

عنوان مقاله:

The Impact of Strategy-Based Instruction via Webfolio Assessment on IELTS Academic Writing of Iranian EFL Learners

محل انتشار:

کنفرانس بین المللی پژوهش در مهندسی، علوم و تکنولوژی (سال: 1394)

تعداد صفحات اصل مقاله: 21

نویسندگان:

Ahmad Khanahmadi - M.A. Student in TEFEL, Department of English, Faculty of Humanities, Garmsar Branch, Islamic Azad University, Garmsar, Iran

Seyed Mohammad Alavi - Assistant professor of Applied Linguistics, Faculty of Foreign Languages, University of Tehran

Seyed Reza Behafarin - Assistant professor of Applied Linguistics, Faculty of Foreign Languages, Islamic Azad University at Northern Tehran

خلاصه مقاله:

This study employed webfolio assessment system to investigate how the use of blogs within a portfolio framework in Iranian EFL writing classes which implemented Strategies-Based Instruction (SBI) affects writing proficiency. For the purpose of this study, forty five advance female learners were divided into three groups: webfolio (N=11), paper-based portfolio (N=11) and non- portfolio (N=11) writing classes. Two IELTS academic writing tasks adopted from Cambridge IELTS 8 were administered as pretest and posttest phase of study to the experimental groups in order to find the difference in the writing of the learners prior to the treatment and then at the outset of the study. The pre-post tests were administered along with a writing strategies questionnaire [43] to find the differences in using strategies before and after the treatment. The difference among the three groups was that the experimental groups received strategy-based instruction as well, whereas the comparison group did not. Also, the webfolio group utilized weblogs for their portfolios. Analyzing the performance of webfolio, paper-based portfolio, and the comparison groups showed that utilizing webfolio assessment system (M=24.32) had significant effect on the writing ability of Iranian EFL learners in comparison with paper-based portfolio assessing system (M=21.12). Also using writing strategies significantly effected on the IELTS academic writing of Iranian EFL learners in comparison with non-strategy based instruction.

کلمات کلیدی:

Webfolio, Strategy-Based Instruction, Assessment, Academic Writing, IELTS

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/398083>



