

عنوان مقاله:

Discursive Assessment in Contrastive Rhetoric-oriented Pedagogy: Integrating Multiple Levels of Assessment in a WritingClass

محل انتشار:

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

تعداد صفحات اصل مقاله: 12

نویسندگان:

Razieh Rabbai Yekta - Payame Noor University of Isfahan

Alireza Sarlak - Payame Noor University of Isfahan

خلاصه مقاله:

Regarding lack of belief in contrastive rhetoric as a useful pedagogical construct and the claim that principles of contrastive rhetoric can not be applied directly to classroom writing instruction (Casanave, 2004, p. 43), this study details an innovative approach to coordinating and enhancing multiple levels of assessment and discursive feedback as an aid to teaching and learning of rhetorical features. As part of a broader design-based research programme, the study analyzed small group interactions in feedback activities across three stages corresponding to close, proximal and distal levels of assessing students' expository writing through discursive activities and discursive feedback. The goal of this study is to develop an understanding of the ways that a situative approach to assessment and practice supports learning of a 'descriptive process'. The findings obtained in this study suggest design principles for integrating the formative functions of discursive feedback with the summative functions of traditional assessment, (through participation in different forms of rhetoric based discourse).

کلمات کلیدی:

comparative rhetoric; discourse practices; discursive feedback; formative assessment; situative approach; summative assessment

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/880352>

