

عنوان مقاله:

Iranian EFL Teachers' Oral/Aural Skills Language Assessment Literacy: Instrument Development and Validation

محل انتشار:

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خلاصه مقاله:

Despite widespread studies on language assessment literacy (LAL), there are still many unexplored areas about LAL (Gan & Lam, ۲۰۲۲). One of these areas is identifying various aspects of LAL regarding different language skills and scrutinizing the English as a foreign language (EFL) teachers' involvement with these aspects. Accordingly, this study attempted to (a) explore Iranian EFL teachers' perceptions, preferences, and difficulties of oral/aural skills LAL and (b) develop a scale to measure these teachers' oral/aural skills LAL. The study was carried out in two phases. First, semi-structured interviews were conducted with ۱۰ Iranian EFL teachers to identify their perceptions, preferences, and difficulties of oral/aural skills LAL. Second, the researchers developed a questionnaire based on a review of the literature on assessing oral/aural skills and the results of interviews. The questionnaire was reviewed by experts, revised accordingly, and administered to ۱۵۰ Iranian EFL teachers who were selected through convenience sampling. The reliability of the questionnaire and its construct validity were then checked. The results of both phases of the study were compatible. The outcomes showed that almost all teachers represented dissatisfaction about their oral/aural skills LAL and they were enthusiastic to participate in assessment training courses. Furthermore, it was found that due to their lack of knowledge about oral/aural skills assessment, traditional techniques of assessment were widely used by Iranian EFL teachers.

کلمات کلیدی:

assessment literacy, EFL teachers, Language Assessment Literacy, oral/aural skills assessment, questionnaire development

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