

عنوان مقاله:

Educational Accountability and Quality of Classroom Life in EFL Contexts: Investigating Public-and Private-Sector EFL Teachers' and Learners' Perception

محل انتشار:

مجله آموزش زبان و مطالعات ترجمه، دوره 7، شماره 3 (سال: 1401)

تعداد صفحات اصل مقاله: 22

نویسندگان:

مریم بهرامی - *PhD in TEFL, English Department, Faculty of Literature and Foreign Languages, Islamic Azad University, Karaj Branch, Karaj, Iran*

رئوف حمزوی - *MA in TEFL, English Department, Bu-Ali Sina University, Hamedan, Iran*

خلاصه مقاله:

This study intended to identify the status of educational accountability and quality of classroom life in Iranian public-and private-sector EFL contexts. To this end, ۱۲۰ (۶۰ public-and ۶۰ private-sector) EFL learners and ۸۰ (۴۰ public-and ۴۰ private-sector) EFL teachers of distinct ages (۱۶-۵۰) from different senior secondary schools and private language institutes in Kermanshah took part in the study. The participants completed the relevant questionnaires. Moreover, a semi-structured interview was conducted with ۲۰ (ten public-and ten private-sector) EFL learners and ۲۰ (ten public-and ten private-sector) EFL teachers. The results revealed that educational accountability was reasonably high among Iranian EFL teachers and learners, and the quality of classroom life was also acceptable in Iranian EFL contexts. Additionally, both EFL learners' and teachers' educational accountability was found to be more significant in the private-sector context. Besides, the quality of classroom life was significantly higher in the private-sector context than the public-sector context. The findings can help EFL teachers, syllabus designers, and material developers to grasp a better picture of educational accountability and quality of classroom life in Iranian public-and private-sector EFL contexts.

کلمات کلیدی:

Educational Accountability, Quality of Classroom Life, Senior Secondary Schools, private language institutes, EFL teachers, EFL learners

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1609822>

