

عنوان مقاله:

Program Evaluation of ELT in Iranian High schools: Case Study in Northern Khorasan

محل انتشار:

دومین کنفرانس بین المللی مطالعات زبان، ادبیات، فرهنگ و تاریخ (سال: 1398)

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خلاصه مقاله:

The CIPP (context, input, process, and product) Evaluation Model was a comprehensive approach to present evaluative information for educational decision making and improvement through a proactive approach. This study aimed to evaluate the English language teaching program of high schools in Northern Khorasan, Iran, through the perspectives of instructors and students. Firstly, the pilot study was carried out to make necessary changes to the student and teacher questionnaire before the main study. Four major considerations in the CIPP Model were taken in to account. 300 high school students and 30 instructors participated in the study. The students also sat for the KET in two consecutive sessions and they were interviewed within a two -week time span from their written exam. Results showed that there was no significant relationship between KET scores and assessment of students abilities in language skills by themselves. The MANOVA results indicated that neither gender nor major had any significant effects on the perceived skill competencies; however, it displayed a significant main effect for the class level on perceived skills competencies. In addition, the findings revealed some improvements in the physical conditions, content, materials, and assessment dimensions of the program were required to make the program more effective.

کلمات کلیدی:

Program evaluation, CIPP Model, KET exam, EFL setting of Iran

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