results for Independent Sample Test.

Table 4. Independent Samples Test (Levene’s test)

		Levene's Test for Equality of Variances		T-test for Equality of Means	
		F	Sig.	t	df
Experimental posttest	Equal variances assumed	2.107	.158	2.093	28
	Equal variances not assumed			2.093	26.123

In the output above, the significance level for Levene's test is .158. This is larger than the cut-off of .05. This means that the assumption of equal variances has not been violated; therefore, when reporting the t-value, the first line of the table is used.

Thus, based on the findings of this study, the results of ANCOVA analysis revealed that using such kind of quizzes led to better performance of the participants in the vocabulary test. Those participants for whom formative quizzes were used showed better performance in posttest, and therefore it can be concluded that using formative quizzes have statistically significant effect on Iranian intermediate EFL learners' vocabulary knowledge.

Conclusion and Implications

The purpose of this study is to discuss whether formative quizzes have any significant effect on Iranian EFL learners' vocabulary knowledge. Having finished explaining the result of the study, the researcher drew two conclusions. The first conclusion is that formative quizzes can significantly improve the students' vocabulary knowledge. In general, students try to learn and memorize vocabularies as much as possible. Since formative quizzes can be a powerful classroom tool and has many advantages in the classroom through detailed feedback, it can be used to help students connect with information more deeply and recall that information with greater accuracy.

Thus result is in consistent with several studies which report positive results from formative assessment from systems that give feedback based on the students' answers. (Cassady & Gridley, 2005; Dopper & Sjoer, 2004; Gikandi et al., 2011; Ibabe & Jauregizar, 2009; Kibble et al., 2011; Wilson et al., 2011) However, Andrews (2011), Collins (2012), and King (2003) concluded that formative assessment did not significantly affect students' academic achievement in a positive way.

The second point to be concluded is that the implementation of formative quizzes has improved the students' participation in language learning. According to the results, it seems that all of the students found group work, quizzes, and rewards quite useful. Self and peer assessments were also found to be helpful by all students in the experimental group. The reasons for accepting these practices as useful are as follows: group works for increasing learning, cooperating, sharing, and participation in the lesson; quizzes for increasing their learning and recognizing their deficiencies; self and peer assessments for seeing their own situation, comparing with their friends and seeing their deficiencies; rewarding individual developments for increasing their interest in the lesson and their self-confidence, and making the class more enjoyable.

Formative assessment was perceived as useful by students. (Cassady & Gridley, 2005) King (2003) interviewed the students at the end of his experimental work in the fifth-grade science class at secondary school. Students reported that formative assessment practices were a valuable strategy for developing their knowledge and understanding. They stated that formative assessments allowed them to focus on their learning goals, increase feedback mechanisms that inform their progress and increase their learning permanence.

Formative assessment makes the teaching more effective by directing students to reach learning goals, setting learning needs and adjusting teaching accordingly, and increasing teacher awareness of effective teaching approaches. According to the results they obtained from formative assessment projects, Black et al. (2003) stated that teachers were beginning to accept teaching as support for students' learning rather than as simply complementing the educational curriculum.

Teachers process the educational program as a sequence of goals for students on behalf of success, as they can see the gap between the goals and the students' current learning situations. Teachers' perceptions of students also change as skill levels increase. Teachers are beginning to see that they can improve their students' achievements with appropriate help and support; therefore, they can try to minimize the competition that disrupts the motivation of students who find it difficult to achieve some learning goals. Kibble et al. (2011) determined that English teachers had positive attitudes toward formative assessment. In addition, that study

also concluded that the teachers believed that the key elements of formative assessment such as feedback, sharing learning goals, and self and peer assessment could be useful in the learning process and should be implemented in their classrooms.

The opportunity of discussing the learning outcomes of the lessons at the beginning of each lesson and reminding them during the lesson provides an opportunity for the students to reach for the goal and to evaluate what they are doing to reach the goal. In addition, implementing group works in the teaching process provides the development of cooperation and solidarity skills instead of individual competition among students. When the elements of formative assessment and the findings obtained from the practices are taken into consideration, the change to the dominant understanding of assessment to formative assessment in secondary levels, which is currently dominated by the summative assessment approach based on exams, is likely to increase students' achievement significantly and thus to raise the quality of education.

Accordingly, language teachers and researchers have recently been cognizant of the fact that vocabulary is a vital aspect of language, which is worth investigating. However, learners usually confess that they experience substantial complexity with learning new words and many of them spot the acquisition of vocabulary as their utmost foundation of problems. The problem is to discover which ways or skills will best help learners better learn, retain and retrieve vocabulary. Consequently, it is essential for language teachers to be aware of the effectiveness of different methods of vocabulary teaching to choose the ones that are the most effective to their learners; this is what we follow in this quasi-experimental study.

The findings of the present research can be used by syllabus designers in planning the materials for the learners. Also teachers can make use of the findings of the present research and apply the strategies employed here in their classes to help EFL learners grasp English vocabulary easier. Foreign language learners can also benefit from the use of such vocabulary learning strategies in their learning experiences.

The research will have an impact on what the researcher does in the classroom. The researcher has seen the impact daily quizzes and formative assessment can have on students learning. The quizzes provide a way for students to receive feedback and hold students accountable. Taking the quizzes gives every student an opportunity to receive feedback each day they take a quiz. With the adjustment to taking two or three quizzes per week, teachers will make an extra effort to provide each student with feedback each day. Continuing to take quizzes will provide the teacher an easy way to provide feedback as well as give students an opportunity to hold themselves accountable. The use of daily quizzes will make it so students will not be able to hide if they are confused or struggling with the course material. The quizzes allow the teacher to see how each student is doing and provide individual feedback.

Educators are constantly looking for ways to increase student learning and achievement. This research showed students who took the daily quizzes outperformed students who did not take daily quizzes throughout the learning procedure. Therefore, if the quizzes help increase student learning, they should continue to be used in classrooms. Students who were successful in class shared that they were able to use the daily quizzes to monitor their learning.

Future research could scrutinize the types of questions that will benefit the most successful students. The types of questions that could be examined to benefit the most successful students could be both procedural and conceptual questions. These questions could also have students apply what they have learned to real life examples. Future research could also look at the effect different types of questions would have on student's summative assessment scores. All of the questions on the daily quizzes and summative assessment were open ended questions. The future research could investigate the effect of multiple choice questions, true or false questions, or a combination of different types in improvement of vocabulary learning.

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Appendixes

Pretest of Vocabulary

For the following thirty questions, choose the correct answer and mark it on your answer sheet.

1. I must study hard for my new
a. job b. exam c. work d. book
2. We cannot reach to success with
a. cheating b. understanding c. nothing d. showing
3. The football makes his team practice every day.
a. game b. artist c. player d. coach
4. Some days I'm in because I must work till night and I can't study my lessons.
a. love b. shock c. trouble d. pain
5. In Iran,right of some films are illegal.
a. some b. copy c. color d. party
6. Unfortunately, Somestudents are not interested to their course.
a. college b. nervous c. sad d. weak
7. Sometimes, some twins arethe same in face.
a. surely b. fortunately c. hopefully d. exactly
8. My brother me to participate in football classes.
a. forced b. persuaded c. shown d. urged
9. Yesterday, I an email from my old friend.
a. took b. left c. did d. received
10. All carsservicing regularly.
a. need b. help c. meet d.do
11. It's interesting to visit another country, but there are somewhen we don't know the language .
a. answers b. works c. programs d. problems
12. We go to the at the weekend.
a. classroom b. school c. vacation d. group
13. We must notof our losses.
a. afraid b. happy c. glad d. help
14. Please don't animals.
a. look b. show c. bother d. watch
15. She..... to find job after she removes from her last job.
a. works b. does c. looks d. continues

16. Please close the door

- a. quietly b. hardly c. fast d. too

17. She'll be back next week, she's in Korea on

- a. home b. trip c. business d. travel

18. We don't the apartment, we're just renting it.

- a. know b. work c. look d. own

19. The accident at 9 am yesterday.

- a. took b. happened c. cut d. shown

20. Before you the house, make sure all the windows are shut.

- a. leave b. come c. look d. reach

21. He wanted to show me his postcard

- a. book b. thing c. collection d. color

22. If the baby crying, give her some milk.

- a. send b. show c. start d. look

23. I cleaned my father's last day.

- a. store b. book c. job d. note

24. Could I have soup, of salad?

- a. also b. with c. without d. instead

25. I was tired, when I cleaned my big

- a. book b. office c. park d. clothes

26. The of the company live abroad.

- a. friend b. man c. woman d. owner

27. Her youngest brother of cancer when he was only 13.

- a. lived b. died c. pained d. happened

28. I'm to finish all my homework before the weekend.

- a. doing b. showing c. looking d. trying

29. This is his most movie since before.

- a. successful b. beautiful c. fulfill d. pretty

30. We had three weeks of absolutely good

- a. works b. homework c. weather d. afternoon

Posttest of Vocabulary

For the following thirty questions, choose the correct answer and mark it on your answer sheet.

1. I lunch late yesterday, so I can't sleep well.
a. finished b. ate c. hoped d. did
2. Please me your new dress.
a. watch b. send c. look d. show
3. Smoking is a major cause of heart
a. accident b. way c. disease d. cancer
4. There are some drugs that are used to treat mental
a. illness b. face c. behavior d. mind
5. He was arrested for and driving.
a. moving b. playing c. replying d. drinking
6. Are you that he understood your talking?
a. happy b. sure c. upset d. sad
7. Check your essay for spelling mistakes.
a. carelessly b. carefully c. hardly d. hopefully
8. He buy flower for
a. himself b. he c. boy d. teacher
9. There are books in my library.
a. note b. various c. bad d. dirty
10. I want to go a good university.
a. too b. on c. some d. just
11. Snow and ice are making driving conditions very
a. suitable b. well c. dangerous d. slowly
12. After thought, I decided to take the job.
a. a lot of b. some c. many d. few
13. The government a lot of money on educating children.
a. works b. spends c. saves d. shows
14. My parents television every night and so do I.
a. listen b. watch c. see d. show
15. The glass will break if you drop it.

a. occasionally b. fortunately c. certainly d. probably

16. If you can something, you have enough money to pay for it.

a. afford b. attack c. apply d. affect

17. Some students do things in the classroom. They are never ashamed of what they do.

a. silly b. wrong c. some d. well

18. I didn't the film last night.

a. share b. enjoy c. show d. work

19. The teacher came to the class and said, please yourself.

a. propose b. invite c. introduce d. show

20. My teacher that I must work hard more than before.

a. insisted b. taught c. shown d. noticed

21. Leave the room The cracks in the ceiling are very dangerous.

a. immediately b. fortunately c. commonly d. absolutely

22. They walked the road.

a. very quickly b. side c. slow d. side by side

23. I told him to turn left and he immediately turned! He might not have understood you.

a. right b. back c. around d. over

24. What is the opposite of right?

a. back b. under c. straight d. left

25. If you with someone, you have not the same opinion as they do about something.

a. disagree b. touch c. argue d. talk

26. The teacher said that, please to my questions.

a. think b. work c. show d. answer

27. When teacher asked the question, I my hand for reply.

a. shown b. touched c. raised d. touch

28. If you something, you keep it because it will be needed later.

a. lose b. sell c. save d. fill

29. A witness to an event is a person who it.

a. said b. read c. saw d. did

30. The woman entered the room, by three little children.

a. followed b. shown c. worked d. studied