

عنوان مقاله:

High-stakes concerns and value-added models: Guiding EFL instructors to be transformative intellectuals rather than passive technicians

محل انتشار:

کنفرانس بین المللی نوآوری و تحقیق در علوم انسانی و مطالعات فرهنگی اجتماعی (سال: 1395)

تعداد صفحات اصل مقاله: 9

نویسندگان:

Vida Dehnad - Lecturer, English department, University of Neyshabur

,Roghayeh Farsi - Assistant Professor, English department, University of Neyshabur

خلاصه مقاله:

In the current article, we tried to add to the growing literature on the accountability of EFL instructors in Iranian academic settings. Our first goal in broaching the discussions was to increase awareness among our educational policy makers about some serious failures of what we call evaluation that is not able to provide some fair answers to our high stakes questions. We, thus, paid attention to transformative characteristics of instructors that promote students' gains and achievements in their fields of study, namely English language teaching. We then proposed value-added models as more appropriate evaluators of instructors' accountability. We explained that these models allow for various important variables that determine learners' progress across their study years and mark out the .extents of instructors' accountability and influence in any gain and positive change

کلمات کلیدی:

high-stakes, transformative, rubric, evaluation, value-added models

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/609759>

