

عنوان مقاله:

Proficiency and Educational Standing as Predicates of EFL Teachers' Approach for Different Writing Evaluation Standards

محل انتشار:

ششمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1397)

تعداد صفحات اصل مقاله: 20

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خلاصه مقاله:

Evaluation of language skills is an essential part of language learning and training procedure. It has commonly been assumed that rater-related parameters such as training background, population, opinions, teaching approaches, and heterogeneous students can greatly impact the stress they put on the evaluation of writing quantities. Thus, the present study was conducted to investigate the effect of proficiency and educational standing as predicates of EFL teachers' approach for different writing evaluation standards. In relation to this point, 60 EFL teachers were elected as raters based on the data gathered from the demographic questionnaire. Data were collected from three sequential questionnaires: Background information Questionnaire, Writing evaluation standards Questionnaire, and open-ended questionnaire. Chi-square test was run to mark the difference between the performance of two groups of raters with different years of teaching proficiency and educational standings. The results of the findings indicated that, there was no salient difference between skilled and amateur EFL teachers in their approach for writing evaluation standards.

کلمات کلیدی:

Proficiency, EFL Teacher, Educational Standing, Evaluation, Rater, Rubrics, Test

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