

عنوان مقاله:

Video Inclusive Portfolios as Teachers' Feedback and EFL Learners' Reading Comprehension

محل انتشار:

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نویسندگان:

Mehrnoosh Eslami - *Department of Foreign Languages & Linguistics, Shiraz University, Iran*

Rahman Sahragard - *Department of Foreign Languages & Linguistics, Shiraz University, Iran*

Seyyed Ayatollah Razmjoo - *Department of Foreign Languages & Linguistics, Shiraz University, Iran*

Mohammad Saber Khaghaninejad - *Department of Foreign Languages & Linguistics, Shiraz University, Iran*

خلاصه مقاله:

This study examined whether utilizing Video Inclusive Portfolios (VIP) as teachers' feedback had significantly impacted the reading comprehension of Iranian EFL learners and whether utilizing VIP makes a noticeable variation in the reading comprehension abilities of Iranian men and women who are learning EFL. Moreover, the study explored the Iranian EFL teachers' perceptions of VIP as teachers' feedback to develop a fitting model for the Iranian EFL contexts. The study favored a quantitative-qualitative design. To this end, ۱۲۰ male and female Iranian EFL learners were selected randomly based on the NTC's TOEFL test rubrics. In addition to the learners, ۱۵ EFL teachers were also selected for the qualitative stage. Three computer applications, NTC's TOEFL Test, and interviews were the research instruments. Statistical procedures were utilized to analyze the quantitative data presented and for the qualitative part, a theme-based approach using MAXQDA was followed. The findings revealed that VIP significantly impacted the reading comprehension of learners studying EFL. Furthermore, the study did not find any significant difference among the participants of the study regarding their reading comprehension across the two genders. The findings also indicated although some problems were mentioned by the participants, the teachers had a positive perception toward utilizing VIP in language learning/teaching of the reading comprehension skill. Finally, the results showed that a fitting model for the Iranian EFL contexts had some specific features, such as its multimodality, novelty, and strategies for improving and utilizing VIP, thereby receiving better correction than other types of feedback.

کلمات کلیدی:

Video Inclusive Portfolios, corrective feedback, reading comprehension

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