

عنوان مقاله:

A Critical Review of the Current Status of EFL Speaking Assessment in Junior High School Context in Iran; Dilemmas and Pedagogical Interventions

محل انتشار:

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خلاصه مقاله:

This article reviews various aspects of speaking assessment in the context of Iranian Junior High School EFL education. Beginning with an examination of the deficiency in current speaking assessments, the study delves into the distinctions between formative and summative assessment methods. The focus then shifts to the crucial component of EFL teachers' speaking assessment literacy and the challenges they face in integrating speaking assessments effectively. Insufficient reliability in assessment outcomes is identified as a significant concern, prompting an in-depth discussion on the role of raters in the assessment process. Rater training emerges as a pivotal strategy to address reliability issues, emphasizing the need for standardized procedures and consistent adherence to assessment criteria. Throughout the article, the interconnected nature of these elements is highlighted, offering insights into the complexities and potential solutions within the realm of speaking assessment in Iranian Junior High School EFL classrooms.

کلمات کلیدی:

EFL, Speaking Assessment, Deficiency of Speaking Assessment, Formative and Summative Assessment, Speaking Assessment Literacy, Integrated Assessment, Reliability, Rater Training

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