

The Effect of Multiple Choice Test and Matching Test on Iranian Intermediate EFL Learners' Pronunciation Accuracy

Mahshid Rezai Shaghaji*,

The present study seeks to investigate the effect of Multiple Choice Test (MCT) and Matching Test (MT) on Iranian intermediate EFL learners' pronunciation accuracy. It is viewed that pronunciation is the basis of language communication and should be valued in the same attention as other modules and skills of language, such as vocabulary, grammar, reading, and writing. In order to find an answer for the question of this research, 45 Persian intermediate learners (out of 90) Andishe Language Institute in Sangar, Gilan, Iran, were ed via administering a Solution Placement Test. Next, they were divided into three groups of 15 and were randomly assigned in to two experimental groups (A), (B), and one control group. After pretesting of pronunciation test which was administered to three groups, the experimental group (A) used MCT technique and experimental group (B) used MT technique of teaching pronunciation through a phoneme chart within 10 sessions (twice a week, 45 minutes); while the control group used a traditional way of teaching pronunciation considering the same phoneme chart (within the same period) via Oral Test (OT). After treatment period, there was the posttest of pronunciation accuracy; it was administered to all groups. Two sets of data obtained the pretest and the posttest scores were analyzed (using SPSS software) through calculating descriptive statistics, a paired samples t-test, one-way ANOVA, Levene's, and Scheffe's Tests. The results revealed that experimental group (A) who used MCT technique attained the highest scores in pronunciation test (the posttest). It can be concluded that there is a statistically significant difference between the effect of MCT and MT on Iranian intermediate EFL learners' pronunciation accuracy. Therefore, teaching pronunciation through MCT and MT (as visual tools) activate learners' minds to process input materials meaningfully in order to get conceptual learning cognitively.

Keywords : EFL learners,Phone,Multiple choice test (MCT) Matching test (MT)

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