عنوان مقاله:

Towards the Development of an Assessment Literacy Questionnaire: The Case of Iranian EFL Teachers

نویسندگان:

Behnaz Rastegar - *PhD Candidate, Imam Khomeini International University, Qazvin, Iran*

Abbas Zarei - *Associate Professor, Department of English, Faculty of Humanities, Imam Khomeini International University, Qazvin, Iran, https://orcid.org/۰۰۰۰-۰۰۰۲-۶۰۶۲-۶۶۳۳*

Rajab Esfandiari - *۳Associate Professor, Department of English, Faculty of Humanities, Imam Khomeini International University, Qazvin, Iran, https://orcid.org/۰۰۰۰-۰۰۰۲-۲۳۰۵-۷۶۲X*

خلاصه مقاله:

Substantial research has been done on assessment literacy (AL), and several questionnaires have been developed to measure AL. However, little (if any) research has attempted to provide a comprehensive assessment literacy questionnaire. To fill this gap, the present study attempted to develop an assessment literacy questionnaire which encompasses not only the areas identified by previous research, but also those not identified by those studies. Moreover, attempt was made to identify the components that were better predictors of Iranian EFL teachers' assessment literacy. To this end, first previous AL questionnaires were explored and their main items were identified. Then, researchers-made items were added. Meanwhile, interviews were conducted with experts, who suggested some additional items. Then, ۳۸۶ Iranian teachers of English were selected through convenience sampling on the basis of availability to fill in the first draft of the questionnaires that assessed different aspects of assessment literacy in order to validate it. Finally, a Principal Component Analysis (PCA) was conducted, and a questionnaire with ۳۵ items which evaluated nine components of assessment literacy was developed. In addition, the validated, final version of the AL questionnaire was distributed among ۱۴۶ EFL teachers to identify the better predictor components of AL among Iranian EFL teachers. Multiple regression analysis revealed that "administering, rating, and interpreting test" was the best predictor of teachers' AL in comparison to other components. The theoretical as well as practical implications of the findings are also discussed.

کلمات کلیدی:

assessment literacy, Language Assessment, questionnaire construction, Validation

لینک ثابت مقاله در پایگاه سیویلیکا:

https://civilica.com/doc/1687230